

Women's History Syllabus *Semester Course*

Mrs. Barajas

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Room 263

Course Units

Unit 1: Traditional Roles until 1848 Overview:

Why is a class on the history of women in the US necessary? Women throughout history have been marginalized and oppressed in a patriarchal system. How has this manifested itself through the teaching of history? What stories have been ignored or changed? What perspectives have been lost to a dominant narrative? This unit will analyze the roots of gender bias in law and demonstrate how it was reflected on all parts of early American society through the doctrine of coverture. This unit will explain the sociological differences between sex and gender and finally place women in a system that favored not only men, but white men over all other groups

Unit 2: First Wave of Women's Movement Overview:

The Suffrage movement "began" in 1848 at a convention in Seneca Falls New York. Elizabeth Cady Stanton and others made a radical Declaration of Sentiments- a demand for independence for women. The participants supported universal suffrage for all disenfranchised people. The movement split with the passage of the 15th amendment and would not see success until the 19th amendment was ratified in 1920. During this time, women, and their male supporters, worked in diverse ways to achieve political, financial, and personal autonomy. As the Progressive movement heated up towards the beginning of the 20th century, women were tackling social problems of the day as well as fighting for the vote. They did this through Temperance societies, and in Settlement houses across the country. The networks built in these efforts would prove invaluable for creating change.

Unit 3: Second Wave of the Women's Movement 1920-1980 Overview:

With the right to vote achieved, Alice Paul set immediately to attaining full social equality with the Equal Rights Amendment, introduced in 1923. The movement did not really heat up until the post war era of activism and advocacy. The second wave can be summed up in an oftused quote, "The personal is political." Women's personal problems were part of a patriarchal system that forced them to define themselves by their identity as wives and mothers. Women were fighting for equality in their homes, in the workplace, and power over their bodies. Significant legislation was passed in this period, attempting to end de jure sexism. Women won a series of court cases vastly expanding reproductive rights. This era was dominated by white middle class women but made inroads on the issues of women of color and LGBTQ women. This period ended with the defeat of the Equal Rights Amendment.

Unit 4: Women's movement 1980's-today Overview:

While the second wave of the women's movement was characterized by the idea that there was a such thing as universal womanhood, the modern movement embraces a view that acknowledges intersectionality. Race, class, sexual orientation, ethnicity, identity, nationality, can all influence the ways in which a person experiences their gender. This informed the third wave of the movement in such a way that collective, organized action was less important than expressing womanhood in whatever way a person chose. This stage of the movement has multiple goals, but changes in workplace culture, sexual assault laws and definitions, and women's presence in all areas of society have been a focus. With the advent of the #metoo movement and the Women's March there has been a resurgence of collective action.

Class Rules and Expectations:

- Students should be in their assigned seat when the bell rings and remain seated according to classroom expectations.
- Students will come to class prepared to learn with materials needed for class
- Students will respect the other members of the class.
- Students will actively participate in the class assignments and discussions.
- Students will do their best in the classroom.
- Students will be responsible for following school and OPS expectations, particularly concerning use of electronic devices, requesting permission for hall passes, dressing appropriately and being respectful of school and classroom materials.

Digital Honesty and Plagiarism

Refrain from using AI and digital resources when not allowed. It is cheating. Do not post or send pictures of tests or answers to other students/online. Only turn in work that is your own (or collaborated with appropriate in a group).

Turning Work in

We will be using Canvas for our digital assignments. Please make sure you turn in your assignment, or I can't grade it. Most, but not all, assignments will have paper copies available. If you complete an assignment on paper, it can be turned into your class basket, or a clear picture can be uploaded in Canvas.

Feedback

I promise I am not trying to ruin your day when I am critical of your work. It simply means I am trying to help you improve. If you ever have questions about feedback or grades, please come talk to me and I will be more than happy to explain and help!

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from "below basic" to "advanced." This course will provide multiple opportunities to achieve at the "proficient" to "advanced" levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student's instructional level and may only include Basic (2) level questions.
- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student's instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards and may not be written at the student's instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher's discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.