**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

# **GENDER STUDIES 154 – EARLY HISTORY OF WOMEN IN WORLD CIVILIZATION**

1. **Course Number Course Title Semester Units**

GEND 154 Early History of Women in World Civilization 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Recommended Preparation**

None

3. **Catalog Description**

This course covers the transnational/global concepts of gender, social, economic, political, cultural and intellectual/creative aspects of women in world society from prehistoric times to the early modern era (1500 C.E.). Societal structures, cultural norms, legal/sociological constructs, religious paradigms affecting women throughout Asia, Africa, Middle East, the Americas and Europe will be explored. The course will also focus upon gaining an understanding of women's past accomplishments, both major and mundane, as well as limitations, which may illuminate their present and future.

4. **Course Objectives**

The student will:

1. Identify cultural differences among women from at least five world civilizations ranging from Asia, Africa, the Americas, the Middle East and Europe.
2. Demonstrate interconnections between the various roles women played across different world cultures.
3. Examine the role of gender through the lens of psychological, sociological and biological constructs.
4. Compare and contrast disparate women’s individual histories to summarize common historical links and themes that transcend geographic boundaries.
5. Analyze a least five major culturally held assumptions/viewpoints of women and the effect, positively or negatively, they have on actual women’s lives or lived experiences.
6. Evaluate the present-day modern scholarship on women in global societies through the early modern period.
7. Compare and contrast women’s economic livelihood and labor roles throughout various global societies throughout the pre-industrial period.
8. Interpret women’s political power, gains, privileges and rights throughout various global societies through the early modern era.
9. Evaluate both the disempowering and empowering impact of religion on women’s lives throughout various global societies through the early modern era.
10. Appraise the literary and intellectual contributions of various women writers and thinkers in order to assess their ideas, perspectives and world view.
11. Examine diverse legal systems and their effect, both positively and negatively, on women’s lives through the early modern era.
12. Appraise primary documents with a critical and inquiring mind.
13. Analyze and interpret maps, historical data and charts.
14. Compose written assignments reflecting insightful understanding of historical forces, people and events.
15. Interpret historical sources to formulate a purposeful historical thesis and support the thesis with evidence.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Prehistoric Women:

1) Venus Figurines and the Role of Women in the Prehistoric World

2) Hunting and Gathering

3) Farming and the Divisions of Labor

4) Gender and the Patriarchal Family

b. Ancient Near East

1) Ancient Mesopotamia and Female Power

2) Women and Religion in the Mesopotamian World

3) The Rise of Patriarchy and Decline of Female Status

4) Invasions: Semitic Tribes and Women in Mesopotamia

c. Ancient Egypt

1) Women’s Work in Egypt

2) Gender, Sex, and the Egyptian Woman

3) Religion and Women in Egypt

4) Politics and Power in Egypt

d. India

(1) Harappan Culture

(2) Aryans and the Vedic Period

(3) The Ideal Wife: Sita and Sati

(4) Hinduism and the Position of Women

(5) Buddhism, Jains, and the Role of Women

e. Israel

1) Eve and the Garden

2) Women Tribal Leaders

3) Monarchy and the Decline of Women

4) Marriage in the Judaic World

5) Law and Women in Judaism

f. Greece

1) Crete and the Snake Goddess

2) Greek Patriarchy and the Polis

3) Athenian vs. Spartan Women: The Home of the Public Space

4) The Ideal Woman: Art and Literature

5) Biology of Sex in Greece

g. China

1) The Early Dynasties and Women

a. Ancestor Veneration

b. Female Regents

c. Confucian Philosophy and Daoism

2) Decline in Tang and Song Dynasties

a. The Confucian Ideal

b. Foot binding

c. Concubines

h. Japan

1) The Heian Period and Women

2) The Shogunate and Women

3) The Edo Period and the Role of Women

i. Rome

1) Etruscan Women

2) The Kingdom of Rome

3) The Republican Woman

4) The Roman Patriarchal Family

5) Widows and Power

6) Christianity and Women

7) Nuns vs. Mothers

j. European Middle Ages

1) Germanic and Celtic Women

2) Christian Expansion and Women

3) Monasticism

4) The Carolingian Silencing of Women

5) Mysticism and Women

6) Heresy and Women

7) Chivalry, Courtly Love, and Women

8) Reform, Mendicancy, Heresy and Women

k. The Middle East

1) Pre-Islamic Tribal Communities and the Patriarchal Family

2) Muhammad and Women

3) The Qu’ran and Hadith

4) Women and the Expansion of Islam

5) Women in the Umayyad Dynasty

6) The Abbasid Golden Age and Women

l. Africa

1) Female Power in African Kingdoms

2) Traditional African Religion and Women

3) African Queens

4) Slavery and Women in Africa

m. The Americas

1) Women of the Maya

2) The Aztecs and Women’s Roles

3) Women of the Inca

4) Anasazi Women

n. Women’s Roles in Various Societies

1) Economic

a. Women and Class

b. Economic Opportunities

2) Legal

a. Women and the Law

b. Adultery and Women

c. Witchcraft

d. Christianity and Women Heretics

3) Moral

a. Women and the Public vs. Private Spheres

b. Attitudes toward Female Sexuality

4) Political

a. Power vs. Authority

b. The Politics of Gender

c. Powerful Female Rulers

5) Social

a. The Family and the Role of Women

b. The Domestic Sphere

c. Marriage Rituals

d. Childbirth Rituals

e. Old Age, widows, and the changing role of women

6) Intellectual

a. Education, literacy and women

b. Literature

c. Philosophy

d. Religious Writings

e. Important Women in Medicine and Science

7). Creative

a. Women as Portrayed in the Arts

b. Women Artists

c. Women Artisans and Guilds

# 8. **Method of Instruction**

# a. Lecture

# b. Discussion and interpretation of primary documents and/or historical topics.

# c. Study guides or examination reviews

# d. Multi-media presentations

e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

# f. Internet websites

# g. Guest speakers

h. Collaborative projects

i Library resources: books, periodicals, databases, reference works, and internet resources

pertaining to Early History of Women in World Civilization.

9. **Methods of Evaluating Student Performance**

1. Objective tests

b. Quizzes

c. Oral and written reports

d. Written essays

e. Group/Discussion activities

f. Research papers (6-8 pages minimum with 600 word minimum)

g. Midterm and final exam with strong writing (essay) component to assess students’ critical thinking skills as well as the course content

10. **Outside Class Assignments**

a.Prepare for an in-class essay of minimum 600 words about the development of patriarchy in the Neolithic period of early world history by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare a research assignment outside of class, comparing and contrasting the lives of women in disparate early civilizations, such as ancient Egypt and ancient India utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on a history topic related to the lives of women in an early world culture of their choice. The paper must demonstrate how their subjects relate to larger questions or themes in early women’s history.

d.Prepare for group discussions about disparate women, such as religious women, poor or working class women, women and literature, with each group focusing on different perspectives and experiences, utilizing evidence from course materials and independent research.

e. Library and internet research with multiple sources, websites.

f. Take-home exams.

11. **Representative Texts**

1. Representative Text(s):

1) Clay, Catherine, et als. *Envisioning Women in World History: Prehistory to 1500 (Explorations in World History)*. New York: McGraw Hill, 2008.

2) MacLachlan, Bonnie. *Women in Ancient Greece: A Sourcebook (Continuum Sources in Ancient History). New York: Continuum International, 2012.*

3) French, Marilyn. *From Eve to Dawn, A History of Women in the World, Volume I: Origins: From Prehistory to the First Millennium*. New York: Feminist Press at CUNY, 2008.

4) Slaughter, Jane,et als. *Sharing the World Stage: Biography and Gender in World History.* Volume 1. Boston, MA: Cengage, 2008.

5) Stearns, Peter. *Gender in World History: Themes in World History*. 3rd Edition. Abington-on-Thames: Routledge, 2015.

6) Peled, Ilan. *Structures of Power: Law and Gender Across the Ancient Near East and Beyond*. Chicago: Oriental Institute of the University of Chicago, 2018

7) Phillippy, Patricia, Ed. *A History of Early Modern Women’s Writing*. Cambridge: Cambridge University Press, 2018.

b. Supplementary texts:

None

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Analyze and synthesize primary and secondary source documents in response to an historical thesis or question.
  2. Explain relationships between the causes of historical events and their effects.
  3. Describe a relevant individual involved in an historical event and explain his/her significance in this event.