



University of  
Massachusetts  
Dartmouth

**WGS 362/ HST 389.7101**

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Office Hours: TIMES HERE, Chat Room, &/or by appointment

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**Women in World History**

**Fully Online**

**Women in World History** focuses on patterns discerned from separate histories of women over the globe. It provides insights into different historical forces that shaped women's lives and the ways in which women shaped the world around them: Have women always been subordinated to men? Is patriarchy a particular historical development with a beginning, middle, and perhaps an end? What historical conditions or institutions repress or liberate women? What have women been able to accomplish to shape their own destinies? This course aims at increasing the awareness of the rich diversity and patterns in women's early history. By taking this course, students should be able to appreciate the common patterns of women's experiences cross-culturally and recognize the differences that shaped world societies. The course offers original bibliographical material in a reader (pdf files in our site). Based on different women's accounts, students should consider how empires, nations, and even the very idea of "humanity" have changed dramatically over time, and how, with these changes, the political and economic opportunities for women, too, have evolved. The course **requires** virtual attendance and participation in the different online assignments. **WGS 362/HST389** meets the concentration-specific learning goals of Gender Studies, Cross-Cultural Inquiry, and Arts and Letters. It fulfills University-Studies requirements for **Cluster 4C**.

### General Course Objectives

- Understand the kinds of questions historians ask and how they answer them
- Recognize causal, contextual, & contingent situations as well as continuity and change over time
- Comprehend the difference between primary & secondary (written &/or visual) sources within historical perspectives
- Demonstrate command of basic research skills through hypermedia exercises
- Practice chronological thinking skills & Critically assess the way people envisaged their worlds in specific moments

### Women's & Gender Studies Objectives

- Explore social constructions of gender as a basic historical concept
- Examine ways gender intersects with other forms of identity such as class, race, and ethnicity
- Identify how specific ideas of gender, sex, and sexuality intersect in our understanding of particular historical moments

### Required Readings

1. Selected articles in Pdf files in our MyCourses website.
2. Clay, Catherine, Chandrika Paul, and Christine Senecal. *Envisioning Women in World History PreHistory-1500*, vol.I (McGraw-Hill 2009) [ISBN 9780073513225]
3. McVay, Pamela. *Envisioning Women in World History 1500-Present*, vol. II. (McGraw-Hill 2009) [ISBN 9780073534657]
4. Rampolla, Mary Lynn. *A Pocket Guide to Writing History*. (Bedford/ St Martin's 2012) [ISBN 978-0-312-61041-8]

### Suggested World History Textbook (May be Subjected to Changes)

Stearns, Peter. *World History in Brief. Major Patterns of Change and Continuity*. Combined volume, 7<sup>th</sup> edition (Pearson 2010) [ISBN 0-205-70973-1]

**Note:** If you have any other textbook you used in either Western or World History courses, please write to me an e-mail with the textbook information and I will let you know if it is an acceptable source for our class.

### Course Requirements

Students will be evaluated on the basis of preparation, contribution to the discussions, respect, and attentiveness to the other students and the instructor. Grades will be based on weekly discussion and response papers (40), 5 book reports (40), and a final exam (20). There will be NO make-ups for examinations. Plagiarized writing (Safe Assign) assignments are failed assignments, and students found cheating will receive a failing grade. Please check our school's policy on academic dishonesty at <http://www.umassd.edu/cits/id/mycoursesfaculty/onlinelearning/plagiarismdetectionservices/>

### Instructor's email response time:

- I check my e-mail daily Monday through Friday during normal business hours only. You can expect a reply from me within 24 hours during the work week. You "may" get an email reply during the week end, but that would be an exception not the rule.
- I will also check the discussion forum daily during the work week. Rest assured that I will be participating in what I hope will be lively discussions and will always reply to any discussion comment directed specifically at me.
- Please use the e-mail tool in our site. You may use my personal e-mail ONLY when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

## Discussion board and chat Room Etiquette Guidelines

- You will be directed to different discussion forums within the Lessons. It is essential that you participate in these group discussions, as they constitute 20 percent of your grade. This is an important aspect of online courses. It is an informal assignment and you will be able to express your own views on each topic as well as respond to comments made by your classmates. This is our class time and I believe you will find this a good way to connect with each other and get to know how others may view the subject areas.
- Please note that although I will be participating in the discussions with you, my comments will be limited. I do not want to influence your responses. I want you to convey your own ideas, and not what you think I want to hear.
- Discussions will be graded based on **interaction, content, and timeliness**. For each weekly discussion, you must post a comment/response **within 48 hours**. You must respond to at least one post. In order for the discussion boards to be effective, you should post early and often. Responses, which simply agree will not be graded. Of course, you may agree with others as long as you express your reasons for agreeing or your own interpretation of the subject matter.

## Assignments

- Each student will be required to participate in weekly discussions, write 5 Reports, 14 Primary Source Response Papers, and a final exam divided into two parts.
- Students should save copies of all required assignments they post to the course site, including discussion postings.

## Grading Policies

### Weekly Short Reaction/Response Papers (RP) & Discussion-Board Forums (DB) (40)

Each student will write Responses Papers on written (e.g. articles, tables) and visual (e.g. illustrations, cartoons) sources related to the different parts of the course. These are formal assignments (do not ever forget to spell check your work). RPs and DBs will determine "class" participation and attendance. In the Discussion Board, each of you will be responsible for providing an overview of your reading. What does this primary source entail? How does selected primary sources relate to other readings in our class? What are their most unexpected/ intriguing issue? Your first participation should be within 48 hours after the assignment is posted. Never wait to the last minute.

**Students are required to complete 12 RPs and participate in all DBs, of which the 10 best grades will prevail.**

### FIVE (5) Biweekly 500-word Reports (40)

There are five reports based on your required reading. You will write a two-paragraph (ca. 750-word maximum) report about topics covered in the different parts of the course. Each report refers to different required readings. In this formal assignment, you consider the author's thesis (argument), method, main themes, and important support points. It is NOT an analysis or opinion thereof; It is NOT a review. All reports are due on the date indicated and late reports will NOT be accepted. If sent as an attachment, please make sure it is saved either as a doc., docx. or rtf. files. If I cannot open it, I cannot consider it handed in. Hint: Always cut and paste your work to the assignment box. You will find a Rubric attached to each Report to instruct you. **Students are required to complete FOUR (4) Rs.**

### Final Exam (20)

This examination covers lecture materials, movies, and readings from all required books and articles in our site. It has two parts following the Report and Response Paper formats. **Students are required to take this examination.**

## Class Participation

This class depends a great deal upon the discussion board conversations (threads). You are each required to post at least **three times** per discussion activity to the discussion board about the week's readings and topics. Often you'll have an assignment to complete (such as a question to respond to) and then post to the board. We are doing at least one discussion activity per week. You really need to make sure you respond to all discussion activity questions on time and that you respond to classmate postings as well.

## Late Assignments

No late assignments (response papers and reports) accepted. Late discussion postings are not possible as the assignment is automatically locked after a week.

## Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(1). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

## ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THE COURSE.

For a more effective course and a better understanding of what is expected of all students in this class, please read <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>

Technical Issues (Assistance) Please contact the Student IT Service Center @ 508 999 8884 or [mycourseshelp@umassd.edu](mailto:mycourseshelp@umassd.edu)

Policies Regarding Disabilities Please check [http://www.umassd.edu/cats/resources/nfi\\_resources/teach\\_dss\\_syllabus.cfm](http://www.umassd.edu/cats/resources/nfi_resources/teach_dss_syllabus.cfm)

## Schedule and Reading Assignments (DRAFT)

### PART I: Women in Early Civilizations

- W1** **Course Introduction: Human Evolution, the Agricultural Revolution & Origins of Civilization**  
Which roles in early human history were closely associated with women?  
**Required Readings (RR):** "Patriarchy & Matriarchy in the Ancient World," & **Suggested Readings (SR):** Stearns Introductory material to p. 16  
**Response Paper 1 (RP)1:** "Female Form in Early Art"  
**Discussion Board (DB)1:** "Women in the Neolithic"
- River Valley Civilizations**
- W2** **The Ancient Near East: Sumer & Mesopotamia; Africa/ Ancient Egypt: The Nile Valley; and Ancient Asia: Early Shang/Zhou China**  
**RP2:** Another Side to River-Valley Women Lives  
**DB2:** Law and Women in Early Patriarchal Civilizations

### PART II: Women in Classical Societies: India, China, and the Mediterranean

- \*Report 1 Due: Women in River Valley Civilizations** (TBA)
- W3** **Classical China: Qin (Ch'in) & Han Dynasties; India's Golden Age**  
RR: *Three types of evidence in India: "A Guardian's Farewell Speech to a Young Women about to be married," "Savatri and the God of Death," "Songs Composed by Buddhist Nuns,"* & SR: Stearns 71-90  
**RP3:** *Ban Zhao's Manual "Lessons for Women"*  
**DB3:** India's Golden Age: Laws, Marriage, and Cult
- W4** Classical Mediterranean & Middle-East: *Persia*, Greece, and Rome  
RR: Women and the Law in Rome: Legal Codes; "Augustus on Family," "Laws of Marriage," "Adultery Accusations," Livy "Women Demonstrate Against the Oppian Law," & *other forms of evidence in Rome: Columella: Roman Farm Women, "Fayum Portraits"(VR); Pompeii: A Woman playing a cithara (VR – Roman Education), "Letter of Jerome to Laeta"* (how to raise and educate a baby daughter); & SR: Stearns 91-113  
**DB4:** Women in Classical Greece  
**RP4:** *Women in Classical and Imperial Rome*
- Report 2 Due: Gender Relations in the Classical World** (TBA)
- W5** F. The End of the Classical Era & Classical Mesoamerican Societies  
SR: Stearns 114-134 & 241-250  
**RP5:** *Women in Early Mesoamerican Societies*  
**DB5:** Mayans & Palenque

### PART III: Women in the Post Classical Period

- W6** A. The Islamic World: Rise, Spread of Islam, & The Arab Empire  
RR: "The Koran and the Family" & SR: Stearns 236-81; Justinian the Great: The First Byzantine Emperor & SR: Stearns 140-62;  
B. India, Africa & Islam SR: Stearns 163-185  
**RP6:** The Koran and the Family  
**DB6:** Islamic Women
- Report 3 Due: Early Post-Classical Women** (TBA)
- W7** Eastern (Byzantium & Early Russia) & Western European Medieval Society  
*Women and Society in the Late Middle Ages* & SR: Stearns 186-220; *Anna Commena and the Byzantine Intellectual Life*  
**RP7:** *Theodora and Early Christian Women*  
**DB7:** Christian Women

- W8** **D. Asia: Sui, Tang & Song China & The Mongol Empire**  
RR: "On Bound Feet," "The Song of Everlasting Sorrow," & SR: Stearns 221-240; 251-262, *Cristina de Pizan & Margery Kempe's "A Chaste Life"*  
**RP 8:** Cristina de Pizan  
**DB 8:** Women in Post-Classical China and Mongolia

**Report 4 Due: Women in the Post-Classical Period** (TBA)

#### **PART IV: Women in The Modern Period - Encounter**

##### **The Worlds of America & Eurasia** (SR: Stearns Part IV)

- W9** On the Eve of Invasion: The Encounter of Civilizations & Crisis and Recovery  
RR: "Aztec Goddess" & SR: Stearns 344-65 ; Evliya çelebi "An Ottoman Official's Wedding Night"  
"The Idea of Seclusion and Lady Nurjahan";  
**RP 9:** Views on Mesoamerican and Andean Women  
**DB 9:** Views on Modern-Era Eurasian Women
- W10** Contact, Commerce, Colonization & Worlds Entangled: Expansion (1600s-1700s)  
RR: *Queen Elizabeth Addresses Parliament (1601)*; *French Comedy: The Would-Be Gentleman (mid-1600s)* & *Spinoza, Benedict (1632-77): The Natural Inferiority of Women; A Witchcraft Trial in Germany, 1628 & Pascal (1623-62): what is a man in the infinite?* SR: Stearns Chap 17  
**RP 10:** Marriage, Motherhood, and Faith  
**DB 10:** Witch Women and Wise Men: Charisma & Martyrdom

**Report 5 Due: Women in the Modern Period** (TBA)

#### **PART V: Women in the Modern Period - Reordering** (SR: Stearns Part V)

- W11** Politico-Economic World Reordering (1750-1850)  
RR: *Madeleine Scudéry (1607-1701), The Salon: Can Men and Women Be Friends Without Sex? Lan Dingyuan, County Magistrate: Depraved Religious Sects Deceive People (1700), Letter from Abigail Adams, 1776, Diderot (1713-84) Questions Christian Sexual Standards; The French King's Bedtime from the Memoirs of Contesse de Boigne (late 1700); "Declaration of the Rights of Man and Citizen," 1789; Gouge, Olympe "Declaration on the Rights of Women," 1793*  
**RP 11:** Public Declarations on the Rights of Women  
**DB 11:** New Sexual Standards?
- W12** Western Imperialism: Colonizing and Centralizing (the 1800s)  
Empires & Nation Building in the Americas (1850-1914)  
RR: *An American View of the World in 1820; Industrialization and Children, 1842; Child Labor: The Mines, 1842; A Middle Eastern Vision of the West, Lady Montagu, Florence Nightingale, and the Myths of "Orient," (1840s); Ihara Saikaku: "The Umbrella Oracle," (late 1800s, The Housing Venture of Octavia Hill (1832-1912); Advice to Women: Be Dependent – Elizabeth Poole Sanford (1797/8-1853); Advice to Women: Be Independent – Henrik Ibsen, 1879; Mrs. Benton's Book of Household Management, 1861*  
**RP 12:** Private Advices on the Roles of Women  
**DB 12:** Gendered Visions

**Final Exam Part I Due: Contemporary Women** (TBA)

#### **PART VI: Women in the Contemporary World** (SR: Stearns Part VI)

- W13** Progress and Upheaval: Discontent with Imperialism (1900) The Great War; Mass Production, Mass Consumption (1910-1939)  
RR: *Nadezhda, Mandelstam, Stalin and State Terror, 1930 & Paula Siber, The New German Woman, 1933 The Department Store and the Beginnings of Mass Consumption 1907* SR: Tignor Chapters; *Halid Edib: Education, Generation, and Class in Late Ottoman Empire, 1913-14*  
**RP 13:** Women under Totalitarian Regimes  
**DB 13:** Gendered Modern Discourses
- W14** The Three-World Order: World War II & Decolonization  
RR: *Simone de Bouvoir, The Second Sex, 1952*  
**RP 14:** Women Rights & Contemporary Issues  
**DB 14:** Leni Riefenstahl and the New German Woman
- W15** Women: Past, Present & Future – **Final Exam Part 2 Due** (TBA)