

History 141 | Spring 2020

# Global History of the Family, Gender, and Sexuality

Asynchronous | Online via Canvas LMS  
Department of History | University of Wisconsin-Milwaukee

Faculty Instructor: Professor Nan Kim, [ynkp@uwm.edu](mailto:ynkp@uwm.edu)  
Teaching Assistant (History PhD Student): Martin Kozon, [mjkozon@uwm.edu](mailto:mjkozon@uwm.edu)

## Course Description

A thematic survey of global history, this course explores concepts of gender, sexuality, and the family from prehistory to the present. Topics include genealogy, law, demography, kinship, artistic representation, feminist analysis, and sexual diversity studies. There are no course prerequisites, and this course fulfills the L&S GER Distribution in Social Sciences.

## Learning Objectives

As an introductory History course and a General Education course in Social Sciences, History 141 has several objectives for what students should learn. If you complete the course requirements, you will gain a broad understanding of world history with a focus on gender and the family and an informed understanding of contemporary debates about the family. In addition, you will acquire or improve the ability to:

- |   |   |
|---|---|
| * analyze texts, images, objects  | * evaluate multiple interpretations of the same subject |
| * discern how to quote from academic sources and how to paraphrase accurately | * use evidence to construct an argument                 |
| * read primary & secondary sources critically                                 | * write coherently and analytically                     |

*As a General Education course in Social Sciences, History 141 incorporates the following learning outcomes. Students will be able to:*

- a. *recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development*
  - *Students will do this through completing multiple relevant readings, discussions, and writing assignments focused on these themes with an emphasis on gender and the family.*
- b. *critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.*
  - *Students will receive an introduction to feminist theory and other frameworks of social and cultural analysis, which they will evaluate critically and also consider with respect to real-world examples, trends, and problems.*

*Pursuant to UWM's credit-hour policy, the investment of time by the average student for this 3- credit course is 144 hours in attending classes, reading materials, doing writing assignments, taking quizzes and examinations, and for preparation and study.*

*\* locate and use print/electronic research materials*

## Required Course Text:

Mary Jo MAYNES and Ann WALTNER, *The Family: A World History*,  
Oxford University Press, 2012. (ISBN: 978-0195338140)

Additional readings will be posted as pdf scans on Canvas or as online links.

## Recommended but not required:

Roman KRZNARIC, *How Should We Live? Great Ideas from the Past about Everyday Life*.  
BlueBridge, 2013. (ISBN: 978-1629190044)

## Grading apportionment

8 Discussion Forums	24%
12 Quizzes	24%
4 Written Responses (2-3 pages each)	28%
Final Exam: Take-home Essay (6-7 pages)	20%
Midterm and Final Reflection Surveys	4%

## Grading scale

93-100 A	87-89 B+	80-82 B-	73-76 C	67-69 D+	60-62 D-
90-92 A-	83-86 B	77-79 C+	70-72 C-	63-66 D	0-59 F

NB: *The syllabus and course schedule are subject to change. Any updates will be announced on Canva, and over email.*

## Time Orientation for this Course

*This class runs on a Thu-Wed weekly schedule; and our modules launch each week on Thursday morning. Here is the template for our weekly cycle:*

*Thu:*

- 9:00am | *On Canvas: The week's Module opens*
- 12:30pm | *On Teams: Optional synchronous session – this is not required, and this is mostly a chance to hear an intro and overview of the new module and to draw out any connections with the Discussion Forum from the prior week.*

*Thu-Mon:*

- *Complete readings & PPT*
- *For weeks with a Quiz: Complete the Quiz by Mon 10pm*
- *For weeks with a Discussion Forum: Initial Discussion Posts due by Mon 11pm*

*Tue-Wed:*

- *For weeks with a Discussion Forum: Follow-up Discussion Posts are due by Wed 11pm*
- *For weeks with Written Responses: Upload to the Assignments Dropbox by Wed 11pm*
- *For weeks with Reflection Surveys: Upload to the Assignments Dropbox by Wed 11pm*

## Student Hours

Also known as “office hours,” this time is set aside for Q&A or to discuss any matter regarding the class. To set up an individual appointment outside of the drop-in times, please contact either your professor or TA directly.

Professor Kim's Student Hours

**Optional synchronous session: Thu 12:30-1:00.**

**Optional drop-in Q&A: Thu 1:00-1:30pm, Tue 12:30-1:30pm & by appt**

Location: Canvas – Collaborate Ultra

HIST 141 TA Martin Kozon's Student Hours

**Optional drop-in Q&A: Mon 1:00-2:00, Wed 9:00-10:00am & by appt**

Location: Canvas – Collaborate Ultra

## COURSE SCHEDULE

### Wk 1 | Course Introduction (*Module opens on Sept 3*)

1. Watch/listen to PPT: Welcome and course orientation
2. Read:
  - a. History 141 Syllabus
  - b. “Preface” in *FAMILY*, ix-xi
3. Take Quiz #1 on the syllabus
4. Engage with peers to the Week 1 Discussion Forum, following the guidelines
5. Preview readings for next week:
  - a. Cynthia Enloe, “The Persistence of Patriarchy”  
<https://newint.org/columns/essays/2017/10/01/patriarchy-persistence>
  - b. bell hooks, “Understanding Patriarchy,” [PDF] in *The Will to Change* (New York: Washington Square Press, 2004).

### Week 2 | Patriarchy & History: Not Just a Thing of the Past (*Module opens on Sept 10*)

6. Week 2 Module Overview
7. Watch/listen to PPT: Week 2 Lecture Segment
8. Read:
  - a. Cynthia Enloe, “The Persistence of Patriarchy”  
<https://newint.org/columns/essays/2017/10/01/patriarchy-persistence>
  - b. bell hooks, “Understanding Patriarchy,” [PDF] in *The Will to Change* (New York: Washington Square Press, 2004).
  - c. Read Robert Jensen, “Patriarchy and Feminism” in *The End of Patriarchy: Radical Feminism for Men* (North Melbourne, Australia: Spinifex Press, 2016), pp. 35-62.
9. Complete: Quiz #2
10. Recommended: Reflective Walking activity (in conjunction with the Written Response)
11. Complete and upload: Written Response #1

### Week 3 | Gendering Prehistory & Interpreting Sources (*Module opens on Sept 17*)

1. Week 3 Module Overview
2. Watch/listen to PPT: Week 3 Lecture Segment
3. Read:
  - a. Maynes & Waltner, *The Family: A World History (FAMILY)*, Preface, Ch 1 Domestic Life and Human Origins.
  - b. Ian Hodder, “Women and Men at Çatalhöyük,” *Scientific American* 290, no. 1 (2004), 76-83.
  - c. Tinning, “Was there a belief in the Mother Goddess at Çatalhöyük?”  
<http://www.catalhoyuk.com/node/736>
4. Complete: Quiz #3
5. Engage with peers: Week 3 Discussion Forum initial & follow-up posts

### Week 4 | Gender and Authority in the Ancient World (*Module opens on Sept 24*)

1. Week 4 Module Overview
2. Watch/listen to PPT: Week 3 Lecture Segment
3. Read:
  - *FAMILY*, Ch 3, “Ruling Families: Kinship at the Dawn of Politics,” up to p. 61.
  - [LINK] “Ur Digitization Project” <https://www.penn.museum/blog/museum/ur-digitization-project-item-of-the-month-june-2012/> (Disk of Enheduanna)
  - [PDF] Excerpt from Hammurabi’s Code
4. Complete Quiz #4
5. Watch video: “Ascent of Woman: Episode 1, Civilization,” excerpt
6. Engage with peers: Week 4 Discussion Forum initial & follow-up posts

**Week 5 | Religion and Origin Stories** (*Module opens on Oct 1*)

1. Week 5 Module Overview
2. Watch/listen to PPT: Week 2 Lecture Segment
3. Read:
  - a. *FAMILY*, Ch 2, “The Birth of the Gods: Family in the Emergence of Religions (to 1000 CE)”
  - b. [PDF] Introduction excerpt from Kvam et al, *Eve and Adam: Jewish, Christian, and Muslim Readings on Genesis and Gender* (Indiana UP, 1999).
4. Complete: Quiz #5
5. Recommended: “Reflective Walking” assignment – get outdoors!
6. Complete: Written Response #2 – upload to Canvas

**Week 6 | Medieval Trade Routes & Cultural Change in a Globalizing World** (*Module opens on Oct 8*)

1. Week 6 Module Overview
2. Watch/listen to PPT: Week 6 Lecture Segment
3. Read:
  - a. *FAMILY*, Ch 3, “Ruling Families: Kinship at the Dawn of Politics,” segment on West Africa and Timbuktu, p. 61 until the end of the chapter.
  - b. “The Treasures of Timbuktu” [*Scholars in the fabled African city, once a great center of learning and trade, are racing to save a still emerging cache of ancient manuscripts*],” *Smithsonian Magazine* (December 2006).
  - c. Paul B. Sturtevant, “Recovering a ‘Lost’ Medieval Africa: Interview with Chapurukha Kusimba,” in *The Public Medievalist* (March 30, 2017).
12. Complete: Quiz #6
13. Engage with peers: Week 6 Discussion Forum initial & follow-up posts

**Week 7 | Early Modern Kin & Concepts of Race in the Americas** (*Module opens on Oct 15*)

1. Week 5 Module Overview
2. Watch/listen to PPT: Week 7 Lecture Segment
3. Read:
  - a. *FAMILY*, Ch 4 “Early Modern Families” (1400-1750)
  - b. [PDF] \*\*Verena Stolcke, “A New World Engendered: The Making of the Iberian Transatlantic Empires,” in *A Companion to Gender History*, ed. Teresa A. Meade and Merry E. Wiesner-Hanks (Wiley, 2004), 371-391. [EC Opportunity #1](#)
4. Complete: Quiz #7
5. Complete: Midterm Reflection Survey

**Week 8 | The Transatlantic Slave Trade in Global History & Family History** (*Module opens on Oct 22*)*FAMILY*, Ch 5, “Families in Global Markets (1600-1850)”

1. Week 8 Module Overview
2. Watch/listen to PPT: Week 8 Lecture Segment
3. Read:
  - a. [LINK] Jennifer L. Morgan, “Kinship, the Middle Passage, and the Origins of Racial Slavery,” in *Women and Migration: Responses in Art and History*, eds. Deborah Willis, Ellyn Toscano, and Kalia Brooks Nelson (NYU Global Institute for Advanced Study and Open Book Publishers, 2019), 195-206. Full text available at this link: <https://books.openedition.org/obp/8020?lang=en>
  - b. [PDF] Excerpt from: Harriet Jacobs, “*Incidents in the Life of a Slave Girl. Written by Herself*” [1861]; for reference, see Primary-Source Set
4. Complete: Quiz #8
5. *Optional but recommended*: “Reflective Walking” assignment – rack up more steps on your fitbit!
6. **Complete and upload: Written Response #3**

**Week 9 | Revolutions and Generations** (*Module opens on Oct 29*)

1. Week 9 Module Overview
2. Watch/listen: Week 9 Lecture Segment
3. Read:
  - a. FAMILY, Ch 6. Families in Revolutionary Times, pp. 113-120 (all except the last section on China)
  - b. [LINK] Primary Source on Child Labor during the Industrial Revolution
  - c. Opening segment from George Lawson, “Revolutions and the International” [on the Haitian Revolution], *Theory and Society* (2015)
4. Take: Quiz #9
5. Engage with peers: Week 9 Discussion Forum initial & follow-up posts

#### Week 10 | Families in the Modern Era: The Role of the State & Institutions (Module opens on Nov 5)

1. Week 10 Module Overview
2. Watch/listen: Week 10 Lecture Segment
3. Read:
  - a. FAMILY, pp. 120-126 on China, and Ch 7. Powers of Life and Death: Families in the Era of State Population Management
  - b. Vanessa L. Fong, “China’s One-Child Policy and the Empowerment of Urban Daughters,” *American Anthropologist* 104, no. 4: 1098-1109. [EC Opportunity #2](#)
4. Take: Quiz #10
5. Engage with peers: Week 10 Discussion Forum initial & follow-up posts

#### Week 11 | Technology, Genealogy, and Belonging: From Modern Adoption to the Recent Rise of Commercial DNA Testing (Module opens on Nov 12)

1. Week 10 Module Overview
2. Watch/listen: Week 9 Lecture Segment
3. Read:
  - a. Ellen Herman, “The Paradoxical Rationalization of Modern Adoption,” *Journal of Social History* 36, no. 2 (2002), 339-385. [NB: The article’s text is 31 pages long.] [EC Opportunity #3](#)
  - b. Two journalistic articles:
    - i. [LINK] “A Genetic ‘Minority Report’: How Corporate DNA Testing Could Put Us at Risk,” Salon, January 26, 2014, [https://www.salon.com/2014/01/26/a\\_genetic\\_minority\\_report\\_how\\_corporate\\_dna\\_testing\\_could\\_put\\_us\\_at\\_risk/](https://www.salon.com/2014/01/26/a_genetic_minority_report_how_corporate_dna_testing_could_put_us_at_risk/).
    - ii. [LINK] Nneka M. Okona, “‘Heritage Travel’ Is Surging in the Era of DNA Testing. It Has a Special Significance for Black Americans.,” Vox, September 18, 2019, <https://www.vox.com/the-highlight/2019/9/18/20862468/heritage-african-american-ancestry-23-and-me-dna-testing>.
4. Take: Quiz #11
5. Engage with peers: Week 11 Discussion Forum initial & follow-up posts

#### Week 12 | Learning from the Intergenerational Past (Module opens on Nov 19)

1. Week 12 Module Overview
2. Watch/listen: Week 12 Lecture Segment
3. Read:
  - a. Preface, and Ch 2 “Family” in Krznaric, *How Should We Live?*
4. Take: Quiz #12
5. Engage with peers: Week 12 Discussion Forum initial & follow-up posts

#### Week 13 | Empathy and Listening to Life Stories (Short module opens on Wed, Nov 19)

1. Thanksgiving Break 11/26-29
2. Week 13 Short Module Overview
3. Read:
  - a. “Oral History,” *History Detectives*, <https://www.pbs.org/opb/historydetectives/technique/oral-history/>

- b. [Recommended reading] Ch 3 “Empathy” in Krznaric, *How Should We Live?*
4. [Recommended activity] Record an oral history interview with an older family member or an older family friend
  - a. Consider using a photograph as a prompt, or you could pose an opening question such as “What were you like when you were my age?”
  - b. You should record the interview for your own records or to consider sharing with an archive, as long as you have the permission of the interviewee.
  - c. Sometime after your interview, do a “Reflective Walking” exercise followed by a free-write, which you could consider revising for submission as a Written Response, during either Week 13 or Week 14.

#### **Week 14 | Thinking Critically about Gender and Sexuality (Module opens on Dec 3)**

1. Week 14 Module Overview
2. Attend: Guest speaker presentation
3. Read: TBA
4. Complete: Response Survey

**Due Dec 9<sup>th</sup> by 11pm:** Written Response #4 based on

- Week 13 Optional Oral History Interview\*
- or
- Week 14 Guest Speaker Presentation\*

\*You may choose to write on either; if you did not do the optional Oral History interview, then you should write Written Response#4 based on the Week 14 presentation and/or reading.

\*\*For extra credit, you may write separately about both. If you write a second Written Response, submit that as EC Opportunity #4, which would be due one week later.

#### **Week 15 | Course Conclusion (Module opens on Dec 10)**

1. Week 15 Module Overview
2. Watch/listen: Week 12 Lecture Segment
3. Read:
  - a. TBA
  - b. Stephanie Coontz, “The Family Revolution,” *Greater Good*, September 1, 2007, [https://greatergood.berkeley.edu/article/item/the\\_family\\_revolution](https://greatergood.berkeley.edu/article/item/the_family_revolution)
4. Take: Quiz #13
5. Engage with peers: Week 15 Discussion Forum initial & follow-up posts
6. Complete: Final Reflection Survey

**Due Dec 22 by 11pm:** FINAL EXAM Take-Home Essay Due at the end of the exam period

## COURSE COMPONENTS AND POLICIES

### WEEKLY MODULE OVERVIEW

A summary of activities and schedule for that week.

### WATCH/LISTEN TO PPT = VOICEOVER POWERPOINT SLIDES

Each week, lecture segments will be posted under each Module. These will usually be broken up into mini-lectures, no longer than 15 minutes at a time. If you open the files, there is a speaker icon embedded on the slides; click on that if you need to pause or restart the playback of the recorded audio.

### QUIZZES

Students will complete short content quizzes on Canvas. They will usually focus on the Readings and also will address PPT Lecture content for that week. There are 13 quizzes in total, and students will have 3 attempts for each quiz. The highest score will be recorded for each quiz, and at the end of the semester, the lowest quiz grade will be dropped.

### DISCUSSION FORUM & CLASS PARTICIPATION

For each week where a Discussion is designated on the syllabus, everyone will post in two phases:

- Anytime from Thursday until the end of Monday: Write an initial Discussion post, which should be at least 120-150 words in length (i.e. a substantive paragraph, 4-5 sentences)
- Anytime from Tuesday until the end of Wednesday: Read the posts in your Discussion Group and respond to at least two of them; replies should be roughly 60-75 words in length or longer.
- In online discussions, note that your participation grade will reflect the *quality* of your participation rather than simply the *quantity*. As in face-to-face interactions, mutual respect and courtesy are essential. Be sure to engage with ideas in the readings or relevant course content under discussion. You are welcome to quote from the readings, transcripts, or other materials, but you should be sure to attribute your quotations by briefly citing the source. Also, direct quotations will not factor into the wordcount, which refers to the writing you do in your own words.
- Be inclusive. Try to spread out your responses so that every post in your group receives at least one reply.
- Of the 9 Discussions throughout the term, it is possible to miss one without losing points.

### 4 WRITTEN RESPONSES

At intervals during the semester, students will write Written Responses, each 2-3 pages in length, or 500-750 words (double-spaced typed pages with standard margins and font). You will receive a separate handout with Guidelines during Week 2.

### EXTRA CREDIT OPPORTUNITIES

For those interested to do one or more additional assignments for extra credit, you may do up to two extra Written Responses during the term. Note that these are worth only half the credit of a comparable assignment completed on-time during the semester, so it's always best to stay on top of your workload.

To earn extra credit, complete and submit a Written Response about any of the readings indicated as "EC Opportunity #\_" in the syllabus; alternatively, there is an EC Opportunity noted in Weeks 13/14 on the course schedule. *Any student is welcome to complete 1-2 EC Opportunities, but students are not expected or required to do so.*

### REFLECTIVE WALKING

For this exercise, each student will pose, in writing, a challenging question related to the assigned reading, perhaps in the context of the course more broadly, especially if there is a question or issue that they have struggled with (or are currently wrestling with). The question should be open-ended

(not a yes/no question), and some sample questions will be suggested. Then they should take a 20-60 minute walk, undistracted by a podcast or other content. After returning from the walk, they should try to respond to the question in writing as best they can. (For the first time they do this exercise, students should include a brief reflection on how the process of formulating the question and mulling on it during their walk affected their response to it.)

### MIDTERM & FINAL REFLECTION SURVEYS

These will be short surveys to give you an opportunity to reflect on what you've learned in the class, any questions or concerns the course material has raised for you, and what you may want to explore in greater depth on your own (or as a suggestion for including in the course in the future).

### FINAL EXAM: TAKE-HOME ESSAY

The final exam will be a take-home essay, which should exceed 5 full pages in length and be no longer than 6-7 pages (each double-spaced typed page = ~250 words). Your take-home essay is intended to give you an opportunity to consider your own life or family history in relation - or in contrast - to historical developments.

The general objective of the final essay will be to address the following: *During this semester, how has learning about aspects of global history generated greater understanding of and insight into my own family history?* Many students choose to write about their own biological family, but you are free to interpret "family" more broadly, if you wish. For this final assignment in History 141, you will develop a personal essay about how your own family history reflects, compares, and/or relates to selected themes of the course. You will answer a prompt in an essay that should ideally combine personal reflection and comparative analysis. You will receive more detailed guidelines with the complete writing prompt during Week 4.

### COMMUNICATION: *Checking Canvas/Email is essential*

This course will rely on the Canvas course-management system for many essential functions: course announcements, distribution of reading/analysis questions, syllabus updates, etc.

Note: Canvas only recognizes UWM email accounts. If you do not use your UWM account regularly, be sure to have messages forwarded to your main email account. It is each student's responsibility to remain updated through these announcements.

### *Contacting the instructors*

During office hours, students are welcome to consult with instructors by visiting their "offices" via Microsoft Teams link that will be posted in the Outlook Calendar. Otherwise, the easiest way to get in touch is via email.

*When sending an email message, keep in mind that it is a professional communication.*

- Instructors generally appreciate when your messages have a salutation (e.g. "Hi \_\_\_\_"; "Good afternoon \_\_\_\_"; etc.) and sign-off (e.g. "Sincerely, [your name here]").
- Also, **start your subject line with "[HIST141]"**
  - For example, "[HIST141] Question about the reading"

If you would like to arrange an individual appointment outside of office hours, send an email suggesting available 2-3 dates/times to set up an appointment.

**History Advising:** If you are interested in – or simply curious about - becoming a History major or minor, we would welcome your inquiries. Please speak with one of the instructors and/or consult this site: <http://www4.uwm.edu/letsci/history/undergrad/>

Professor Kim is the director the Public History program, and she would be happy to talk with students also about potential career paths for History majors and minors.

## ACADEMIC HONESTY

⌘ All students are expected to observe University of Wisconsin-Milwaukee standards of academic honesty (see [www.uwm.edu/Dept/OSL/DOS/conduct.html](http://www.uwm.edu/Dept/OSL/DOS/conduct.html)). If you quote, paraphrase or refer to the ideas of others, you must include a proper citation. For a helpful guide to understanding and avoiding plagiarism, see <http://www4.uwm.edu/libraries/guides/style/plagiarism.cfm>.

⌘ Plagiarism will result in a failing grade and will be reported to the dean. If you are not clear about what plagiarism is, speak with the instructor and also consult the links noted above. Also, note that allowing someone to copy your work is participating in an offense, with equal consequences.

## ADDITIONAL NOTICES

⌘ This syllabus is subject to minor changes or adjustments at the discretion of the instructor. Any changes or corrections will be announced over e-mail and posted on the course homepage. If you notice any problems regarding the syllabus, please bring it to our attention.

⌘ For University policies concerning religious observances, students with disabilities, students called to military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complaint procedures, grade appeal procedures, LGBT+ resources, and final exams, consult the document at <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

⌘ Students with Disabilities: <https://uwm.edu/arc/> *If you need special accommodations to meet any of the course requirements, notify the instructor within the first three weeks of the course.*

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [Professor Kim] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

⌘ In addition, here are links to resources and services at UWM:

Dean of Students: <https://uwm.edu/deanofstudents/>

*\*\*Reporting Incidents and Concerns, including sexual violence, dating violence, stalking, or students in distress, or health and safety concerns:* <https://uwm.edu/deanofstudents/report-it/>

UWM Fall 2020 Reopening: <https://uwm.edu/coronavirus/reopening/>

Health and Safety, including Campus Emergency Preparedness: <https://uwm.edu/health-safety/>

Covid-19 Student Support Resources: <https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/>

Student Mental Health: <https://uwm.edu/mentalhealth>

Food Center & Pantry - Student Association at UWM: <https://uwm.edu/studentassociation/uwmfcp/>