



**SPRING 2021  
HIST 497.01B  
WOMEN AND EMPIRE  
CRN: 21028**

**INSTRUCTOR INFORMATION**

**Instructor:** Gina G. Bennett, Ph.D.

**Classroom:** Blended; Face-to-Face in SS 150 and via Zoom, 12:00-12:50 MWF

**Office Location:** Ferguson SS; Room TBA

**Office Hours:** Monday and Wednesday

8:00 am – 8:50 am, 1:00 – 1:50 pm, 2:00 – 2:50 pm via Zoom/in office

**Office Phone:** (903) 886-5226 [Note: this is History Dept. office number]

**Office Fax:** (903) 468-3230

**University Email Address:** Gina.Bennett@tamuc.edu

**Preferred Form of Communication:** email

**Communication Response Time:** within 24 hours during weekdays. All assignments are due on Friday to allow students the weekend to prepare for the coming week. Emails received during weekend will be responded to by Monday, if not earlier.

**COURSE INFORMATION**

Textbooks Required:

- Peter N. Stearns, *Gender in World History*, 3<sup>rd</sup> edition (2015)
- Journal articles assigned by instructor will be provided and will supplement Stearns and the regions covered
- Students will select one elective book from those listed in Course Outline, below. Books are broken up by geographic region and will be chosen in Week 1. Titles in **bold** are available online via Waters Library. It is the student's responsibility to purchase or acquire their book as soon as possible in preparation for the semester's activities.

*The syllabus/schedule are subject to change.*

## **Course Description**

This course is a survey of histories written about women and their proximity to empirical powers from the 16<sup>th</sup> to the 20<sup>th</sup> century. Students will view women and their proximity to the waterways of empire, understanding that land-based travel of commodities and goals of empire were inherently linked to these larger water systems. Learners are exposed to class, ethnicities, and economies of women and the men within their wider kin, merchant, or social groups for purpose of explaining women's long history of interconnectedness with concepts of empire and its commodities. Two weeks will be devoted to each spacial waterway, understanding that bodies of water were places of transition and interactions between groups. Students taking this course will leave with a greater degree of understanding about the role gender as an important factor in the history of empire. This gendered lens does not compete with nation-state histories; it enhances knowledge on the subject. Nations traversing waterways applied gendered norms, both masculine and feminine, to challenge or enhance rights of possession of foreign regions in differing and complex ways. After reading and discussing monographs on these subject students will make oral presentations and write a book review of the monograph they select. Lectures, assignments, exams, and class presentations will ensure that students are exposed to a wide array of geographies and concepts that prove the influence of women and their connection with empire through the gendered negotiations of power associated with economies, war, territories, and commodities.

### **Student Learning Outcomes**

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose, and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students must possess the skills necessary to update and utilize reliable computer and internet access. Access to an alternate location (TAMUC Waters Library, local public library, etc) in the event of technical difficulties. It is recommended that students acquire a local library card now so you are prepared for the semester if you are a remote student and do not have access to Waters Library. Students need to be familiar with Microsoft Office and navigating Brightspace.

### **Instructional Methods**

**PLEASE READ THIS SECTION**  
**INFORMATION HERE IS VERY IMPORTANT FOR OUR CLASS**

We will meet together in our regularly scheduled, face-to-face using University Covid-19 Protocol, on Monday and Wednesday on first week of class. Every Friday students will engage in online

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learning on D2L, so we will not meet on any Friday this semester in the actual classroom. After week 1, I will then evaluate how we will meet for the remainder of the semester. I may elect to meet with half the class on campus in our regularly scheduled room on Mondays and other half on Wednesday. This would mean that we would meet virtually, using synchronist (in real time) learning using Zoom meetings on the alternate days. Other possibilities for meeting, should they be necessary, will be announced on the class MyLeo account. **STUDENTS WILL NEED TO CHECK EMAILS AND D2L COURSE ANNOUNCEMENTS REGULARLY AS WE MAY PIVOT QUICKLY TO ENSURE THE SAFETY OF ALL LEARNERS AND FACULTY. I STRONGLY ENCOURAGE EACH OF YOU TO ALSO DOWNLOAD THE PULSE SMARTPHONE AP. IT IS VERY HANDY FOR KEEPING UP TO DATE ON ALL OF YOUR COURSES AT TAMUC.**

**INTEGRAL TO THE INSTRUCTIONAL METHODS UTILIZED;**  
**READ AND ADHERE TO THE FOLLOWING POLICY:**

History courses offer a chance for developing a rich learning community where wonderfully diverse people from a kaleidoscope of backgrounds come together to share and learn from one another. Respecting the opinions of others and allowing for a safe space to explore the events of history is paramount to learning in such a platform.

Students should expect to encounter differing opinions and multiple perspectives. Respectful, healthy discussions that utilize evidence to support discussions with multiple viewpoints are the beauty of such a course as this. However, aggressive or hostile language directed at anyone in the learning community will not be tolerated and will be reported to necessary University entities. Rest assured that appropriate measures will be taken to protect the safe learning space were all are welcome and included. Thank you in advance for remembering that online class assignments should not be treated like other social media activities and usual classroom discussions are expected with all assignments.

In the event that we meet must meet by Zoom, students making themselves viewable on online platforms will practice congeniality and in appropriate dress for in-class meetings.

**Student Responsibilities and Tips for Success in the Course**

As this is a blended class, it is strongly suggested that students spend the first few days familiarizing themselves with the structure of the course and the online components. Students enjoy a higher degree of success in the online and face-to-face components of the course when deadlines, details, and requirements are observed. It is strongly recommended that students print off a copy of the syllabus and refer to it daily. Likewise, it is recommended that important dates and deadlines are recorded in a calendar, set alarms/alerts on mobile devices, or personal calendar, especially the last section of the syllabus which is titled: "COURSE OUTLINE/CALENDAR."

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## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%	900-1000 points
B = 80%-89%	800-899 points
C = 70%-79%	700-799 points
D = 60%-69%	600-699 points
F = 59% or Below	Less than 600 points

12 Note submissions; 50 pts each	600 points
1 Book Presentation	100 points
1 Book Review	100 points
1 Un-Essay	100 points
<u>1 Final Exam/Formal Paper</u>	<u>100 points</u>
Total	1000 points

### **Semester Assignments:**

12 Note submissions

Students will submit notes for readings and presentations from classmates for each week

1 Presentation based on a book of your choosing from list provided

Students will select a week to present a book of their choosing from the week they select

1 book review on your presentation book

Book reviews will be due the week of your chosen presentation

1 UN-ESSAY assignment

1 Final Exam

The final exam will be a formal paper that will summarize the larger themes of women and answer Joan Scott's essay, covered in Week 13.

### **Assessments**

Detailed instructions for the Note assignments, the format for individual Presentation and Book Review, the Un-Essay, and Final Exam are posted within MyLeo D2L BrightSpace. Students will decide what week they want to present and the book they will discuss for the class. Choices will be honored on a first-come-first serve basis, once the time is announced to request the books.

The Final Exam will allow students to “form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena” through the examination of the position of

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women within the age of empire. This assignment will address Student Learning Outcomes 1 and 2.

Preparation and engagement are practiced using the **UN-Essay** Assignment. Details Regarding this is found in the Assignment section of MyLeo D2L. The Un-essay will allow students to “demonstrate awareness of societal and/or civic issues” and the historical events and their legacy examined over the semester through various media and technology, that is relevant today. This assignment will address Student Learning Outcome 3.

The twelve (12) note submissions will happen throughout the course of the semester. These are used to measure student’s engagement in the material. These notes will cover all readings covered through the semester. These activities will meet the requirement for the Student Learning Outcome 4 that will ensure “students will be able to understand their role in their own education.”

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-SystemRequirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Interactions between students and instructor will take place during office hours posted within this syllabus or via email, discussion boards, and through comments dealing with written assignments. Students can expect timely communications from the instructor via email, usually within 24 hours. Faster response times to queries can be expected during normal weekday business hours.

*Please note: Sufficient time is provided to allow students to plan well in advance to ask questions for any upcoming assignments. Consequently, students should not expect immediate responses from any emails time-stamped in the desperate moments just prior to an important. Barring some kind of crazy insomnia on my part, students emailing me in the wee hours of the morning can expect a response the next day.*

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Late work will not be accepted.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Covid-19 University Policy**

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

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Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

More details regarding Spring 2021 should be reviewed here:

<https://new.tamuc.edu/wp-content/uploads/2020/12/TAMUC-Spring-2021-Return-Modified-12-8-2020.pdf>

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

## **COURSE OUTLINE / CALENDAR**

### **INTRODUCTIONS**

Week 1: Testing the Water and Levelling (1/11-1/15)

- Reading Stearns *Gender in World History*; Intro to the end of Part I
- Ann B. Waltner and Mary Jo Maynes “Family History as world History” in *Women’s History in Global Perspective*

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Week 2: Building on Stearns (1/17-1/22)

- Reading Stearns, *Gender in World History*, All of Part II
- Alice Kessler-Harris, “Gender and Work: Possibilities for a Global Historical Overview” in *Women’s History in Global Perspectives*
- Lecture and Note submission Week 1 & Week 2; due Fri. 7:00 pm

## WESTERN ATLANTIC

Week 3: Assigned Article (1/24-1/29)

- Ann Twinam, “Women and Gender in Colonial Latin America” in *Women’s History in Global Perspectives*

Week 4: Book Choices (2/1-2/5) (students selecting this week will choose from books below)

- Ellen Hartigan-O’Connor, *The Ties that Buy: Women and Commerce in Revolutionary America*
- Rebecca Kay Jager, *Malinche, Pocahontas, and Sacagawea: Indian Women as Cultural Intermediaries and National Symbols*
- Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*
- Lecture and Note submission Week 3 & Week 4; due Fri. 7:00 pm

## EASTERN ATLANTIC

Week 5: Assigned Article (2/8-2/12)

- Misha Ewan, “Women Investors and the Virginia Company in The Early Seventeenth Century”

Week 6: Book Choices (students selecting this week will choose from books below)

- Katie Barclay, *Love, Intimacy, and Power: Marriage and Patriarchy in Scotland 1650-1850*
- Nwado Achebe, *The Female King of Colonial Nigeria: Ahebi Ugbabe*
- Allyson M. Poska, *Gendered Crossings: Women and Migration in the Spanish Empire*
- Lecture and Note submission Week 5 & Week 6; due Fri. 7:00 pm

## MEDITERRANEAN

Week 7: Assigned Article (2/22-2/26)

- Karen Robertson, “Mariam Khan and the East India Company” in *Early Modern Women, English Drama, and the Wider World*

Week 8: Book Choices (3/1-3/5) (students selecting this week will choose from books below)

- Eric R. Dursteler, *Renegade Women: Gender Identity, and Boundaries in the Early Modern Mediterranean*

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- Beshara B. Doumani, *Family Life in the Ottoman Mediterranean: A Social History*
- Leslie P. Pierce, *The Imperial Haram: Women and Sovereignty in the Ottoman Empire*
- Madeline Zilfi, *Women and Slavery in the Late Ottoman Empire: The Design of Difference*
- Lecture and Note submission Week 7 & Week 8; due Fri. 7:00 pm

## **PACIFIC/OCEANIA**

Week 9: Assigned Article (3/8-3/12)

- Susan Man, “Women in East Asia: China, Japan, and Korea” in *Women’s History in Global Perspective*

Week 10: Book Choices (3/15-3/19) (students selecting this week will choose from books below)

- Francesca Bray, *Technology, Gender and History in Imperial China: Great Transformations Reconsidered*
- Janet M. Theiss, *Disgraceful Matters: The Politics of Chastity in Eighteenth-Century China*
- Binbin Yang, *Heroines of the Quig: Exemplary Women Tell their Stories*
- Lecture and Note submission Week 9 & Week 10; due Fri. 7:00 pm

## **INDIAN OCEAN**

Week 11: Assigned Article (3/22-3/26)

- Barbara N. Rumusack, “Women and Gender in South and Southeast Asia” in *Women’s History in Global Perspective*

Week 12: Book Choices (3/29-4/2) (students selecting this week will choose from books below)

- Nhugn Tuyet Tran, *Familial Properties: Gender, State, and Society in Early Modern Vietnam, 1463-1778*
- Ellison Banks Findly, *Nur Jahan: Empress of Mughal India*
- Lecture and Note submission Week 10 & Week 11; due Friday 7:00 pm

## **CONTRAST AND CONTINUITY WITH AN EYE TOWARDS THE FUTURE**

Week 13: (4/5-4/9)

- Stearns, *Gender and World History*, Part III and Conclusion
- Joan Scott, “Gender: A Useful Category of Historical Analysis”

Week 14: Un Essay Presentations preparation (4/12-4/16)

- Un Essay due Friday 7:00

Week 15: Un Essay Presentation and Celebration (4/19-4/23)

Week 16: Final Exam (TBA 4/26-4/30) Essay Exam; Answering Scott

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