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.

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

**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/](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 form 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 24 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 Quizzes = Response Papers (RP) & Discussion-Board (DB) Forums (40)

Each student will write Responses Papers on sources related to the different parts of the course. These are formal assignments (Please ALWAYS spell check your work). RPs and DBs will determine “class” participation and attendance. In the Discussion Board, students work in group by posting and replying comments on that week primary sources and intriguing issues. Your first participation should be within 24 hours after the assignment is posted. Never wait to the last minute. Students must complete at least one weekly RP in a total of 8 RPs and participate in all DBs, of which the 8 best grades will prevail.

FIVE (5) Weekly 500-Word Reports R (40)

There are five reports based on your required reading. Each report is a concise two-paragraph (ca. 750-word maximum) narrative on a topic covered in each part of the course and its required readings. In this individual assignment, students consider the author’s thesis (argument), method, main themes, and important support points. It is NOT a review and it must have a focus. 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. Students must complete TWO (2) Rs, of which 1 best grade will prevail.

Final Exam E (20)

This class examination has two parts and it follows the R and RP formats. Students must take this examination.

Class Participation

This class depends a great deal upon the discussion board conversations (threads). I suggest that students post at least three times per DB activity. Students must participate in at least one discussion activity per week.

Late Assignments

No late assignments (response papers and reports) accepted. Late discussion postings are not possible as the assignment is group work.

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(I).

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/academicsreg/ethicalstandards.cfm. Technical issues (Assistance) Please contact the Student IT Service Center @ 508 999 8884 or mycourses@umassd.edu. Policies Regarding Disabilities Please check http://www.umassd.edu/catls/resources/nfi_resources/teach_dss_syllabus.cfm
Schedule and Reading Assignments (May be subjected to changes)

PART I: Women in Early Civilizations

W1 Mar. 18 (W) Course Introduction: Human Evolution, the Agricultural Revolution & Origins of Civilization: Which roles in early human history were closely associated with women?


Response Paper 1 (RP1): “Female Form in Early Art”

Discussion Board (DB1): “Women in the Neolithic”

**Note**: Friday, March 20 is your last day to add/drop or audit classes.

W2 River Valley Civilizations

Mar. 23 (M) The Ancient Near East: Sumer/Mesopotamia; Egypt/Africa & Asia/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

Mar 25 (W) Classical China: Qin (Ch’in) & Han Dynasties; India’s Golden Age

RR: Three Women 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,” & Stearns 71-90

RP3: Ban Zhao’s Manual “Lessons for Women”

DB3: India’s Golden Age: Laws, Marriage, and Cult

*Report 1 Due: River-Valley Civilization Women* (3/29)

W3 Mar. 30 (M) Classical Mediterranean & Middle-East: Persia, Greece, and Rome


DB4: Women in Classical Greece

RP4: Women in Classical and Imperial Rome

PART III: Women in the Post Classical Period

Apr. 1 (W) The Islamic World: Rise, Spread of Islam, & The Arab Empire


B. India, Africa & Islam SR: Stearns 163-185

RP5: The Koran and the Family

DB5: Islamic Women

**Note**: Thursday, April 2, it is the last day to file Pass/Fail

*Report 2 Due: Gender Relations in the Classical World* (4/5)

W4 Apr. 6 (M) 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

RP6: Theodora and Early Christian Women

DB6: Christian Women

Apr. 8 (W) Asia: Sui, Tang & Song China & The Mongol Empire


RP 7: Cristina de Pizan

DB 7: Women in Post-Classical China and Mongolia

*Report 3 Due: Women in the Post-Classical World* (4/12)
PART IV: Women in The Modern Period - Encounter

W5  Apr. 14 (T)  Contact, Commerce, Colonization & Worlds Entangled: Expansion (1600s-1700s)
(4/13-19)
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 8:  Marriage, Motherhood, and Faith
DB 8:  Witch Women and Wise Men:  Charisma & Martyrdom

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

W6  Apr. 20 (M)  Western Imperialism: Colonizing and Centralizing (the 1800s)
(4/20-26)
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 10:  Private Advices on the Roles of Women
DB 10:  Gendered Visions

**Note:  Wednesday, April 22, is last day to withdraw from a class

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

W7  Apr. 27 (M)  The Three-World Order:  World War II & Decolonization
(4/27-5/6)
RR:  Simone de Bouvoir, The Second Sex, 1952
RP 12:  Women’s Rights & Contemporary Issues
DB 12:  Leni Riefenstahl and the New German Woman
Apr. 29 (W)  The Three-World Order:  World War II & Decolonization
RR:  Simone de Bouvoir, The Second Sex, 1952
DB 13:  Conclusion

May. 4 (M)  Conclusion:  Women’s Past, Present & Future
Final Exam Part I Due:  Contemporary Women (5/5)
Final Exam Part 2 Due (5/6)

**Note:  Monday, May 4, Last Day of Summer Classes

HAVE A GREAT SUMMER!