Reading Seminar in Global History: Gender in Global History

**Goals of the Course:**
1. Provide an opportunity for reading and discussion of scholarly works that have new and rich approaches to historical analysis of areas outside the United States and Europe.
2. Introduce students to a broad range of readings on various approaches to history that they might read on their own long after the course has ended.
3. Foster an approach to global history and that acknowledges multiple centers of civilization and multiple agents in global encounters.
4. Develop appreciation of the usefulness of gender as a category of historical analysis.
5. Draw attention to the transformative power of imperial systems.
6. Hone students’ skills in the historian’s craft.
7. Enhance students’ cogency of analysis and effectiveness in historical writing.

**Books on Order at University Book Store and Follett’s:**


**READINGS AND CLASS ACTIVITIES**

**January 9**
Introduction to the Course
Introduction to Global History; Introduction to Gender History
“Orientalism”
Ballantyne and Burton, “Introduction: Bodies, Empires, and World Histories” and “Postscript: Bodies, Genders, Empires: Reimagining the World”
Molony and Uno, “Introduction.”

**January 16**
Martin Luther King Day

**January 23**
DISCUSSION: Pratt, *Imperial Eyes*
DISCUSSION: Mapping Genders.
Read any two articles from Ballantyne and Burton, Part I.
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<thead>
<tr>
<th>Date</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>January 30</td>
<td>DISCUSSION: Christian Evangelism, Gender, and the World</td>
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<td>See Appendix I for readings.</td>
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<td>February 6</td>
<td>DISCUSSION: Women’s Bodies, Religion, and Medicine</td>
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<td>Read Hunt, <em>Colonial Lexicon</em>.</td>
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<td>February 13</td>
<td>DISCUSSION: Modern Masculinity</td>
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<td>Read Roden and T. Cook in Molony and Uno and Roden, “Baseball.”</td>
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<td>February 20</td>
<td>DISCUSSION: New Women</td>
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<td>Read Chapters 1, 2, 5, 7, 9, 11, 12, 13, and 16 of Weinbaum et al.</td>
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<td>Supplementary: Barlow, Sato, Tomida, Altman.</td>
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<td>February 27</td>
<td>DISCUSSION: Domesticity, the Nation, and the Modern</td>
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<td>Read Gordon and Uno in Molony and Uno and one from among Glosser in Brownell and Wasserstrom; Judge; Nolte and Hastings, or Sand, “Home in the Meiji Period.”</td>
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<td>Supplementary: Bernstein, Glosser, Fuess, Kwon, Robertson, Sand, Uno, Yoo.</td>
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<td>March 5</td>
<td>PRESENT AND HAND IN PAPER PROPOSALS</td>
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<td>March 12</td>
<td>SPRING BREAK</td>
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<td>March 19</td>
<td>DISCUSSION: Reproducing for the Nation</td>
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<td>Read Ahluwalia and Driscoll OR Otsubo in Molony and Uno.</td>
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<td>Supplementary: Coleman, Dikötter, Frühstück, Norgren.</td>
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<td>March 26</td>
<td>DISCUSSION: Women, Work, Nation</td>
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<td>Read Hunter, Smith, and Kano in Molony and Uno</td>
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<td>Supplementary: Faison, Honig, Lan, Tsurumi</td>
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<td>April 2</td>
<td>DISCUSSION: Gender and War</td>
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<td>Read H. Cook in Molony and Uno and Kim and Keller in Ballantyne and Burton.</td>
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<td>Supplementary: Moon, Tanaka, Yoshimi.</td>
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<td>April 9</td>
<td>DISCUSSION: Political Rights</td>
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<td>Read Molony in Molony and Uno and Koikari in Ballantyne and Burton.</td>
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<td>Supplementary: Forbes, Sievers, Thompson</td>
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<td>April 16</td>
<td>Gender Identity</td>
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<td>Read Phlugfelder in Molony and Uno.</td>
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<td>Supplementary: Phlugfelder, <em>Cartographies</em>.</td>
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<td>April 23</td>
<td>PRESENTATIONS PAPERS DUE</td>
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**REQUIREMENTS FOR THE COURSE**

1. Attend class with the assigned reading done and make substantive contributions to the class discussion. 30% of final grade.
2. On two occasions during the semester, read one of the book-length supplementary readings. (If you want to use an article, find two others to go with it.) Write an analytical essay (about 1000 words) tying together the readings for that week. The written report is due the same day as your oral report. Each paper counts 15% of the final grade. Petitions for alternate books will be entertained by the instructor.

3. Final Paper. Select a primary source material that is non-U.S., non-European in nature. Use e-mail to secure the instructor’s approval of your source material. Demonstrate your understanding of the readings for this course by using them to write a paper (3000 to 4000 words in length) analyzing the relationship of your source to gender and global history. On March 5, be prepared to introduce your source to your classmates. Hand in a three-page proposal that identifies the problem you are addressing, identifies your source and its relationship to the problem, and suggests how you will use the readings from the course to situate your document. Final draft due April 23. 40% of final grade.

These are your papers. They must be written in your words and each must have a thesis and structure of your own. Be sure that any time you use anyone else's words, anyone else's ideas, or anyone else's information, you acknowledge your source with an exact page reference. You should give exact page references for examples that support your argument, even when you do not quote directly and even when your information comes from books that were assigned for this course. Be sure that you include complete bibliographic information for every item that you use. Model your citations on the system used in the American Historical Review.

Students should maintain the highest level of academic integrity. See the section on Academic Integrity on the web page of the Office of the Dean of Students (http://www.purdue.edu/ODOS/osrr/integrity.htm).

Instructor: Professor Hastings, sahnolte@purdue.edu
Mail: Department of History, 231 University Hall
Office: University Hall 021, 494-4150.
Monday 5:00-6:00 p.m.
Tuesday 10:30-11:30 a.m.

Supplementary Readings:
Beahan, Charlotte L. “Feminism and Nationalism in the Chinese Women's Press, 1902-1911.” Modern China, 1, No. 4: (October 1975):379-416.


Appendix I
Readings on Christian Evangelism and Gender


