

Gender and Empire HIST 471B5

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Office Hours
MWF 12-1pm TR 2-3

Monroe 226
x1478

From 1400-1750, Europeans explored globe, transforming themselves and the people with whom they came into contact. In this seminar, we will analyze the encounters between Europeans and non-Europeans through the lens of gender. We will consider the interaction between empire building and gender norms and their impact on European identity, religion, politics, and economics.

Books available for purchase:

Trexler, *Sex and Conquest: Gendered Violence, Political Order, and the European Conquest of the Americas*

Blussé, *A Colonial Divorce Drama of the Seventeenth Century*

Moitt, *Women and Slavery in the French Antilles*

Fur, *A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians*

Thornton, *The Kongolese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement, 1684-1706.*

Clark, *Masterless Mistresses: The New Orleans Ursulines and the Development of a New World Society, 1727-1834.*

A variety of texts will be available online and on Canvas

This course counts for major credit in the history major and in the women's and gender studies major

Course Objectives:

- Understanding of the discipline's methods and processes
- Ability to synthesize research findings
- Ability to write with clarity about the past
- Ability to communicate in a group setting

Speaking Intensive Course Objectives:

- Students will understand and be able to explain the conventions and expectations of oral communication as practiced within the discipline of the course taken.
- Students will apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
- Students will be able to craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.

- Students will be able to metacommunicate about their own communication patterns.

Writing Intensive Course Objectives:

- Demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.
- Demonstrate satisfactory knowledge of the varying patterns of composition, organization, and development.
- Demonstrate satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
- Demonstrate satisfactory knowledge of writing conventions and correctness

COURSE REQUIREMENTS:

Attendance and Class participation

This is a seminar which will consist almost exclusively of discussion of weekly readings. As a result, attendance at seminar is expected and failure to attend seminar will result in a zero for class participation for that class and will negatively affect your final grade. You are responsible for all material, assignments, and announcements covered in class. You should come to class having completed the readings for the week and prepared to discuss them. You are not expected to be brilliant each class period. Questions, comments, and thoughtful opinions are all crucial parts of classroom learning. I encourage you to participate in whatever form that you are able; however, your participation must provide evidence that you have completed the readings. Be aware, speaking only once or twice per class will obtain you no higher than a C. Each week you will evaluate the seminar leaders and your own participation in seminar. (30% of your grade)

Leading the seminar

All students will be asked to lead two weeks of the seminar. Each week, two of you will be responsible for giving a brief presentation of the weekly reading and leading discussion. The rest of the class will provide weekly peer-critiques of those leading the seminar. Leading the two seminars (25%), your participation in class discussions (20%), and your peer critiques of both written assignments and presentations (5%) will account for 50% of your grade.

Research Paper

You will explore the gendered nature of one encounter of their choice between early modern Europeans and non-Europeans in a 20 page research paper.

Possibilities for papers include (but are not limited to):

The Spanish in New Mexico, Peru, or the Philippines

The Portuguese in Brazil, the Swahili coast, South Asia, China, or Japan

The British in the South Pacific or Australia

The French in New France/Mississippi River Valley

The Dutch in South America, Africa, or South East Asia

As you can tell, you need not confine your topic to Europeans in the Americas.

Some useful source collections:

americanjourneys.org

<http://www.hakluyt.com/> our library owns many of the works that are not online

The Jesuit Relations http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html (also available in print in the library)

As a part of the process of doing your research you will do the following assignments:

1) By Thursday January 24, you will have chosen a topic in consultation with me.

2) 3 page proposal and comprehensive bibliography: (5% of your grade) due date January 31

This assignment will be peer critiqued and a rewrite due on February 7

3) Primary source analysis: (10% of your grade)

The Primary Source Analysis will be a 4 page discussion of your primary source(s) based on a set of questions available on Canvas. This assignment is due March 19. This assignment will be peer critiqued and a rewrite due on March 28.

4) Final paper: first draft (10% of the grade for the final draft). This assignment is due April 18. This assignment will be peer critiqued and the final paper will be due during the exam period. (Final draft 20% of your grade).

5) Final presentation of research: 15% of your grade

You will give a ten minute formal presentation of your research.

For all papers:

Papers will be typed in 12pt. font, double-spaced, and will have 1" margins (please note that the default in WORD is 1.25"). Be sure to spellcheck and grammar check your papers. Set the default on your grammar check to FORMAL. Papers are due at the BEGINNING of class on the assigned date Computer breakdowns are NOT an excuse. Late papers (even one minute late), will be penalized one grade for each 24 hour period.

You must be careful NOT to plagiarize any material for your paper. Some students are tempted to summarize (and often plagiarize) their background information. Remember that any and all information that you learn from ANY SOURCE must be carefully and correctly cited. If you have any questions about citation refer to the UMW honor code and the history department web page about plagiarism.

If you have any questions about format or footnoting see Kate Turabian, [A Manual for Writers of Term Papers, Theses and Dissertations](#) or the Chicago Manual of Style (available in print and online). Be sure to proofread your papers before turning them in. This simple act will avoid embarrassing errors.

Check your papers to ensure that

1) You have a thesis, something to argue

2) The thesis is stated clearly

3) Each paragraph asserts something that relates back to the thesis

- 4) This assertion is backed up by specific evidence
- 5) Each paragraph contains some of your own ideas
- 6) The conclusion reasserts the paper's argument clearly and concisely

Grade scale

A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 63-66

Mid-Semester Deficiency Reports

Mid-Semester Deficiency Reports will be sent to any student who has a D average or lower for the course.

Laptop, tablet, and Cellphone POLICY: Laptops and tablets may be used in the classroom for *notetaking only*. I reserve the right to prohibit laptop use at any time for any reason. Cellphones should be turned off and kept out of sight throughout the class

Students requiring special accommodations:

If you already receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need special accommodations, please contact them at 540-654-1266.

Class Schedule

Week 1 Introduction

Read: Elinor Burkett, "In Dubious Sisterhood: Class and Sex in Colonial South America" from *Women in Latin America: An Anthology from Latin American Perspectives* (On Canvas)

Kathleen M. Brown, "The Anglo-Algonquin Gender Frontier," (On Canvas)

Week 2 Gendering Discovery

Read: Valerie Traub, "Mapping the Global Body" (on Canvas)

Louis Montrose, "The Work of Gender in the Discourse of Discovery," *Representations* 33 (Winter 1991):1-41 at JSTOR

Katherine March and K. Passman, "The Amazon Myth and Latin America" (on Canvas)

Margarita Zamora, "Abreast of Columbus: Gender and Discovery" *Cultural Critique*, No. 17 (Winter, 1990-1991):127-149 (On Canvas)

Week 3 Masculine Violence and Gendered Hierarchies

Read: Trexler, *Sex and Conquest*

Week 4 **The Masculine and Feminine of Catholic Evangelization**

Read: Ana Mariella Bacigalupo, "The Struggle for Mapuche Shamans' Masculinity: Colonial Politics of Gender, Sexuality, and Power in Southern Chile" *Ethnohistory* - Volume 51, Number 3 (Summer 2004): 489-533 at Project Muse

Allen Greer, "Colonial Saints: Gender, Race, and Hagiography in New France," *The William and Mary Quarterly* Vol. 57, No. 2 (Apr., 2000): 323-348 at JSTOR

Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away*, chapter 2 (on Canvas)

Week 5 **Receiving the Gospel**

Read: Thornton, *The Kongolesse Saint Anthony*

Week 6 **Protestant Missionaries**

Read: Gunlog Fur, *A Nation of Women*

Week 7 **Miscegenation**

Read: Pedro Carrasco, "Indian-Spanish Marriages in the First Century of the Colony" (on Canvas)

Richard Godbeer, "Eroticizing the Middle Ground: Anglo-Indian relations along the eighteenth century frontier" (on Canvas)

Saliha Belmessous, "Assimilation and Racialism in Seventeenth and Eighteenth-Century French Colonial Policy," *American Historical Review* 110:2 (April 2005): 322-349 at History Cooperative

Week 8 NO CLASS SPRING BREAK

Week 9 **Slavery**

Read: Bernard Moitt, *Women and Slavery in the French Antilles*

Week 10 **Go Betweens**

Read: Alida Metcalf, "Women as Go-Betweens? Patterns in Sixteenth-Century Brazil" (On Canvas)

Julia C. Wells, "Eva's Men: Gender and Power at the Cape of Good Hope" (on Canvas)

Clara Sue Kidwell, 'Indian women as cultural mediators', *Ethnohistory*, 39:2 (1992):97-107 at JSTOR

Week 11 **Resisting the Empire**

Read: Blussé, *Bitter Bonds*

Week 12 **Witchcraft as Resistance**

Read: Joan Bristol, "From Curing to Witchcraft: Afro-mexicans and the Mediation of Authority," *Journal of Colonialism and Colonial History* 7:1 (Spring 2006) at Project Muse

John Thornton, "Cannibals, Witches and Slave Traders in the Atlantic World," *William and Mary Quarterly* 60:2 (April 2003): 273-294 at JSTOR
NO CLASS THURSDAY

Week 13 **Gender and Diplomacy**

Nathaniel Sheidley, "Hunting and the politics of masculinity in Cherokee treaty-making, 1763-75" (on canvas)

Nancy Shoemaker, "An alliance between men: gender metaphors in eighteenth-century American Indian diplomacy east of the Mississippi," *Ethnohistory*, 46 (1999): 239-64 at JSTOR

Juliana Barr, "A Diplomacy of Gender: Rituals of First Contact in the 'land of the Tejas,'" *The William and Mary Quarterly* Third Series, Vol. 61, No. 3 (Jul., 2004): 393-434 at JSTOR

Week 14 **Gender Conflicts in Late Colonial Society**

Read: Clark, *Masterless Mistresses*

Week 15 Presentation of research projects