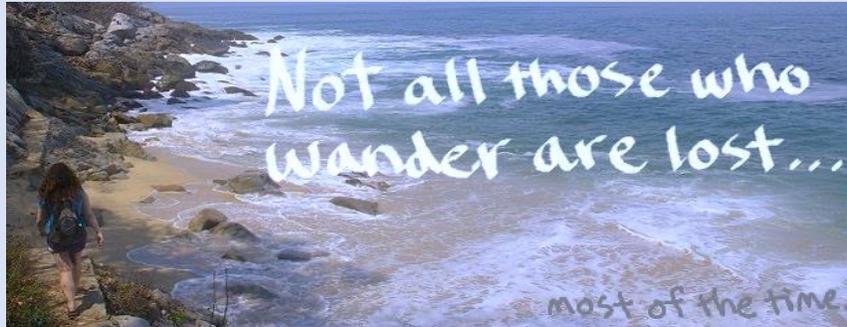


WOMEN'S STUDIES 175

SYLLABUS



WS 175 At a Glance: This course takes a new look at the history of the world using a gender perspective. We will investigate how social, economic, and religious transformations shaped concepts of gender, sex, and sexuality, and how in turn, these identities shaped the history of civilizations and continue to influence our world today. We will touch on events and developments in Africa, Asia, Europe, the Americas, Oceania, and more in order to gain a basic acquaintance with world civilizations from pre-history to approximately 1500 CE.

Details for WS 175: This class meets online via Lualima. We begin on August 24, 2020 and ends the first week of December.

Prerequisites: Completion of English 100

It's a good idea to check into our virtual classroom at least twice a week just as you would if you were attending a traditional face-to-face class.

The due date for all online submissions is posted with the assignments and on Discussion page folders.

Textbooks: Sarah Shaver Hughes and Brady Hughes, *Women in World History, Volume 1 – Readings from Prehistory to 1500* (Armonk: M.E. Sharpe, 1995) ISBN: 978-1-56324-311-0

Merry E. Wiesner-Hanks, *Gender in History: Global Perspectives* (Malden MA: John Wiley & Sons, 2011 2nd edition) ISBN: 978-1-4051-8995-8

[World History textbook is online and free](#). I suggest that you download the book and have it available for reading and reference.



WHO I AM AND HOW TO FIND ME:

Lucy L Jones, PhD., lucyj@hawaii.edu
Associate Professor, Hawai'i Community College
Office – Kaliko 151 – Pāalamanui
My office phone is 808-969-8849
Student Hours by appointment

Feel free to stop by to chat, although it's a good idea to make an appointment to see me. If you are in Hilo or on one of the other islands, we can chat online.

Now Introduce Yourself:

I want to know who you are! Within the first week of class, as part of class participation, please prepare an introduction. Please include a good quality photo (I need to be able to recognize you on the street!) and tell us something about yourself, but do NOT include your phone number, address, or other private details. Then post your introduction to the INTRODUCTIONS folder on the Discussion page. I've put mine into Lulima as an example.

Students with Verified Disabilities:

If you have a disability with verification on file with our Office of Students with Disabilities, please let me know if you think you will need accommodation. I will be glad to provide accommodations as needed. Most of the information on this syllabus should be accessible so let me know if it isn't.

Student Learning Outcomes:

- Apply history and gender perspectives to contemporary frames of reference, identities, and aspirations through writing.
- Demonstrate understanding of world history from a gender perspective and its meaning in our lives through weekly writing and/or discussion.

NECESSARY INFORMATION: The school catalog <http://hawaii.hawaii.edu/catalog/> has information regarding :

- “Non-Discrimination”
- “Student Conduct Code”
- “Sexual Harrassment”
- “Academic Grievances.”

IN CLASS: Since I try to replicate the atmosphere of a regular classroom, you will want to take part in regular discussion among the class members by responding to at least two of your classmates each week. This counts as "participation." I probably will take part in these discussions, but not all the time. I will, however, be responding to each of the assignments, sometimes individually and sometimes collectively. Class discussions are a necessary part of any regular class.

OUTSIDE OF CLASS: You will need to meet with me at least once during the semester. I like to know the students in my classes on a more personal level so you can be more than just a name on the page. On top of that, we need to fulfill the government requirement that we are following the rules of an online class. Please don't wait until the last minute; let's arrange a time to meet in person, on Skype, or on FaceTime or any other way available **no later than week six.**

Cyber-Class: Sometimes assignments are lost in cyberspace. Make sure that you keep an electronic copy of everything you send in case you need to verify that you sent an assignment by the due date. I do give points for posting your assignments on time. The time an item is sent shows up on electronic submissions. With electronic copies sent to yourself, you can forward lost assignments to me to receive credit for the module. Invariably your computer will decide to be difficult or it will crash just the very moment before midnight that you were going to send in your assignment. Please plan ahead!

Other Policies for This Class:

Turnitin: You are to use Turnitin with each of your papers. The Class ID is **23890619** and the password is **“ws175”** (without the quotation marks). Under Modules in Laulima, “turnitin” is explained more completely in case you are not familiar with using it. That is **not** where you turn in your assignment, but where you check it for originality. Once you have one that, **then** you post your assignment in Laulima for me to read. I don't check Turnitin.

Announcements: Please check Laulima regularly for announcements. You can sign in using your school ID and password. Sometimes it will show up in your email, as well, but respond only on Laulima under messages.

Assignments: For all assignments you are expected to use correct English, including spelling, grammar, and punctuation. There are specifically labeled folders on the “Discussion” page where you will post your written work.

Personal Request: For your Laulima posts, please use **16 or 18 font Arial** for the sake of my eyes. My old eyes start to cross after I’ve read too much online, so making it bigger (**not bold**) helps a great deal. Word docs or .pdf files can be in 12 font Arial.

Grades: At the end of each week, you will be able to check the Gradebook on Laulima to see where you stand. If you are more than two weeks behind, you need to talk with me ASAP. I will accept no late work past the end of each four weeks. At times, there will be more or less points than indicated. The final grade is based on the percentage of total points given through the semester.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0 – 59% = F

Grades are based on the following

- Your Introduction = **Up to 20 points**
- Weekly Assignments and Reflections = **Up to 20 or more points each**
- Assignments Turned in On Time = **10 points**
- Meeting with Me = **40 points**
- Final Research Essay = **Up to 80 points**
- Participation = **Up to 20 points each week**
- Semester Reflection = **Up to 20 points**
- eCAFE completion = **10 point**

Final Research Project: A final research paper is to be presented that focuses on a particular geographical area, time period, and issue that is of interest to you. Your topic is chosen in consultation with me. This paper is designed to evaluate your comprehension of how social, economic, or religious transformations shaped concepts of gender, sex,

and sexuality, and how in turn, these identities shaped the history of civilizations and continue to influence our world today.

- As we go through the centuries this semester, I'd like you to think about what particular time period grabs your interest . . .OR you might be interested in investigating more about the history of one particular country . . . OR you might like to take one aspect of life and follow it through the centuries. Your project might cover something that I have neglected in preparing this course.
- There will be a separate rubric for your project. This paper is to be 4-5 pages, complete with references, and remember that each page runs approximately 250 words. Please use 12-font in Arial and standard margins. Use only black and no fancy fonts. Whatever you choose, be thinking about it from the very beginning of the semester. By the middle of the semester, I would like you to let me know what you have decided to do. Even if you don't have it completely worked out yet, you need to have a general idea of where you're going with your final research project. Talk with me about your ideas because I may be able to help you, or even be able to recommend a book or two for your research. **This is due by November 30, 2020, no exceptions.**

Feeling Lost?? There may be words and concepts that are not familiar to you. This is a college level course and you are expected to do independent work, including looking up words and concepts you don't understand. If you have done your best research and you still have questions, consult with me via email or message, or check with other students on the Discussion page under "Questions."

WS 175 RUBRIC: Introductions, Reflections, Interview, Research Paper, Participation

	Exceeds	Meets	Does not Meet
Introduction	Provided biographical details; correct spelling, grammar, and punctuation; photo AND overall excellence	Provided biographical details; correct spelling, grammar, punctuation; photo	Provided biographical details; correct spelling, grammar, and punctuation

Weekly Reading Reflections	Thoughtful & provocative response; met length requirements, correct spelling, grammar, and punctuation AND overall excellence	Thoughtful response; met length requirements Correct spelling, grammar, punctuation	Did not meet length requirement; incorrect spelling, grammar, or punctuation	
Research Paper (I will give a rubric specific to the research paper)	Thoughtful & provocative issues; met length requirements; excellent concluding statement; correct spelling, grammar, and punctuation AND overall excellence	Thoughtful issues; met length requirements Correct spelling, grammar, punctuation	Did not meet length requirement; incorrect spelling, grammar, or punctuation	
Participation	Met length requirement; correct spelling, grammar, and punctuation; thoughtful and provocative response	Met length requirement; correct spelling, grammar, and punctuation; good response	Id not meet length requirement; incorrect spelling, grammar, and punctuation	
Semester Reflection	Thoughtful & provocative responses; correct grammar, spelling, and	Thoughtful responses; correct grammar, spelling, and punctuation	Few responses; incorrect grammar, spelling, and punctuation	

	punctuation. Overall excellence			
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TENTATIVE TOPICS AND SCHEDULE

The following list shows what you can expect to learn over the course of the semester. It's a good idea not to wait until the last minute to begin reading or answering the assignment questions.

MODULE 1:

History of Gender, Sex, and Sexuality in a Global Perspective to 1500 CE

- a. Introduction
- c. Breadth
- d. Relevance

MODULE 2:

Early Complex Societies and Gender Roles

- a. Agriculture
- b. Health
- c. Women
- d. "Civilization"

MODULE 3:

The Epic of Gilgamesh

- a. Meanings
- b. Messages

MODULE 4:

From Mesopotamia to Egypt

- a. Early African Societies
- b. Bantu Migrations

MODULE 5:

Early Societies

- a. South and East Asia
- b. Gender in Law
- c. Heroes and Heroines

MODULE 6:

Introduction to the Indigenous Americas

- a. The "Undiscovered"

MODULE 7:

The Creation and Persistence of Patriarchy

- a. The Empires of Persia, China, and India

MODULE 8:

Mediterranean Society

- a. The Greeks
- b. Tracing the Goddess
- c. Meanings and Messages in The Medea

MODULE 9:

Exchange on the Silk Road

- a. History
- b. Significance

MODULE 10:

"The Legacy of Israel"

- a. Religion
- b. Gender

MODULE 11:

Africa: Traders, Slaves, Sorcerers, and Queen Mothers

- a. The Black Diaspora
- b. Religion, Gender, and Slavery
- c. Slave women in the New World

MODULE 12:

Christian Western Europe During the Middle Ages

- a. Reconstructing
- b. Preserving
- c. Interpreting "artifacts" of history

MODULE 13:

Lovers, Mystics, Virgins, and Witches

- a. Colliding Worlds

MODULE 14:

Sexuality and "The Middle Ground"

a. "Savagism and Civilization"

MODULE 15:

Rise and Fall of the Aztec Empire

a. Mediators

b. Matriarchies

c. Sexual Diplomacy

MODULE 16:

Final Project