

History/Gender & Women's Studies 134

Fall 2023: 4 credits

MW 8:00-9:15

Grainger 1295

Preferred mode of communication: canvas message—<https://canvas.wisc.edu/courses/374555>

Office hours: Humanities 4119, W 2:30-4:30 (in-person), or Zoom by appointment

Teaching Assistant Brigid Nannenhorn: nannenhorn@wisc.edu

Office hours tba in section

Sections

301 M 9:55-10:45 HUM 2125

302 M 11-11:50 HUM 2631

303 M 3:30-4:20 HUM 2121

304 M 4:35-5:25 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 presuming 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 something more complex. 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 will be 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 models. 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. Interpret primary sources
4. Analyze 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 an in-person course. However, there will be three asynchronous online lessons in lieu of in-person lectures on Sep. 20, Sep. 25, and Nov. 22. All other meetings will be face-to-face, barring an unforeseen emergency. Please note that lecture or section may be cancelled on short notice in such an emergency. Checking your Canvas messages before each class meeting is the best way to avoid any confusion. Most materials other than the textbook and module quizzes will also be available online via Canvas.

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 meetings of 75 minutes three times per week, this time investment include one weekly section class meeting of 55 minutes, independent reading, writing, and other student work as described in this syllabus. Students taking the Honors Option will exceed this minimum time requirement.

Hist/GWS 134 instructors will interact directly with students in face-to-face meetings throughout the semester. In addition, we will hold regular office hours in person and occasionally online. 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).

Whenever you feel that you would benefit from more student-instructor interaction, please come to office hours or schedule an appointment. Brigid Nannenhorn'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, as well as guidance about your specific goals and interests. If you need help mediating a course-related conflict, please see the professor.

We will reply to Canvas messages Monday-Friday, 9a-5p, within 24 hours. If you have not received a reply during this timeframe, please email Brigid directly at nannenhorn@wisc.edu. If another weekday goes by without a reply, please email Professor Haynes directly at april.haynes@wisc.edu.

Course Website and Digital Instructional Tools

- <https://canvas.wisc.edu/courses/374555>
- Please check Canvas for announcements before coming to each class

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. The course schedule below explains how to prepare for each week's section; please check it regularly. Brigid will discuss her expectations for section participation at your first meeting on Monday, Sep. 11, 2023.

Required Textbook, Software and Other Course Materials

- **Required textbook:** Merry Wiesner-Hanks, *Gender in History: Global Perspectives*, Third Edition (Wiley-Blackwell, 2022).
- **All other required readings are free to students via Canvas** and/or in-class distribution
- **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](#).

Homework and grading

- This course emphasizes *formative learning*, meaning process over outcome. Rather than one or two high-stakes exams and papers, we will assess your learning through **regular, low-stakes** quizzing and oral communication. Specifically, this cycle of History/GWS 134 is structured around face-to-face debates and one short oral history project. Quizzes are intended to assess your comprehension of course materials and prepare you for the debate and oral history.
- This course also uses *team-based learning*, but all grades will be assigned on an individual basis. We use team learning to build community and share ideas in a face-to-face environment; we also use them to organize the debates. Each class section will be divided into three teams. Teams will sit near each other during lecture to facilitate break-out discussions and group work. Team membership will be digitally assigned via Canvas. **To find your team**, go to our course canvas site, navigate to the People tab on the left, then to "Teams." Look for your section number (301, 302, 303, or 304); you can find this in your course schedule or by your name in the People → "Everyone" tab in our Canvas course. You'll be in one of the three teams associated with that number.
- Finally, this course uses *specifications grading*. This method empowers students to choose the grade they want to earn and plan to complete the assignments required for that grade. All assignments will be graded on a pass/fail basis. Professor Haynes has designed detailed rubrics explaining the criteria for passing each type of assignment, which will be posted to Canvas in advance of the due-date for any given assignment. The table below shows the requirements to earn each course grade. **Please note:** each requirement must be met to earn the target grade. *The requirements include built-in flexibility and are not negotiable.* It will be your responsibility to plan your schedule in accordance with your course goal.

Required assignments	A	AB	B	BC	C	D	F
Active attention (lecture)	23-25	22	21	20	18-19	15-17	14 or fewer
Homework quizzes (specific, on canvas)	7	7	7	6	6	5	4 or fewer
Module quizzes (cumulative, in lecture)	5	4	3	3	3	2	0-1
Debate preparation (section)	10	9	8	8	7	6	0
Debate participation (section)	4	4	3	3	3	2	0-1
Oral history project (independent work)	1	1	1	0	0	0	0

Course Schedule

Week 1

Sep. 6

What is women's & gender history?

Course introduction; What is gender?

- Homework: read syllabus; *Invisible Sex*, pp. 6-26
- Honors: Read Wiesner-Hanks, 1-21.

Week 2

Sep. 11

Module 1. How did ancient societies organize gender and power?

Prehistory: When did gender start?

- Active listening assessment begins
 - Sections
 - Come having read W1 homework, bring textbook
 - Goals: Practice using concepts; understand scholarly argumentation
 - Debate preparation assessment begins

Sep. 13

Patriarchy

- Homework: Read Wiesner-Hanks, pp. 52-83; Sanday, "Women at the Center"
- Homework quiz 1 available
- Honors: Tai, "Cosmology and Complementary Gender Roles"

Week 3

Sep. 18

Matriarchy and Complementarity

- Sections
 - Goal: Interpreting a primary source (distributed in class)
 - Ban Zhao, *Precepts for my Daughters*

Sep. 20

ONLINE

Case studies: ancient gender systems

No face-to-face class today

- Case studies: ancient gender systems
- Your active attention is not being assessed today
- Homework: Kelly-Anne Diamond, "Hatshepsut: Transcending Gender in Ancient Egypt"
- Homework quiz 2 available

Week 4

Sep. 25

BLENDED

Module 1 conclusion and quiz (online)

No face-to-face lecture today; sections will be in person

- Your active attention is not being assessed today
- Sections will be in-person

- Come having passed M1 quiz; bring paper copies of readings and notes
- Goals:
 - Synthesize primary and secondary evidence
 - Understand and practice debate strategies

Sep. 27

Module 2. What did the rise of world religions mean for gender?

Debating gender in religious history; Buddhism and Hinduism

- Homework: Read Wiesner-Hanks, pp. 106-118, 130-51; excerpts from *Therigatha* and *Genesis*

Week 5

Oct. 2

Women in ancient Judaism and Christianity

- Sections:
 - Come having read homework; bring paper copies of readings and notes
 - Goal: Read sacred stories for evidence of gender ideologies and relations

Oct. 4

The changing dynamics of gender in early Islam

- Homework: Read Wiesner-Hanks, pp. 152-173; Lutfi, "Manners and Customs of 14th-century Cairene Women"
- Honors: Sahar Amer, "Medieval Arab Lesbians and Lesbian-like Women"
- Homework quiz 3 available

Week 6

Oct. 9

Module 2 conclusion and quiz

- Section:
 - Come having passed M2 quiz; bring paper copies of readings and notes
 - **Debate 1**
 - Goals: argue a historical question based on evidence; evaluate competing interpretations of historical evidence

Oct. 11

Module 3. The question of women's agency in the early modern world

Overview of a transformative period; introduction to the agency debate

- Homework: Read Wiesner-Hanks, pp. 143-151, 174-99; Federici, *Caliban and the Witch*, excerpt
- Honors: de Moor and Van Zanden, "Girl Power"

Week 7

- Oct. 16 "Girl power" in early modern Europe?
- Sections:
 - Come having read homework; bring paper copies of readings and notes
 - Goal: Assess conflicting historical interpretations
- Oct. 18 Women in early modern Asian empires (online)
- Homework: Read Wiesner-Hanks, pp. 200-218; Rebecca Overmyer-Velázquez, "Christian Morality in New Spain"; "A Case of Witchcraft in New Mexico, 1708"
 - Honors: Emma Jinhua Teng, "An Island of Women: Gender in Qing Travel Writing about Taiwan"
 - Homework quiz 4 available

Week 8

- Oct. 23 Indigenous Gender Systems, Colonial Crises, & Survivance (Americas)
- Sections:
 - Come having read homework; bring paper copies of readings and notes
 - Goal: Read a primary source "against the grain"
- Oct. 25 Indigenous Gender Systems, Atlantic Slavery, & Racialized Gender (Africa)
- Homework: Susan Broadhead, "Slave Wives, Free Sisters: Bakongo Women and Slavery, 1700-1850"
 - Honors: Jennifer Morgan, "'Some could suckle over their Shoulder': The Gendering of Racial Ideology, 1500-1770"
 - Homework quiz 5 available

Week 9

- Oct. 30 Module 3 conclusion and quiz
- Sections:
 - Come having passed M3 quiz; bring paper copies of readings and notes
 - **Debate 2**
 - Goal: Practice and assess evidence-based argumentation

Nov. 1 Module 4. What did "the age of revolutions" change about gender?

Scientific Revolutions and the Concept of Biological Sex

- Homework: Read Wiesner-Hanks, pp. 22-51; de Gouges, "Declaration"; View [*Without a Whisper*](#)
- Honors: Karen Offen, "Was Mary Wollstonecraft a Feminist?"

Week 10

- Nov. 6 Political Revolutions and the Concept of Women's Rights
- Sections:
 - Come having read and viewed homework; bring paper copies, notes
 - Goal: Compare ideas about women's empowerment
- Nov. 8 Abolitionism and the Human Rights Revolution
- Homework: Julie Winch, "Sarah Forten's Antislavery Networks"; Roger A. Kittleson, "Women and Notions of Womanhood in Brazilian Abolitionism"
 - Homework quiz 6 available

Week 11

- Nov. 13 Module 4 conclusion and quiz
- Sections
 - Come having passed M4 quiz; bring paper copies of readings and notes
 - **Debate 3**
 - Goal: Improve your evidence-based argumentation and evaluation skills
- Nov. 15 **Module 5. Who defined feminism?**
"New Women" in an Imperial Age
- Homework: Read Wiesner-Hanks, 219-236; Patricia Grimshaw, "Settler anxieties, Indigenous peoples, and Suffrage in the Colonies"; Alexandra Kollontai, *The Social Basis of the Woman Question* (excerpt)
 - Honors: Kumari Jayawardena, "Reformism and Women's Rights in Egypt"

Week 12

- Nov. 20 Capitalism, socialism, and feminism
- Sections
 - Come having read homework; bring paper copies of readings and notes
 - Goal: Identify motivations for defining feminism in various ways
- Nov. 22 "Modern Girls": Nationalism, Decolonization, and Development
ONLINE **No face-to-face class today**
- Your active attention is not being assessed today
 - Homework: Read Wiesner-Hanks, 236-51, 264-5; Priti Ramamurthy, "All-consuming Nationalism: The Indian Modern Girl in the 1920s and 1930s"; Selma James and Mariarosa Dalla Costa, "The Power of Women and the Subversion of the Community" (1972) 1-17

- Honors: Amanda Ricci, "Contesting the Nation(s): Haitian and Mohawk Women's Activism in Montreal"
- Homework quiz 7 available
- Oral history project instructions available

Week 13

- Nov. 27 Women's Liberation Movements of the 1970s
- Sections:
 - Come having read homework; bring paper copies of readings and notes
 - Goal: Master evidence-based argumentation and evaluation
- Nov. 29 Breaking Borders and Binaries in the 1990s
- Homework: Read Wiesner-Hanks, pp. 251-63; Lisa Levenstein, *They Didn't See Us Coming* (excerpts); Emi Koyama, "The Transfeminist Manifesto"
 - Honors: Chandra Talpade Mohanty, *Feminism without Borders* (excerpts)
 - Homework quiz 8 available

Week 14

- Dec. 4 Module 5 conclusion and quiz
- Sections
 - **Debate 4**
 - Goal: Master evidence-based argumentation and assessment
- Dec. 6 **Module 6. Gender and Power in Today's World**
- Assessing the Outcomes of Feminist Movements in the Early 2000s
- Homework: Read Wiesner-Hanks, pp. 261-71; Megan Davis, "Deploying and Disputing Aboriginal Feminism in Australia"; United Nations, "Convention on the Elimination of all forms of Discrimination Against Women"
 - Instructions for op-ed, open debate available

Week 15

- Dec. 11 Patriarchal resurgence, 2010s+
- Sections
 - Bring two paper copies of your selected op-ed; one paper copy of all readings and notes
 - Goals: Evaluate an op-ed; prep for open debate
- Dec. 13 Where Next?
- Open debate in lecture: How can gender justice be achieved in the 2020s and beyond?

Assignments in brief

Detailed instructions for debates and other assignments will be posted to Canvas before due dates

Debates. All students will need to participate in at least two debates to pass the course. All but one of the debates will take place in your class sections and be conducted in teams of approximately 5-6 students. The open debate on the last day of lecture will be explained later this semester. In section debates, two teams within each section will debate the prompt, while a third team will deliberate as a jury to decide which team made the strongest case based on the available evidence within assigned course materials. We will establish a rotation to ensure that all section members will have a chance to switch between debate/jury roles. Professor Haynes will post precise instructions for debaters and jurors to earn credit for debate assignments. Please check Canvas for these rubrics. For now, the most important thing to know is that **you must pass the module quiz to participate in the relevant debate**, even if you are on the jury. This is to ensure that all participants are working with the same baseline knowledge of our collective evidence base—i.e., course materials. No external research should be used in debate. (Introducing external sources would be understood as disengagement from our course, thus disqualifying you for credit in that debate.)

Oral history. For students aiming to earn a “B” or above, this assignment will involve interviewing a living person who participated in a social movement for gender and/or sexual justice, including feminism, anywhere in the world before you were born. You may or may not be related to this person. They may be a person of any gender. You may conduct the interview via real-time video to accommodate those living at a distance from their interviewees. You will need to record the interview as part of this assignment. You may not use pre-recorded videos or recordings of other people’s interviews for this assignment. If you need help locating a potential interviewee, please see the professor. After the interview, you’ll transcribe your recording and write a 500-word (2-page) essay interpreting it as a primary historical source, **due Dec. 20, 2023 at 8am** via Canvas. Students earning a “BC” or below can disregard this assignment.

Active Attention. When you attend lecture, please be on time, stay awake, and refrain from using your phone before and after the break. Please do *not* attend if you are feeling ill, positive for Covid, running late, or dealing with difficult personal circumstances. The number of required “active attentions” in the table above reflects those for which we noticed that you arrived on time and remained clearly engaged throughout the class. **To demonstrate active attention**, you can: take handwritten notes, make eye contact, ask an informed question, comment on the relationship between homework and lecture, and/or participate in groupwork when given the opportunity.

We understand that life happens. This is why even “A” students are permitted a couple of absences with no questions asked. There is no need to notify us when you miss a class, unless you are a student athlete or band-member who must travel on a regular basis, or if large portions of the course conflict with dates of your religious observance. If this sounds like your

situation, please see an instructor in office hours to make a plan early in the semester: active attention may involve regular office hour attendance to discuss the materials assigned for the dates you need to miss.

Please note that your number of active attention credits will drop each time an instructor notices you walking in during the middle of lecture or displaying phone-using body language (such as smiling at your lap during a lecture on a heavy subject). We ask for your active attention in recognition of the fact that **most students are directly affected by the history we study in this course in one way or another**. Obvious inattention can feel distracting, dismissive—even disrespectful—of experiences unlike your own. If this policy sounds too difficult to follow in 8am classes, please consider whether this is the right course for you.

Course Policies

Attendance. Please see “Active Attention” above.

Late work. In accordance with the specifications grading system explained above, it is your responsibility to plan your semester in order to achieve the grade you want to earn. Quiz dates are set in the syllabus to help this planning. Debates cannot be duplicated when missed. The oral history project is due during finals week and cannot be pushed any later. For these reasons, late work will not count toward your requirements. The best way to stay on track is to use early opportunities to cover requirements as they arise.

Technology. Educational specialists have found that students tend to learn better by taking paper notes rather than using a laptop. In addition, screens can be distracting to other students and to your professor during a lecture. Therefore, our **in-person class meetings will be screen-free spaces** apart from one 5-minute break during each lecture. An instructor will make lecture notes available online after each class for those who need them for accessibility reasons. To gain access to digital lecture notes, please present your McBurney passport to Brigid or Professor Haynes in office hours. (We may have received an email notice, but it is still a good idea to meet with us early in the semester—as advised by McBurney Center staff.)

The use of artificial intelligence, including ChatGPT, to prepare for any assessment is prohibited in this course. Other history courses may encourage you to take advantage of this technology, which can have positive applications. This course, however, emphasizes interpersonal learning in real time.

University policy prohibits the recording and distribution of course materials (see below). In addition to this policy, please note that only enrolled students and pre-approved guest auditors should attend class meetings. If you would like to invite a guest on a particular day, please consult with the professor in advance.

University Policies

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

[Academic Calendar & Religious Observances](#)

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Most instructors use AEFIS a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral

component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

MENTAL HEALTH AND WELL-BEING STATEMENT

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

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.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).