

♀♀♀ WOMEN'S HERSTORY SYLLABUS ♀♀♀

**FRIDAY HARBOR HIGH SCHOOL
SCHOOL YEAR 2023-2024**

MS. CALDWELL

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OFFICE HOURS: TUESDAY/THURSDAY 7:10AM-8:10AM OR BY APPT. (ZOOM OH IS AVAILABLE IF PREFERRED)

Course Description

This course seeks to explore what has, and has not, changed for women by looking historically at the ideas and experiences of women, from the ancient time period through the end of the twenty-first century. Our goal will be to understand not just what women have done but also how many fundamental moments and issues in history – including the formation of governments, religious movements, reformations and revolutions, slavery, war and race relations – have hinged on certain notions of gender. Studying women's history also means being aware of the way women have been divided by class, race, ethnicity, and more, and that while the voices of white, elite women tend to predominate, the experiences of less privileged women and women of color have also had significant effects on shaping the past. Course readings will include essays and documents drawn from academic articles, primary texts, and scholarly writings. Assigned readings will be discussed at numerous junctures throughout the semester alongside the student's performance on a variety of independent and collaborative projects..

Content and Themes

This Women's Herstory course is divided into five units:

Unit 1: Ancient and Medieval Women

Unit 2: Women in the Early Modern World

Unit 3: Women in the Modern Era

Unit 4: American Women

Unit 5: Women Today

A detailed description of each period is provided at the end of this syllabus. Rather than simply memorizing chronologies and information, students will be taught to analyze, in writing and discussion, the processes and causes affecting the stream of continuity and change during each unit, utilizing the techniques and resources of a professional historian and geographer. During each unit, we will jump across various geographic regions of the world and explore six major themes (InSPECT) which will be addressed throughout the course:

- **I**nteractions with Environment
- **S**ocietal changes and patterns
- **P**olitical patterns
- **E**conomic patterns
- **C**ultural continuities and changes
- **T**echnological changes

Class Policies and Procedures

Required Materials. All materials are expected to be with you every day. These materials are the tools you will need to learn and engage with the material:

1. Chromebook with charger
2. Notebook for this class only. This cannot be a section in a notebook or loose paper. Spiral ring or composition notebook **only**.
3. A folder, binder or section in your binder or folder to keep handouts for this class.
4. Highlighters (at least 4 different colors)

Required Books:

There is no textbook that will need to be purchased for this course. All readings will be provided for the student.

The following materials will be used, but are not limited to the following:

- Articles from The New York Times, The Wall Street Journal, The Economist, National Geographic, Vox, Vice, and The Atlantic Monthly
- Scholarly writings and primary sources from a variety of sources

Grading and Classroom Policies

Summative - 50%	Formative - 40%	Participation - 10%
<ul style="list-style-type: none"> - Exams - Projects - <i>Sometimes projects are collaborative, in those cases, students receive a grade as a group and as an individual</i> - Essays 	<ul style="list-style-type: none"> - Homework - Classwork - Quizzes 	<ul style="list-style-type: none"> - <u>Active Participation</u> includes answering questions in class, discussion, collaboration with peers - <u>Passive participation</u> includes engaged listening (aka not falling asleep or distracted by work that is not for class), cleaning up after oneself - <u>Present participation</u> includes being in class, on time, and having all class materials ready for use (this includes having your Chromebook charged!)

Homework:

Homework should be expected 1-3 times a week. Most often, this homework will involve reading, watching a lecture, or a worksheet paired with note-taking. Readings will average from 1 to 5 pages per week. Students are required to take notes and annotate all reading assignments. The assigned reading and associated notes must be completed on the due date of which they are assigned - before class begins. Often, we go over homework in class where the student is allowed to change their responses before a final submission at 11:59pm - this does not excuse the student from not having work done before class begins. You will not be able to engage in class, if you don't complete the homework BEFORE coming to class. It is critical that students utilize good self-discipline and time management techniques. Readings from other sources will also be provided and assigned in class as needed. In addition to the assigned reading, students should expect weekly writing assignments that reflect the style and format of free response writings. Lastly, there may be time when students can work on homework in class, but this is not guaranteed.

Exams & Quizzes:

Quizzes will be given throughout or at the end of each week on the reading, key terms, and class discussions. These short assessments will comprise a significant portion of the student's overall formative grade. **Unit exams** will follow each of the nine units of study. These unit exams will be composed of both multiple choice and free response essay questions. Additionally, a **final cumulative exam** will be given the last week of the semester that will coincide with a final project.

Note taking:

Note taking is a necessary part of this course. World History is broad and expansive, and we have a lot of it to learn before June. At times, it is the most efficient way for students to receive information. Notes can be taken in class or at home depending on how they are assigned. Some lectures are by Ms. Caldwell, others are done by professionals online. Regardless, **all notes must be hand-written in a notebook in Cornell-note style**. Not loose-leaf, not in a binder, not typed - in a special notebook reserved just for Women's History notes. Note taking is a skill that will follow you for the rest of your life. More and more science points to the fact that digital note taking does not allow the brain to comprehend information in the same manner as handwriting notes. Random notebook checks will occur and are a part of your present participation grade.

Late-Assignments:

Late assignments will be accepted with a 5% penalty each day the work is late and will be accepted for up to two weeks after the original due date, with no credit received beyond that time period.

Make-ups:

For regular absences, quizzes, notes, and other assignments are due within **one week** of

return with no penalty. Longer absences may be negotiated. It is up to the student to complete missed assignments. All curriculum schedules are on the class website. If you know you are going to be absent for any reason, **do not email Ms. Caldwell** (unless you have a question about how to complete the work) - just look up what you have missed on the website or Google Classroom.

Reassessments/Retakes:

Students can retake any quiz or exam within **two weeks** of the original assessment date. Students must organize a date outside of class time to retake the assessment. Students will receive the higher of the two scores in the gradebook.

Extra Credit:

No extra credit will be given throughout the year but can be “bought” with Caldwell Cash on Fridays and can only be applied to classwork or homework assignments, **not** quizzes, projects, or exams.

Plagiarism and Cheating:

Plagiarism or cheating of any kind is unacceptable. All members involved with plagiarism or cheating will receive zeros on plagiarized assignments. In addition, students involved will be required to do the following:

1. Redo the assignment on their own for no more than 75% credit.
2. Type a two-page essay in MLA format answering the following prompt: “***I chose to plagiarize/cheat on this assignment because...***” or “***I allowed someone else to plagiarize/cheat off of my assignment because...***” This should be answered honestly as a form of restoration, not to shame the student. There are millions of different reasons why students cheat, and often it comes down to a lack of reflection on this decision; it’s often an impulse or due to peer pressure. By writing a reflection and reasoning behind the choice, it encourages the student to think about their decisions in an intentional manner. Practicing reflection and intention supports growth and changes behaviors for the future.
3. A copy of the short essay will be given to Ms. Hillman and the student(s)’ parent or guardian.

Cell Phone Policy:

Cell phones will be stored on the cell phone rack in class before the start of each day. This is how Ms. Caldwell will take attendance each day. If you do not have a cell phone, this needs to be communicated to Ms. Caldwell on Day 1. If your cell phone has been removed from your possession by a parent or guardian or the school, please have your parent communicate this to Ms. Caldwell as soon as possible.

Cell phones are never to be used without permission from Ms. Caldwell. Your cell phone will rarely be used for academic purposes in class. If you are expecting a call or text from a parent or guardian, please have them call the front office instead.

Food Policy:

Students are **not allowed** to eat any food during class time. Students are allowed to drink water, coffee, or tea **only** during class. Students are allowed to consume food and drink in the classroom during the **lunch period, only**. All food wrappers, products, and items must be thrown away **outside of the classroom** at the end of the lunch period.

Bathroom Policy:

Students are allowed to use the restroom **after** the first 15 minutes of class and before the **last** 15 minutes of class. Students must sign out of class on the “Bathroom Sign Out” sheet and take the bathroom pass with them and then sign back in when they return from the restroom. If a student wants to use the restroom during the 15 minute boundaries, they must use “Caldwell Cash” to “buy” a pass for \$50 to use the restroom during that time. Emergencies happen and exceptions can be made, but this bathroom policy is set to limit the amount of time students spend outside of class, keeping them consistently engaged.

Writing Assignments:

There are three constructed-response questions that will be presented on the AP national exam called the Free Response Questions. They come in the form of Short-Answer Questions or SAQs and Document Based Questions or DBQs. During this course, students will receive substantial instruction and practice time on various formats for constructed response and essay-writing. Students will learn to demonstrate their clear understanding of historical and geographical concepts in a format suitable to each type of exam question. Practice assignments will focus on *analysis* and *evaluation* rather than simple description. During the second half of the course, students will develop skills in the analysis and interpretation of historical and geographic scholarship. Various historiographic and geographic techniques will be presented in supplementary readings. Students will learn to weigh all contributing factors to a given piece of writing, and will translate this skill to a successful approach to free responses questions. Students will also learn to evaluate their own essays.

The FRQs are essays where the student must construct and defend a thesis appropriate to the question being asked. Students should expect a *minimum* of **5 graded essay assignments per quarter**, and each unit exam will include one or more writing prompts in the style of the AP national exam that will constitute approximately 50 percent of the overall exam grade. In addition, students will be given the opportunity to review and evaluate several sample essays provided by the College Board from previously administered exams.

Curriculum Outline

Unit I: Neolithic, Ancient, Classical & Medieval Women (January-February)

Ancient, Classical, and Medieval Eras: Regional – 2 weeks

- Egalitarian societies
- Development of the patriarchy and the Neolithic Era
- Development of social class and status of women in ancient societies

- Africa, Egypt, Greece, Rome, China, and Mesoamerican regional similarities and differences

Unit II: Women in the Early Modern World (February - March)

Women in the time of exploration and beyond - 3 weeks

- Women's roles in new found societies
- Women as witches - society's scapegoats
- Religious movements

Unit III: Women in the Modern Era (March - April)

Modern Era: Industrialization and Global Integration – 4 weeks

- New Roles for women due to industrialization
- Makings of a “modern woman”
- Waves of Feminism and Feminist theories
- Beauty and fashion standards

**** Quarter 3 Midterm ****

**Midterm is a written exam that includes 25 multiple choice questions and 1 FRQs
Midterm is worth 10% of your quarter grade**

Unit IV: American Women (April-May)

Development of the early republic to the 21st century in American history - 5 weeks

- Women in the early republic
- Religious movements and revivalists
- World Wars on the homefront
- Women and prohibition
- Feminist movements, Suffragists, and American Feminist theories
- Queer Women, Women of color, and Civil Rights

Unit V: Women Today (May - June)

Roles of women in the 21st century and the future of feminist movements - 5 weeks

- Women in politics, society, medicine, science, and art
- Modern feminism
- Regional comparisons of treatment of women in the modern era
- Development of beauty and fashion standards

**** Semester II Final (Culminating Project)****

**Final is a Current Events Presentation Project (non-group)
Final is worth 10% of your final semester grade**

Disclaimer All parts of this syllabus can be changed under the discretion of the instructor. If the syllabus is to change, the teacher will inform students of all changes made.