



**The University of Western Ontario**  
**HISTORY 9803A**  
**Critical Moments in Women's and Gender History**  
**Draft may be subject to change by Sept 2022**  
**Fall/Winter 2022-23**  
**Wednesdays 1:30-4:30pm**  
**Lawson Hall 1227**

**Instructor: Professor Katherine McKenna**

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This course will focus on some critical moments in women's and gender history primarily in the history of North America/Europe, but also in other parts of the world. Key themes will be the evolution of women's/gender history over time, how history changes when we look outside of the political history of male elites, debates about historical periodization and interpretation, whether women's status has progressed or regressed over time, how women have been viewed historically in colonized states and debates over sexuality. Students will be given the opportunity to write an essay which will explore a topic in women's/gender history of their choice.

Attendance and preparation for class will be essential. Each student will be marked on their class participation. Contributions to discussion must address themes in or raise questions about the assigned readings. Everyone will be asked to come with points for discussion on a specific reading in classes where there is no presentation being given. Each class member will be responsible for giving a presentation based on the required class readings for one week. The following week, they will be required to submit a paper based on the class readings of approx 8 pages or 2000 words. This will be assigned based on student preference. In weeks without a presenter, students will be asked to introduce one of the assigned readings.

Students also are required to write a major essay (approx 20 pages, or 5000 words). This can either be based on primary research, or be an historiographical paper summarising the literature in a particular area of historical interest. All topics must be approved by the professor in advance. An essay proposal with annotated bibliography of a minimum of 10 sources, explaining the relevance of these sources to your essay will be due on . The major paper will be due on .

**Mark Breakdown:**

Class Participation	25%
Class Presentation (on course readings)	10%
Short Essay (based on class presentation) (approx 8 pages)	15%
Essay proposal and annotated bibliography (approx 8 pages, citing minimum 10 sources)	20%
Major Essay	30%

(approx 20 pages)

## **CLASS SCHEDULE**

### **1. September 14 Introduction**

Video: Women in the Shadows (linked through Weldon Library) Note that both the video and reading will be discussion material for class.

#### **Background Reading:**

Katherine M.J. McKenna. "Mary Brant Konwatsi'tsiaienni Degonwadonti: 'Miss Molly', Feminist Role Model or Mohawk Princess?" in Nancy L. Rhoden and Ian Steele, eds. *The Human Tradition in the American Revolution*. Wilmington, DE: Scholarly Resources Inc, 2000, 183-202.

### **2. September 21 Theoretical and Empirical Perspectives on Women's/Gender History**

#### **Required Readings:**

Judith M. Bennett. "Feminist History and Women's History." *History Matters: Patriarchy and the Challenge of Feminism*. Philadelphia: University of Pennsylvania Press, 2006, 13-29, 153-5.

Catherine Carstairs and Nancy Janovicek. "The Dangers of Complacency: Women's History/ Gender History in Canada in the *Women's History Review* 27, No. 1 (2018) 29-40.

Groot, Joanna. "Women's History in many Places: Reflections on Plurality, Diversity and Polyversality." *Women's History Review* 27, No. 1 (2018) 109-119.

June Purvis. "A Glass Half Full? Women's History in the UK." *Women's History Review* 27, No. 1 (2018) 88-108.

Chen Yan and Karen Offen. "Women's History at the Cutting Edge: A Joint Paper in Two Voices." *Women's History Review* 27, No. 1 (2018) 6-28.

### **3. September 28 Pre-History and the Ancient World: The Goddess Debate**

Video: *The Goddess Remembered* Available through Weldon Library and nfb.ca.

#### **Required Readings:**

Mary Condren, "Crushing the Serpent." *The Serpent and the Goddess: Women, Religion and Power in Celtic Ireland*. San Francisco: Harper and Row, 1989, 23-43.

Marija Gimbutas. "Women and Culture in Goddess-Oriented Old Europe." in Judith Plaskow and Carol Christ, eds. *Weaving the Visions: New Patterns in Feminist Spirituality*. San Francisco: Harper & Row, 1989, 63-71.

Gerda Lerner. "Introduction." "Origins." *The Creation of Patriarchy*. New York: Oxford University Press, 1986. 3-35.

Lynn Meskell. "Goddesses, Gimbutas and 'New Age' Archaeology." *Antiquity*. 69 (1995) 74-86.

Rosemary Radford Ruether, "Conclusion." *Goddesses and the Divine Feminine: A Western Religious History*. Los Angeles: University of California Press, 2005, 299-308.

Ramona Wanless. "The Goddess, Syncretism, and Patriarchy: Evolution and Extinction of the Goddess during the Creation of Patriarchy in Ancient Israel." *Women in Judaism: A Multidisciplinary Journal*. 8 (2011) 1-16.

#### **4. October 5 Women, Work and Power in the Middle Ages**

##### **Required Readings:**

Judith M. Bennett. "Forgetting the Past." *Gender and History*. 20, No. 3 (2008) 669-77.

Judith M. Bennett. "Public Power and Authority in the Medieval English Countryside." in Mary Erler and Maryanne Kowaleski, eds. *Women and Power in the Middle Ages*. Athens, GA: University of Georgia Press, 1988, 18-36.

Jacqueline Murray. "Thinking About Gender: The Diversity of Medieval Perspectives." in Jennifer Carpenter and Sally-Beth MacLean. *Power of the Weak: Studies on Medieval Women*. Chicago: University of Chicago Press, 1995, 1-26.

Michelle M. Sauer. *Gender in Medieval Culture*. London and New York: Bloomsbury Academic, 2015, 125-48.

Sally V. Smith. "Women and Power in the Late Medieval English Village: A Reconsideration." *Women's History Review*. 16, No. 3 (2007) 311-321.

#### **5. October 12 Women in the Renaissance and After: A Period of Decline?**

##### **Required Readings:**

Susan D. Amussen. "The Contradictions of Patriarchy in Early Modern England." *Gender & History*. 30, No. 2 (2018) 343-353.

Joan Kelly. "Did Women Have a Renaissance?" "Early Feminist Theory and the *Querelle des Femmes*." *Women, History, Theory: The Essays of Joan Kelly*. Chicago: University of Chicago Press, 1984, 19-50, 65-109.

Merry E. Wiesner. "Women's Defense of Their Public Role." in Mary Beth Rose, ed. *Women in The Middle Ages and Renaissance*. Syracuse: Syracuse University Press, 1986, 1-27.

Merry Wiesner-Hanks. "Women's History and Social History: Are Structures Necessary?" in Ann J. Shutte, Thomas Kuehn and Silvana Menchi, eds. *Time, Space and Women's Lives in Early Modern Europe*. Kirksville, MI: Truman State University Press, 2001, 2-16

#### **6. October 19 Witchcraft: The 'Women's Holocaust'?**

Video: *The Burning Times* Available through Weldon Library and nfb.ca.

##### **Required Readings:**

Marianne Hester. "Patriarchal Reconstruction and Witch Hunting." in Jonathan Barry, Marianne Hester and Gareth Roberts, eds. *Witchcraft in Early Modern Europe*. Cambridge, Cambridge University Press, 1996, 289-306.

Christina Lerner. "Was Witch-Hunting Woman-Hunting?" in Darren Oldridge, ed., *The Witchcraft Reader*. 2<sup>nd</sup> ed. London and New York: Routledge 2008, 253-6.

Carolyn Merchant. "Nature as Disorder: Women as Witches." *The Death of Nature: Women, Ecology and the Scientific Revolution*, San Francisco: Harper and Row, 1980, 127-148.

Merry E. Wiesner. "Witchcraft." *Women and Gender in Early Modern Europe*. Cambridge: Cambridge University Press, 1993, 218-238.

Laurel Zwissler. "In *Memorium Maleficarum*: Feminist and Pagan Mobilizations of the Burning Times." In Laura Kounine and Michael Ostling, eds. *Emotions in the History of Witchcraft*. London: Palgrave Macmillan, 2016, 249-268.

## **7. October 26 The Enlightenment Debate on Gender**

### **Required Readings:**

Barbara Caine. "Feminism and the Rights of Women." *English Feminism, 1780-1980*. Oxford: Oxford University Press, 1997, 11-43

Dena Goodman. "Women and the Enlightenment." in Renate Bridenthal, Claudia Koonz and Susan Stuard eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflin, 1987, 233-264.

Ellen Pollack. "Introduction: Women Daring to Know in the Age of Enlightenment." in *A Cultural History of Women*. vol. 4, London and New York : Bloomsbury Academic, 2013, 1-27.

Jean Jacques Rousseau. *The Social Contract*. (1762) and *Émile; Or, On Education*. (1762) excerpted handout. 470-1, 363-4, 220-7.

Mary Wollstonecraft. *A Vindication of the Rights of Woman*. (1792), excerpted handout.

### **Essay Proposals Due**

### **November 2 Reading Week**

## **8. November 9 Early Victorianism: The Gender Divide**

Leonore Davidoff. "Gender and the 'Great Divide': Public and Private in British Gender History." *Journal of Women's History* 15, No. 1 (2003) 11-27.

Catherine Hall. "The Early Formation of Victorian Domestic Ideology." in *White, Male and Middle-Class: Explorations in Feminism and History*, Cambridge: Polity Press, 1992, 75-93.

Catherine Hall. "Strains in the 'Firm of Wife, Children and Friends': Middle-Class Women and Employment in Early Nineteenth-Century England." in *Ibid.* 172-202.

Anna Krylova. "Gender Binary and the Limits of Poststructural Method." *Gender and History* 28, No. 2 (2016) 307-12.

Deborah Simonton. *Women in European Culture and Society: Gender, Skill and Identity from 1700*. New York: Routledge, 2011, 131-7.

Carroll Smith-Rosenberg. "The Female World of Love and Ritual: Relations Between Women in Nineteenth Century America." *Disorderly Conduct: Visions of Gender in Victorian America*. New York: Oxford University Press, 1986, 53-76.

## **9. November 16 Suffrage and Social Reform**

Video: *Women on the March Part 1* Available through Weldon Library and nfb.ca

Antoinette M. Burton. "The White Women's Burden: British Feminists and 'The Indian Woman,' 1865-1915." in Nupur Chaudhuri and Margaret Strobel, eds. *Western Women and Imperialism*. Bloomington: Indiana University Press, 1992, 137-57.

Louise Shapiro Sanders. "'Equal Laws Based Upon an Equal Standard': The Garret Sisters, the Contagious Diseases Acts, and the Sexual Politics of Victorian and Edwardian Feminism Revisited." *Women's History Review* 24, No. 3 (2015) 389-409.

Morgan Simon. "'A Sort of Land Debateable': Female Influence, Civic Virtue and Middle-Class Identity, c. 1839 - c. 1860" *Women's History Review* 13, No.2 (2004) 183-209.

Vicinus, Martha. "Male Space and Women's Bodies: The Suffrage Movement." *Independent Women: Work and Community for Single Women 1850-1920*. Chicago: University of Chicago Press, 1985, 247-280.

## **10. November 23 Non-Conforming Sexuality**

Harriette Andreadis. "The Erotics of Female Friendship in Early Modern England." in Susan Frye and Karen Robertson, eds. *Maids and Mistresses, Cousins and Queens: Women's Alliances in Early Modern England*. New York: Oxford, 1999, 241-258.

Judith M. Bennett. "The L-Word in Women's History." *History Matters: Patriarchy and the Challenge of Feminism*. Philadelphia: University of Pennsylvania Press, 2006, 108-127.

Jona Roelens. "A Woman Like Any Other: Female Sodomy, Hermaphroditism, and Witchcraft in Seventeenth-Century Bruges." *Journal of Women's History* 29, No. 4 (2017) 11-34.

Michelle M. Sauer. *Gender in Medieval Culture*. London and New York: Bloomsbury Academic, 2015, 67-100.

## **11. November 30 Colonialism in Action: The Case of the "Women's War" in Nigeria**

Nwando Achebe. *Farmers, Traders, Warriors, and Kings: Female Power and Authority in Northern Igbo land, 1900-1960*. Portsmouth, NH: Heinemann, 2005, 161-195.

Himani Bannerji. "Politics and the Writing of History." in Ruth Roach Pierson and Nupur Chaudhuri, eds. *Nation, Empire, Colony: Historicizing Gender and Race*. Bloomington: Indiana University Press, 1998, 287-301.

Toyin Falola. *Colonialism and Violence in Nigeria*. Bloomington: Indiana University Press, 2009, 108-130.

Marc Matera, Misty L. Bastian and Susan Kingsley Kent. *The Women's War of 1929: Gender and Violence in Colonial Nigeria*. New York: Palgrave Macmillan, 2013, 188-227, 235-9.

Lynn M. Thomas. "Historicising Agency." *Gender and History* 28, No. 2 (2016) 324-39.

## 12. December 7 Unconventional Sources and Interpretive Issues for the History of Women and Gender

Maria Agren. *Making a Living, Making a Difference: Gender and Work in Early Modern European Society*. Oxford: Oxford University Press, 2017, 1-23.

Jean Allman. "The Disappearance of Hannah Kudjoe: Nationalism, Feminism and the Tyrannies of History." *Journal of Women's History*. 21, No. 3 (2009) 13-35.

Nell Irvin Painter. "Soul Murder and Slavery: Toward a Fully Loaded Cost Accounting." Linda K. Kerber, Alice Kessler-Harris and Kathryn Kish Sklar, eds. *U.S. History as Women's History: New Feminist Essays*. Chapel Hill: University of North Carolina Press, 1995, 125-146.

Jan Bender Shetler. "The Gendered Spaces of Historical Knowledge: Women's Knowledge and Extraordinary Women in the Serengeti District, Tanzania." *The International Journal of African Historical Studies*. 36, No. 2 (2003) 283-307.

Final Essays Due

### Additional Statements

#### ***Accessibility Options:***

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: [Accessible Education - Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/accessible-education)

#### ***Request for Accommodations/Medical Issues***

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Eli Nathans ([enathans@uwo.ca](mailto:enathans@uwo.ca)) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

#### ***Copyright***

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

### ***Plagiarism:***

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsgrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or



other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: [Academic Support & Engagement - Western University \(uwo.ca\)](#)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).