



Syllabus: HIS262-1

Women and Power across History

Course Information

Course Title: Women and Power across History

Course Prefix/Number: HIS262-1

Semester: Summer 2025

Class Days/Times: M/T/W/R, 5:30 pm – 6:45 pm

Credit Hours: 3

Zoom link: <https://us06web.zoom.us/j/81441116967> (Meeting ID: 814 4111 6967)

Instructor Information

Name: Xina Uhl

Phone/Voice Mail: 805.907.2748

E-mail: xuhl@tocc.edu

Office location: Virtual

Office hours: As needed

Course Description

"Women and Power across History" is a 200-level course that explores how women have navigated, challenged, and reshaped power structures across the centuries. The course examines the varied strategies women from different times and cultures have employed to assert their agency, including subverting traditional roles and influencing cultural, social, and political landscapes. By exploring key figures and movements from ancient civilizations to modern movements, students will gain a deeper understanding of how gender and power intersect, challenging traditional narratives and highlighting the often overlooked contributions of women in history. Through critical analysis, discussions, and research, the course encourages students to reflect on the ongoing struggles and achievements of women in their quest for equality and influence. The course reveals the resilience and creativity of women in confronting and transforming the power dynamics that have shaped their lives, offering a nuanced understanding of gender and authority in history.

Student Learning Outcomes

Explore Historical Influences: Students will explore how different historical and cultural settings shaped the ways women responded to and navigated power structures.

Uncover Strategies of Resistance: Students will uncover and assess the diverse ways women across history and cultures asserted their influence and agency, even in restrictive environments.

Understand Gender and Power Dynamics: Students will gain a deeper understanding of how gender and power have interacted, shaping women's roles and their contributions throughout history.

Connect Past to Present: Students will connect the struggles and successes of women in the past with contemporary issues, recognizing ongoing challenges and progress in the quest for gender equality.

Critical Thinking Work: Students will enhance their critical thinking skills through examination of various primary and secondary sources, class discussions, and writing assignments.

Course Structure

This course will involve reading and analyzing texts, class discussions, peer interaction, and creating a research paper.

Module 1 (Weeks 1-2): Women in Ancient History - Queens, Poets, and Warriors

- *Assigned readings: Women & Power by Mary Beard; articles to be distributed in class*
- *Class discussions and Peer work*
- *Major Assignment: Topic Selection and Preliminary Research for Research Paper*

Module 2 (Weeks 3-4): Women, Religion, & the Supernatural during the Middle Ages

- *Assigned readings: articles to be distributed in class*
- *Class discussions and Peer work*
- *Major Assignment: Annotated Bibliography and Thesis Statement*

Module 3 (Week 5-6): Women in the Americas during European Colonization

Assigned readings: articles to be distributed in class

Class discussions and Peer work

Major Assignment: Outline and First Draft

Module 4 (Week 7-8): Modern History of Women in Native Societies (Apache Women)

- *Assigned readings: articles to be distributed in class*

- *Class discussions and Peer work*

Major Assignment: Revisions and Final Research Paper

Course Learning Materials and Textbook Information

Women & Power: A Manifesto by Mary Beard; Liveright, 978-1631494758

Other materials will be supplied by instructor



Policies and Expectations

The Arrow Core Cultural Values of accountability, respect, resilience, openness, and wisdom form the structure for this course's policies and expectations

Accountability

This value defines grade expectations and accountability for coursework, emphasizes students' responsibility for original work and proper citation, stresses punctuality, participation, and lists consequences of absences.

Evaluations and Grading & Assignments:

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

90 and above is an A
80 - 89 is a B
70 - 79 is a C
60 - 69 is a D
Under 60 is Failing

Your grade will be determined by the following:

Activity	Points
Attendance	100
Assignments	100
Participation	100
Final Paper	100
Total Points Possible	400

Attendance Policy

Please note that attendance is **MANDATORY**. You're encouraged to keep your camera on and show your face during the class period. Those who do not keep their cameras on will lose participation points.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Use of Artificial Intelligence (AI) in This Course

Artificial Intelligence (AI) refers to computer systems capable of performing tasks that typically require human intelligence, such as language understanding, problem-solving, and pattern recognition. In this course, AI tools will be integrated into some classroom activities to enhance learning and provide additional perspectives on historical research and writing.

The use of AI for completing graded assignments, including assignments and essays, is strictly prohibited unless the instructor gives you such permission. These assignments are designed to assess your individual understanding, critical thinking, and writing skills. Any use of AI in these contexts will be considered academic dishonesty and subject to the college's policies on plagiarism and misconduct.

If you have questions about the appropriate use of AI or need clarification on assignments, please reach out to the instructor.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments by the 45th day census report are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself **by July 3, 2025** if you do not expect to complete the class; otherwise, you may receive an "F" grade.

RESPECT

This value establishes a respectful learning environment free from discrimination and promotes a safe and inclusive campus.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

RESILIENCE

This value supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

OPENNESS

This value encourages open discussions between students and faculty and provides transparency about expectations and learning methods.

Courses Outline and Important Dates

Important Dates

Tuesday, May 27, 2025 – First day of instruction

Wednesday, June 18, 2025 – Apache Independence Day – No class

Thursday, June 19, 2025 – Juneteenth Day – No class

Tuesday, July 22, 2025 – Last day of class

Wednesday, July 23, 2025 – Paper Due Date

Weekly Schedule

Week 1 – May 27 – May 29

- Class introduction
- Discussion of class theme and women's issues
- Reading assignment: *Women & Power: A Manifesto* by Mary Beard
- Lecture: Ancient Rome – Livia and Cleopatra

Week 2 – June 2 – 5

- Discussion of themes from *Women & Power: A Manifesto* by Mary Beard
- Lecture: Boudicca
- Major Assignment: Topic Selection and Preliminary Research for Research Paper

Week 3 – June 9 – 12

- Assigned readings: articles to be distributed in class
- Class discussions and Peer work

Week 4 – June 16 – 19 (two holidays off)

- Major Assignment: Annotated Bibliography and Thesis Statement

Week 5 – June 23 – 26

- Assigned readings: articles to be distributed in class
- Class discussions and Peer work
- Major Assignment: Outline

Week 6 – June 30 – July 3

- Major Assignment: First Draft

Week 7 – July 7 – 10

- Assigned readings: articles to be distributed in class
- Class discussions and Peer work

Week 8 – July 21 – 22

- Major Assignment: Revisions and Final Research Paper

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM

This value encourages evaluation, reasoning and diverse perspectives, emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth.

SCAC General Education Learning Outcomes***Apache Wisdom***

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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