

Portland State University

HST 369 | Winter 2018 | Fully online

Women in World History

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Description:

This course explores women in the past from so-called pre-history to 1900 CE. We will scale this sweeping task to something called the Iberian Atlantic, a geographical frame that includes present-day Spain/Portugal, coastal West Africa, and the Islands of the Caribbean Ocean. Our investigations will often proceed by indirection, since there is little direct evidence by or about women from these places and times. This approach means that we will seek out contexts and then extrapolate. We will ask how people generally organized marriage and family life, how they produced and reproduced what they needed to survive, and how they organized certain ritual tasks, from warfare to the worship of deities. In so doing, issues of women and gender will surface for our consideration and reflection.

What makes this practice “world” history is our global themes of colonialism and slavery. These themes keep the focus on flows in the region: relations of trade and exchange, dynamics of war and empire, and the migration of peoples and ideas, whether chosen or forced. Students should come away from this course with a sense of the complexity of the female experience as well as a sense of the origins of modern sexual and racial ideologies. Course participants will also keep an eye on how our themes and topics from the past resonate in global news and current events in the present, since every history is also in part a story about today.

Course objectives:

- Survey the major arguments about women and gender in world history scholarship in what scholars call the Iberian Atlantic world.
- Explore the idea that gender and the roles of women and men in every society are socially constructed in relation to one another and that they vary significantly over time
- Examine questions of power, agency, and social hierarchy and compare circumstances which enable women to shift or transform the terms and conditions of their lives
- Learn how to pose basic historical questions pertinent to women and gender in world history and explore those questions using primary and secondary resources, including online materials
- Keep track of current events touching our course’s themes in order to reflect actively on connections between the past and the present.

Books:

Wiesner-Hanks, *Gender in History: Global Perspectives* (2011)

Navarro, Marysa and Virginia Sánchez-Korrol, *Women in Latin America and the Caribbean: Restoring Women to History* (1999)

Manzano, *The Life and Poems of a Cuban Slave* □: Juan Francisco Manzano, 1797-1854 (1981).

The above texts are required reading and have been ordered by the Portland State University Bookstore. Copies of the books are also available on reserve at the circulation desk at the PSU Library (<http://library.pdx.edu>). In addition, the Manzano text is available as a fully online edition at the following URL: https://search.library.pdx.edu/primo-explore/fulldisplay?docid=CP71236419670001451&context=L&vid=PSU&search_scope=all&ab=default_tab&lang=en_US. All other reading assignments, mostly articles, will be posted to D2L. If you are logged into PSU, you should be able to access all the links to library and other materials embedded in this syllabus or in the D2L shell.

ALL DEADLINES ARE MIDNIGHT OF DUE DATE

| Requirement | Details | Points |
|---|---|--|
| Discussion | 50-word posts to prompts based on the weekly reading plus two comments | 10 @ 1 point each = 10 |
| Papers | 500-word critical reflection papers based on prompts for the discussion and reading | 8 @ 3 points each = 24 |
| Keywords | Journal-like entries due each week. Hand-written (jpeg) or typed | Ungraded but loss of one point from total cum for each week missed |
| Current Events | Post to your regional current events group | 3 @ 3.3 each = 10 |
| Midterm Exam | Keyword definitions and one short essay | 16 |
| Final Exam | Keyword definitions and two short essays | 20 |
| Final Paper | 800-1,000 words | 20 |
| | | |
| See also pp. 7 & 8 for details | about these assignments! | 100 points total |

This is a large class, so weekly discussion will be divided into three sections. Choose ONE section for discussion each week for your participation. Please AVOID joining a discussion that already has 12-15 participants.

Week I Introductions and Frameworks

READING:

- **Comment: Quick! Draw the World!**
- *Gender in History*, chapters 1 & 4
- Wingfield, “Women in World History: Framing Essay”
<http://chnm.gmu.edu/wwh/essay/essay.php>

DUE:

- Thurs 1/11 Post an introduction for yourself and the complete map drawing exercise in discussion section
- Sat 1/13 Post to discussion of reading (no paper this week)
Keywords due

UNIT ONE: BEFORE 1200 CE

Week II WORK

READING

- **Comment: “Never Done”: A Long View of Gender and Women’s Work**
- *Gender in History*, chapter 3
- Guyer, “Female Farming in Anthropology and African History,” *Readings in Gender in Africa*, 103-110.
- Ruiz-Galvez, "The Bartered Bride: Goldwork, Inheritance, and Agriculture in the Late Prehistory of the Iberian Peninsula." *Journal of European Archaeology*. 1994 vol. 2 (1): 50-81.
- “Prehistory of the Caribbean Culture Area”
<http://www.cr.nps.gov/seac/research/fp/fp00012/caribpre.htm>

DUE:

- Thur 1/18 Posts to discussion of reading
- Sat 1/20 Weekly paper and keywords

Week III MARRIAGE

Comment: Given in Marriage

READING

Gender in History, chapter 2
Vallenga, “Who is a Wife?” in *Female and Male in West Africa*
“The Visigothic Code” (Book III and Book XII) <http://libro.uca.edu/vcode/visigoths.htm>
Navarro & Korrol, *Women in Latin America and the Caribbean*, xxxiii-ixvii

DUE:

Thur 1/25 Posts to discussion
Sat 1/27 Weekly paper and keywords

Week IV EMPIRE

MIDTERM AVAILABLE

Comment: Finding the Women in al-Andalus

READING

Gender in History, chapter 6

The Dove's Neckring (selection)

Film: "Roman and Islamic Spain" view online

<http://search.library.pdx.edu/PSU:all:CP71154612390001451>

Moran, M. 2012. "Our mothers have spoken: Synthesizing old and new forms of women's political authority in Liberia." *Journal of International Women's Studies*. 13 (4): 51-66.

<http://portlandstate.worldcat.org/oclc/834542929>

DUE:

Mon 1/29 Post to your regional news area
Thu 2/1 Posts to discussion
Sat 2/3 Weekly paper and keywords

UNIT TWO: 1200-1750

Week V WORK

READING

- Comment: Slavery and the Atlantic Slave Trade as Gendered Formations
- *Women in Latin America and the Caribbean*, pp. 19-57.
- Burrowes, "Some Structures of Everyday Life in Pre-Liberian Coastal Society, 1660-1747" *Liberian Studies Journal* 12(11) 1993.
- Fuente, "Christian, Muslim and Jewish Women in Late Medieval Iberia". *Medieval Encounters*. 2009 vol. 15 (2/4): 319-333. <http://portlandstate.worldcat.org/oclc/615022240>
- Dillard, *Daughters of the Reconquest*, chapter 6
<http://libro.uca.edu/dillard/daughters.htm>
- *Slave Women in Caribbean Society*, ch. 4
<http://portlandstate.worldcat.org/oclc/649768567>

DUE:

Thur 2/8 Posts to discussion
Sat 2/10 Weekly paper and keywords

Week VI MARRIAGE

READING

- **Comment: Marriage Before the Modern Nation**
- Dillard, *Daughters of the Reconquest* ch 2 or 3 <http://libro.uca.edu/dillard/daughters.htm>
- *Las Siete Partidas* (IV & V)
- *Slave Women in Caribbean Society*, chapter 6
<http://portlandstate.worldcat.org/oclc/649768567>
- Greene, Sandra E. 1999. "Family Concerns: Gender and Ethnicity in Pre-Colonial West Africa." *International Review of Social History*. 44 (1999): 15-31.
http://search.library.pdx.edu/PSU:all:TN_gale_ofa60366059

DUE

Mon 2/12 Mid term DUE
Thur 2/15 Discussion posts
Sat 2/17 Weekly paper and keywords

Week VII: EMPIRE

READING

- **Comment: Gender in Atlantic Mercantilism**
- *Gender in History*, chapter 8
- Three “takes” on Queen Nzinga, 1583-1663
 1. Blackpast.org <http://www.blackpast.org/gah/queen-nzinga-1583-1663>
 2. The Metropolitan Museum of Art
http://www.metmuseum.org/toah/hd/pwmn_2/hd_pwmn_2.htm
 3. Wikipedia http://en.wikipedia.org/wiki/Nzinga_of_Ndongo_and_Matamba
- *Women of the Iberian Atlantic*, ch. 3
- *Slave Women in Caribbean Society*, chapter 2
<http://portlandstate.worldcat.org/oclc/649768567>

DUE

Mon 2/19 Post to discussion on your regional news area
Thu 2/22 Posts to discussion
Sat 2/24 Weekly paper and keywords

UNIT THREE 1750-1900

Week VIII WORK

READING

- **Comment: Transnational Industrialization: Gender, Labor, and Commodification**
- “Gender and the Economy,” in Amadiume, *Male Daughters, Female Husbands: Gender and Sex in an African Society*, (1987) 25- 41.
- Navarro and Korroll, *Women in Latin America and the Caribbean*, p. 59-82.

- Munoz Abeledo, "Women in the Rural and Industrial Labor Force in Nineteenth-Century Spain" *Feminist Economics*. 2012 vol. 18 (4): 121-144.
<http://portlandstate.worldcat.org/oclc/822907602>

DUE

Thu 3/1 Discussion posts
Sat 3/3 Weekly paper and keywords

Week IX MARRIAGE

READING

- **Comment: Making Marriage Modern: Cross Currents in an Age of Accelerated Empire**
- Chapter 10 "Asanti Marriage" by Tashjian & Allman in *Women in African Colonial Histories* <http://search.library.pdx.edu/PSU:all:CP71188893270001451>
- Barricante, "Changes in Marriage Patterns in the Spanish Province of Navarre from the 18th to the 20th centuries" *Continuity and Change* 16: 1 (April 2001): 71-93
<http://portlandstate.worldcat.org/oclc/361081556>
- Martinez-Fernandez, "Marriage, Protestantism and Religious Conflict in 19th century Puerto Rico," *Journal of Religious History* (October 2000) 24:3 – 263-78
<http://portlandstate.worldcat.org/oclc/5155816447>
- *Casta* Paintings <http://faculty.smu.edu/bakewell/BAKEWELL/thinksheets/castas.html> and http://commons.wikimedia.org/wiki/Category:Casta_paintings

DUE

Thu 3/8 Discussion posts
Sat 3/10 Weekly paper and keywords

Week X EMPIRE

READING

- **Slavery and Women's Bodies in the Politics of Empire**
- Hall, "Of Gender and Empire : Reflections on the Nineteenth Century" in *Gender and Empire*, ed. Levine

DUE

Thu 3/15 Final post to regional news area
Fri 3/7 Discussion posts and Keywords

March 14th PAPER ON MANZANO DUE – upload to D2L

March 16 FINAL EXAM DUE – upload to D2L

Description of Assignments

Introductory Exercise - Quick! Draw the World!

What does it mean to “think globally”? What do historians want us to understand, exactly, when they describe human interactions around or across the Atlantic Ocean as constituting an Atlantic “World”? By the way, who named that ocean the “Atlantic” and does “everyone” call it that? In the first week, examine the sample of maps provided in the D2L shell. Consider your reactions to these maps. Can you deduce their perspective or point of view? Is there a gender perspective in play? What does a “feminist” map look like? Draw a map of the world that conveys a critical—and/or playful—sense of why you are studying women and world history. This exercise will allow each student to introduce themselves and share a bit of their intellectual curiosity and perspective with the class.

Keywords

Keep an electronic or handwritten journal with definitions of the weekly keywords. Make sure your entries cite to a specific source with our class readings. These keywords are essential in the building of your critical vocabulary for discussion, papers, and exams in the class. Post to D2L weekly, either as jpeg photo of your handwritten notebook or as a typed wordfile. Make sure your file title has your name and week, “FirstNameLastNameKeywordsWeekOne” (KeywordsTwo, KeywordsThree, etc).

Regional Current Events Discussion

Each course participant must select a theme from this course, either marriage, empire, or work, and track this theme in the news touching on one of the three regions –Spain/Portugal, the Caribbean, or West Africa—that we are studying this term.

1. Choose a region of focus and sign into the space on D2L
2. Identify and post news links and a 50 word reflection on three (3) current events (last 60 days). You can set your Google alerts to help you but be sure to do so with a critical eye.
3. Comment at least twice on the themes that come up in your group about news in your region on the dates indicated in the syllabus.
4. **Be sure that your reflection and discussion incorporates a keyword or concept from our course materials.**
5. By the course’s end, you should have three current events posts, 150 word of commentary on each of these entries, and at least six responses (total) within your current events/news group.

Papers

All papers should be written in 12 pitch font, with double spacing, include a **title** and your name on the first page. Please name your file **FirstNameLastName-PaperOne.doc (paper 2, paper 3, etc)** when you post them in D2L. Documents created in Microsoft Word are easiest for me to open. When quoting directly from course materials, please use short-form in-text citation, i.e. (Weisner-Hanks, p. 25) **NOT footnotes or endnotes**. Regarding citations, see http://www.chicagomanualofstyle.org/tools_citationguide.html

Please note: **IS IT NOT NECESSARY TO PERFORM OUTSIDE RESEARCH TO SUCCEED IN WRITING THE PAPERS IN THIS CLASS**. For expectations, see the Grading Rubric (embedded in D2L).

Weekly Synthesis/Critical Reflection Paper

Each week, use the prompts and lecture notes to write a short (500 word) paper that brings together your thinking about the week's reading. Consider issues of connectivity, exchange, transference—or disruption—drawn from the course materials. Prompts are designed to get your thinking started; your thesis is your own. Don't forget to write a proper title to your paper!

Final Paper

Students will complete a short (800-1,000 word) essay on the writings of Juan Francisco Manzano. This paper provides you an opportunity to delve into a primary source and examine it for the kinds of themes, historical dynamics, and scholarly debates that we are grappling with this term. The paper must make an explicit link to **two** secondary sources within the course materials. Complete instructions will be posted to D2L after the midterm.

Exams

Mid Term

The midterm will focus on keywords from the weekly readings in the form of short identifications. There will also be a choice among questions for the writing of one short essay. This is an open note, "take home" exam. The identification/keyword section will ask you for a basic definition, to locate the ID in place and time, and for a description of its historical significance. "Significance" means establishing both its connection to gender and women AND situating it in the Iberian Atlantic framework we are working on this term. Essays will be judged in similar fashion, though you will have wider range of materials to support your position. See the grading rubric for more detailed guidelines.

Final Exam

The final exam will follow the same format as the midterm, but will contain two essays.

Late Policy

There will be no make-ups for discussion. Your discussion will be graded on the basis of whatever is posted by the closing date for the week. Papers will be accepted up to three days after the due date, with a penalty of one grade "off" (i.e., a late paper can only receive the

equivalent of a B grade at the highest). No incompletes will be given for this course unless there is an unusual emergency to do so. To qualify for an incomplete, student will have to have completed at least 50% of course work.

Additional reference materials

Commire, Anne, and Deborah Klezmer. 1999. *Women in World History: A Biographical Encyclopedia*. Waterford, CT: Yorkin Publications.

<http://portlandstate.worldcat.org/oclc/41108563>

Smith, Bonnie G. 2008. *The Oxford Encyclopedia of Women in World History*. Oxford [England]: Oxford University Press. <http://portlandstate.worldcat.org/oclc/167505633>

Stearns, Peter N. 2015. *Gender in World History*. London: Routledge.

TITLE IX and a Safe Learning Environment at PSU

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.