



## History/Gender & Women's Studies 134

Fall 2022: 4 credits

MWF 8:50-9:45, Engineering Hall 2305

Professor April Haynes: [april.haynes@wisc.edu](mailto:april.haynes@wisc.edu)

Office hours: Humanities 4119, W 3:30-4:30, F 11-12, and online by appointment

Teaching Assistant Abby Corcoran: [atcorcoran@wisc.edu](mailto:atcorcoran@wisc.edu)

Office hours: W 10:30-12:30

Sections

M 9:55-10:45 EH 2349

M 11-11:50 EH 2355

M 2:25-3:15 HUM 2531

M 3:30-4:20 HUM 2131

This course approaches the study of women and gender through the lens of what historians call “the unpredictable past.” It encourages each of us to examine the assumptions we may hold about women, gender, and history. Rather than imagining timeless male dominance, we will consider the changing contours of multiple power systems. We will search for clues about how a given society defined women—including whether they were part of a binary gender system or not. And we will ask how diverse women made history, even when oppressive social structures prevented them from making it exactly as they wished.

Learning women’s and gender history is inspirational and full of surprises. It can also be uncomfortable. It means confronting hard realities, including sexual and gender-based violence, colonialism, slavery, and other forms of exploitation. It requires interpreting sources produced by people whose values may conflict with our own. More fundamentally, it involves searching for truth amidst competing historical accounts. Historians don’t just describe the past; we use evidence to *debate* it—and so will you. Sometimes the best available evidence will support the least appealing version of events.

The reward for all this discomfort is a thorough understanding of the gender systems that have shaped today’s world. For those who long to create a better future, grappling with history affirms the certainty of change and suggests useful lessons for the future. The course concludes by exploring modern visions of gender justice, the challenges activists have faced in pursuing them, and the strategies which have/have not been effective.

**Course Description.** A global (comparative and transnational) survey of women and gender from the ancient world to the modern period. Introduces students to key issues in the history of

women and gender, including the historical construction of identities, roles, symbols, and power relationships.

### **Course Learning Outcomes.**

Upon completion of Hist/GWS 134, students will be able to:

1. Understand how women experienced and participated in world historical events
2. Explain the historical emergence of diverse gender roles, power relationships, and social movements
3. Locate useful primary and secondary sources to answer historical questions
4. Apply gender analysis to primary and secondary sources
5. Use evidence to engage in and evaluate debates over competing historical accounts

The **content** of this course serves as a partial introduction to Gender and Women's studies, which is an interdisciplinary subject. The **skills** you will learn in Hist/GWS 134 are primarily historical. Note that our course learning outcomes align with the goals of the History major:

1. Find and interpret diverse evidence to explain complex changes over time
2. Communicate effectively to a variety of audiences in writing and speech
3. Use an understanding of many perspectives to work with people and solve complex problems
4. Seek to understand differing views and ways of being in the world
5. Identify the skills developed in the study of history and articulate their applicability to a variety of professional and intellectual endeavors

**Other key information about this course.** Hist/GWS 134 satisfies UW-Madison's breadth requirement in Humanities or Social Science and counts toward Liberal Arts and Science credit in the College of Letters and Sciences. It is an elementary-level course, with priority given to first-year undergraduate students. There are no prerequisites. Students may use the Honors Option in this course in partial fulfillment of the requirements of the [L & S Honors Program](#). Please see Professor Haynes in office hours if you would like to use the Honors Option in this course.

**This is a blended course.** We will meet in person for direct instruction three times per week, plus sections, barring advance notice to the contrary. At the same time, more than 20% of course materials (readings, assignments, and some lectures) will be accessed online. This modality is intended to accommodate diverse learning styles and increase opportunities for interaction during our in-person class meetings.

**The credit standard for this course** is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit). In addition to regularly scheduled lecture and section meetings of 55 minutes four times per week, these include reading, writing, peer-peer engagement, self-evaluation, and other student work as described in this syllabus. Students taking the Honors Option will exceed this minimum time

requirement. One additional meeting outside of regular course hours will be scheduled for Honors Students: a viewing and discussion of the film *Lucia*.

**Hist/GWS 134 instructors will interact directly with students** in face-to-face meetings during 14 out of 15 weeks of the semester, barring any unforeseen catastrophe. We will give substantive feedback on student work in a timely manner (within 1-2 weeks of receiving the assignment or observing an assessed activity). We will also hold regular office hours. Whenever you feel that you would benefit from more student-instructor interaction, please come to office hours, or schedule an appointment for an online conversation in real time. Abby Corcoran's office hours are mainly for asking questions about the practical aspects of an assignment or seeking tutoring in the skills necessary to succeed. Professor Haynes' office hours are primarily for questions and conversations about the content of this course, including guidance related to your independent research. However, I can also assist you if you need help mediating a course-related conflict.

## Course Website and Digital Instructional Tools

- <https://canvas.wisc.edu/courses/321824>
- Please check Canvas for announcements before coming to each class.
- Online office hours will be conducted via the [Zoom tab](#) in the Hist/GWS 134 Canvas course.

**Discussion sections.** Hist/GWS 134 uses weekly discussion sections for teaching and practicing the **skills** you will need to succeed in this course. Plan to attend section meetings faithfully. Abby will distribute a section syllabus at your first meeting on Monday, Sep. 12, 2022.

## Required Textbook, Software and Other Course Materials

- **All required readings are free to students via Canvas.** Lectures function in lieu of a textbook to supply contextual information. If you find that you need more background, I recommend Merry Wiesner-Hanks' *Gender in History: Global Perspectives*, Third Edition (Wiley-Blackwell, 2022). It is available for purchase or rental at the UW-Bookstore, and I have requested a copy to be placed on reserve in College Library.
- **Students taking the Honors Option must read the following books**, which I have placed on reserve in College Library:
  - R.K. Narayan, *The Ramayana* (New York: Penguin, 2006): \$9.99 to purchase new
  - Sor Juana Inés de la Cruz, *The Answer/La Respuesta* (New York: Feminist Press, 2009): \$17.99 to purchase new
  - Linda M. Heywood, *Njinga of Angola: Africa's Warrior Queen* (Cambridge: Harvard, 2019): \$18.95 to purchase new
  - Katherine M. Marino, *Feminism for the Americas: The Making of an International Human Rights Movement* (Chapel Hill: University of North Carolina, 2020): \$25.16 to purchase new
- **All students will need Microsoft Word and Adobe Acrobat** (part of the Creative Cloud suite of Adobe software) in this course. These resources can be freely downloaded via the [Campus Software Library](#).

## Course Schedule/Calendar

**Note:** please prepare the assigned material *before* class on the corresponding date

### Week 1

#### Modules 0-1. What is women's & gender history?

Sep. 7

Course introduction: What is gender?

Sep. 9

Prehistory: When did gender start?

- Complete Canvas module 0
- Read *Invisible Sex*, pp. 6-26 (Canvas module 1)

### Week 2

#### Module 2. How did ancient societies organize gender and power?

Sep. 12

Patriarchy

Skill to learn in section: interpreting prescriptive primary sources (laws, norms)

- Read: *Laws of Manu* and Ban Zhao's *Precepts for My Daughters*

Sep. 14

Matriarchy

Sep. 16

Complementarity

### Week 3

#### Module 2, Debate 1

Sep. 19

Complexity and nuance in ancient gender systems

Section skill: Identify how sources and concepts shape historical interpretations

- Read: Sanday, *Women at the Center* (excerpt) and Tai, "Cosmology and Complementary Gender Roles"

Sep. 21

Prep day

- Pass content quiz by 8am
- Honors students: upload "Evidence from the *Ramayana*" by 8am

Sep. 23

Debate 1

- Upload your position paper to Canvas by 8am
- Complete reflection survey by 5pm Sunday 9/25

### Week 4

#### Module 3. What did the rise of world religions mean for gender?

Sep. 26

Overview; Buddhism

Section skill: Interpreting subjective primary sources (poetry, sacred texts)

- Read: Selections from the *Therigatha*

Sep. 28

Christianity

- Read: *Genesis* (excerpt)

Sep. 30

Islam

- Lutfi, "Manners and Customs of 14<sup>th</sup>-century Cairene Women"

### Week 5

#### Module 3, Debate 2.

Oct. 3

Religion and the Creation of Gendered Subcultures

Section skill: synthesizing primary sources to make historical claims

- Read: Shonagon, *The Pillow Book*; Pizan, *Book of the City of Ladies* (excerpts)

- Oct. 5            Prep day
- Pass content quiz by 8am
  - Honors students: upload "Evidence from *The Answer/La Respuesta*" by 8am
- Oct. 7            Debate 2
- Upload your position paper to Canvas by 8am
  - Complete reflection survey by 5pm Sunday 10/9

**Week 6**            **Module 4. To what extent did women drive world history?**

- Oct. 10            "Girl power" in Early Modern Europe?  
Section skill: Analyzing secondary sources; what to do when scholars disagree?
- Read: de Moor and Van Zanden, "Girl Power"; Federici, *Caliban and the Witch* (excerpt)
- Oct. 12            Indigenous Gender Systems, Colonial Crises, & Survivance (Americas)
- Start reading the primary sources due next Monday; bring questions to office hours.
- Oct. 14            Indigenous Gender Systems, Atlantic Slavery, & Racialized Gender (Africa)

**Week 7**            **Module 4, Debate 3**

- Oct. 17            The Agency Question  
Section skill: Reading primary sources against the grain
- Read: Cholenec, "Catherine, the Iroquois Saint"; "A Case of Witchcraft in New Mexico, 1708"
- Oct. 19            Prep day
- Pass content quiz by 8am
  - Honors students: upload "Evidence from *Njinga*" by 8am
- Oct. 21            Debate 3
- Upload your position paper to Canvas by 8am
  - Complete reflection survey by 5pm Sunday 10/23

**Week 8**            **Module 5. What did "the age of revolutions" change about gender?**

- Oct. 24            Scientific Revolutions and the Concept of Biological Sex  
Section skill: How to find historical sources using UW libraries & databases
- Oct. 26            Political Revolutions and the Concept of Women's Rights
- Read: de Gouges, "Declaration"; Wollstonecraft, *Vindication* (excerpt)  
→ View: [Without a Whisper](#)
- Oct. 28            "New Women" in an Imperial Age
- Read: Hossain, "Sultana's Dream"

**Week 9**            **Module 5, Debate 4**

- M Oct. 31            "Modern Girls": capitalism, socialism, and feminism

Section skill: How to select primary sources that answer your research question

- Read: Kollontai, *The Social Basis of the Woman Question* (excerpt)

→ View: [From Mao Towards Full Equality](#)

W Nov. 2

Prep day

→ View: "Anticolonial Revolutions and the Gender of Nationalism" (Canvas)

- Pass content quiz by 8am
- Honors: upload "Evidence from *Lucia*" by 8am

F Nov. 4

Debate 4

- Upload your position paper to Canvas by 8am
- Complete reflection survey by 5pm Sunday 11/6

### Week 10

#### Module 6. Who defined feminism?

M Nov. 7

State Feminism and "Women in Development"

Section skill: Synthesizing primary sources to construct a thesis

- Read: Espín, "With No Preconceived Structure or Agenda"; United Nations, "Convention on the Elimination of all forms of Discrimination Against Women"

W Nov. 9

Did US activists set the tone for "Second-" and "Third-wave" Feminisms?

- Read: Radicalesbians, "The Woman-Identified Woman"; "The Combahee river Collective Statement"; Emi Koyama, "The Transfeminist Manifesto"

F Nov. 11

Feminisms Across Borders

- Read: James and dalla Costa, "The Power of Women and the Subversion of the Community" (1972) 1-17; Third World Women's Alliance, *Triple Jeopardy* (Sep-Oct. 1973) 1-15.

### Week 11

#### Module 6, Debate 5

M Nov. 14

Assessing the Outcomes of Feminist Movements in the Early 2000s

- Read: "The Rio Declaration on Engaging Men and Boys in Achieving Gender Equality"; Serano, "Reclaiming Femininity"

Section skill: Peer review—why it matters and how to do it well

W Nov. 16

Prep day

- Pass content quiz by 8am
- Honors: upload "Evidence from *Feminism for the Americas*" by 8am

F Nov. 18

Debate 5

- Upload your position paper to Canvas by 8am
- Complete reflection survey by 5pm Sunday 11/20

### Week 12

#### \*Reading Week\*

Office hours online; no sections or lecture classes this week.

### Weeks 13-14 Student Presentations

Sections: Week 13-oral history; Week 14-project process Q & A

- **Be prepared to present in lecture on Mon. Nov. 28.** If you choose to present by video, email the link to Prof. Haynes by Sunday, Nov. 27.
- One theme-team (10 max presenters) will present each day on MWF of these two weeks. A lottery system will determine the order in which teams will present.
- Participate in two peer review collaborations by the end of Week 13 and two more by the end of Week 14. Collaborations open in Canvas on Mon. Nov. 28 and close Fri. Dec. 9

### Week 15      Module 7. What conclusions can we draw from “deep history”?

M Dec. 12      How did we get here? Beard v. Beauvoir

Section skill: Open debate

W Dec. 14      Where Next?

- Read: “Moment of Truth”; Spade, “What’s Wrong with Trans Rights?”

## Homework and Other Assignments

- There are no exams or term papers in Hist/GWS 134. Instead, the course is structured around (A) five in-class debates and (B) one final project. These activities will occur in an instructor-facilitated **team context**, but every student will receive an **individual grade** for these assignments.

### A. Debates:

- A debate prompt will be distributed at the end of each content module, and each table will choose a position with respect to it. (If there is too much consensus, I may assign a “devil’s advocate” position to some teams.) Each team will have one in-class **prep day** to develop their position, organize evidence, and consider questions to ask those taking a different position. On **debate day**, delegated speakers will give an overview of each team’s position. After all teams have had a chance to outline their positions, other team members will ask questions and state conclusions.
- **To receive a grade for each debate**, the following criteria must be met:
  1. **Pass a multiple-choice content quiz before class on prep day** (the Wednesday before the debate). This quiz will be available on Canvas immediately after class on the Monday before prep day. It will cover material from the lectures and readings assigned in the debate module. You may take it as many times as needed to pass. Be sure to give yourself ample time to repeat it several times, just in case. The actual quiz score will not affect your grade. As soon as you have passed, you will receive credit and be able to proceed to the next step. The point of this requirement is to ensure that all team members are on the same page before the teamwork begins.

2. **Submit a 2-page (500 word) position paper before class on debate day** (the Friday after prep day). The purpose of this assignment is to explain how *you* would make the case for your team's position based on the evidence you have encountered in the module. It will be your "cheat sheet" on debate day (use it to outline what you would like to say). No external research is expected or allowed.
  - You are not required to agree with your teammates: the conversation among teammates on prep day is for establishing a collective plan. The hope is that it will also stimulate independent thought. In any case, the position paper should be more than a vague restatement of the team's position.
  - Please compose your position-paper in Word, then save it as a pdf and upload it to Canvas via the portal in the relevant module in pdf format.
  - More detailed instructions about the expected content, including a specific grading rubric, will be made available on Canvas prior to Debate 1.
  - **If you do not speak during the in-class debate, your position paper grade will become your overall grade for that debate.** If you do speak during the debate, your overall debate grade may be higher than it would have been based strictly on the position paper—especially if you contribute something to the conversation that has not been brought up yet.
  
3. **Submit a reflection survey by the end of the week** (reflect on Debate 1 by the end of the Sunday after Debate 1, and so on). The reflection survey portal will look like a quiz in the relevant Canvas module. You will be prompted to answer specific questions, but this is a survey and not a quiz. It will usually take ten minutes or less to complete. The reflection survey is the place to state which position won the in-class debate and why, to indicate whether you think your verbal debate participation better represents your ideas than the position paper you submitted, to account for whether your own team worked equitably together, to explore differences of historical opinion within your team, and/or to articulate any good ideas you may have had during the prep process that did not make it into the debate itself. We will take note of your answers but not assign a grade for them. Your answers and those of your teammates may, however, influence our overall assessment of your debate participation. The point of this final step is to give every student an opportunity to express their own opinions and explain what they learned through the collaboration process.

***B. Final project:***

- After completing the final module and debate, you will have enough background knowledge and historical skill to explore gender history on your own. The final project is defined by historical research, synthesis, and analysis. Fictional or artistic representations of historical events do not count. You may express your findings in any **one of the following forms:**
  - A short documentary
  - A podcast episode
  - An academic essay with footnotes
  - A website displaying your research conclusions

- A new (or deeply revised) Wikipedia page
  - Note: I will create a unique rubric for each of the above and post the rubrics to Canvas no later than Monday, Nov. 28. If you would like guidance sooner and have a clear project plan in mind, please visit Prof. Haynes in office hours.
- **The research requirements are:**
    - Three or more primary sources (created by participants in or direct observers of the events in question).
    - Two or more secondary sources (articles or books written by historians based on comprehensive primary source research).
    - Note: You will learn how to find and use both kinds of sources in section meetings throughout the semester.
- **Themes and topics.** Projects are your chance to explore one of the following general themes in 20<sup>th</sup>- and 21<sup>st</sup>-century history:
    - Women's political rights; gender in democratic/authoritarian regimes
    - Intersectional feminisms; women in antiracist and Indigenous movements
    - Reproductive rights, health, and sexual autonomy
    - Trans, nonbinary, and genderless identities; transfeminism
    - Gendered labor, the feminization of poverty, economic justice campaigns
    - The role of gender in climate crises; ecofeminism

Teams will be organized around versions of these themes on day 1 to create community during the semester. However, all team members will pursue *individual topics* within the larger theme. Your topic may be narrowed to a region of the world, a noteworthy event, or a question about the causes/outcomes of a historical phenomenon.

Tips:

- Try to think beyond the United States. (If you are only interested in US topics, consider taking History 201, Women and Gender in the United States, this spring.)
  - Prof. Haynes will be glad to help you brainstorm topics; please see me in office hours.
  - If you discover that someone else is planning a project very similar to yours, you may choose whether to collaborate or change topics. If you decide to collaborate, please let Abby and I know as soon as possible. We will need to establish parameters for fairly assessing everyone's work.
- **A Reading Week (week 12)** will give you time to explore topics and plan your research. There will be no lecture or section meetings during Reading Week, but Professor Haynes will still be available for online office hours as needed.
  - **To receive a grade for the final project, the following criteria must be met:**
    - **5-minute presentation.** You may present live or show an online video in class (to show it online, you will need to email a link to april.haynes@wisc.edu at least 24 hours before class). This is a pass/fail assignment. To pass, the presentation should cover:

- a. Your specific research question
  - b. Its historical significance in relation to the larger theme
  - c. The primary and secondary sources you have chosen, and why
  - d. The form your final project will take
- **Collaborative peer review** with teammates on presentation days other than your own (portal and instructions to be accessed via Canvas). The purpose of this assignment is to work as a team to construct useful feedback for other students' use when completing their projects. They will return the favor!
  - **Reflection survey** after all students have presented. Similar to the post-debate reflection surveys, this form will ask you to reflect on what you have learned by listening to research presentations on topics other than your own. It will also ask you to evaluate your own research process, including what remains to be done.
  - The final project and a 1-page bibliography must be **uploaded to Canvas on Mon. Dec. 19.**

## Grading

- Formative Assessments: 70% of course grade
  - Section grade: 20 points
  - Debates: 50 points (5 debates at 10 points each)
- Summative Assessment: 30% of course grade
  - Final project: 30 points

Courses grades are not curved. The following grade scale will be used across the board:

A	92-100%	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 free (or nearly free) of errors.
AB	87-91%	Work that demonstrates a very strong command of the material, but lacks some of the originality, detail, and finesse that characterizes work of A quality.
B	82-86%	Work that satisfies main criteria of the course/assignment, demonstrates a solid command of the material, and is reasonably free of errors.
BC	77-81%	Work that satisfies main criteria of the course/assignment with a command of some material and one or two weak areas (such as analysis, organization, or expression).
C	72-76%	Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the criteria, but which also shows weak logic, organization, and expression.
D	67-71%	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	0-66%	Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for assignment instructions or course goals. Disregard includes cheating, fabrication, and plagiarism.

## Policies

- Attendance

- **Lecture attendance is not calculated as part of your grade.** We will keep a seating chart for organizing in-class discussions, but *we will not track your attendance in lecture classes*. Repeatedly missing lectures will diminish your learning and make it extremely difficult to successfully complete assignments. However, you are adults responsible for managing your own time. We will do our best to accommodate students who need to miss class for university-approved reasons (illness, bereavement, religious observance, athletic program requirements, and McBurney Disability Resource Center requests).
- **The goal of attending class should be engagement, not mere presence.** This is an interactive class. I expect everyone in the room to listen to each other and focus on the material. If you are not willing to speak at least once in class during the entire semester, please consider whether this is the right course for you.
- **Please do not attend lecture if:**
  - You feel ill, test positive for Covid19, or know you have recently been exposed. Instead, please email Abby to request online accommodations.
  - You are running more than ten minutes late. Instead, go to your favorite study space and check the Canvas page to access course materials online.
  - You feel unable to concentrate on learning for 55 minutes. If you are dealing with distracting life events, please take a personal day. You will be able to catch up online when you can focus again. You may be asked to leave if you are messaging in class while others are speaking.
    - Note: we don't need you to explain why you will be absent unless you are requesting specific accommodations. In general, the Canvas course and this syllabus should guide your make-up work.
- **If you need to miss a debate or project deadline** for any of the university-approved reasons above, please communicate directly with Abby about it as soon as possible. We will create remediation plans on a case-by-case basis, as time allows. Depending on the date and assignment, remediation may mean taking an Incomplete in the course.

- Technology

- Course policies
  - Laptops and tablets will be permitted in class for the time being. This will change for everyone if any student uses technology for anything other than learning Hist/GWS 134 course material. Again, the purpose of being present is to engage with one another.
  - Phones must be silent and stowed, with notifications set to "Do Not Disturb."
- University policy:
  - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and

recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## Other important University policies and statements

- [Teaching and Learning Data Transparency Statement](#)
- [Campus Resources for Academic Success](#)
- [Course Evaluations](#) and [Digital Course Evaluations](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Diversity and Inclusion Statement](#)
- [Academic Integrity Statement](#)
- [Accommodations for Students with Disabilities](#)
- [Academic Calendar and Religious Observances](#)