**Humanities 10: The Atlantic World**

**E and F Blocks, 2014-15**

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**Course Description**   
  
The Humanities 10 course explores the history and literature of the regions and peoples bordering the Atlantic Ocean since around 1500 C.E. How have people on both sides of the Atlantic interacted, and how have these interactions shaped their lives and ours? What did the peoples of Europe, Africa, and the Americas write about their worlds? What realities of the last 600 years led them to make the decisions they did? In our chronological tour from the 16th century to the present, we explore the interconnections between history and literature. Throughout the year, students will research and debate many topics in order to understand and further question changing human values into the 21st century. Student performance is assessed through many means including formal and informal writing, projects, tests, quizzes, graded discussions, and various measures of daily preparation and classroom engagement.  
  
**Essential Questions**  
  
*As we explore the literature and history of the Atlantic world, we will keep considering . . .*

1. Are there winners and losers in the modern world? What counts as winning? Who decides?
2. Does the world keep getting better? How do we know?
3. How does change happen? Can individuals affect change?

**Units**  
  
Fall Rotation (*single block*)  
Unit 1: European Exploration and Conquest in the Americas  
Unit 2: Revolution and Rebellion  
Unit 3: Slavery and Imperialism  
  
Spring Rotation (*double block*)  
Unit 4: Modernism in the Atlantic  
Unit 5: World War II and the Holocaust  
Unit 6: Decolonization   
Unit 7: Cold War and Transitional Justice   
  
Spring Intensive  
Atlantic Migrations; Case Study Options: Ireland or Puerto Rico

**Texts**  
  
While the course will consider a wide variety of primary and secondary sources, particularly primary sources from the time period being studied, the following are the book length texts with which students will engage.  
  
1.       *Conquistadors* by Michael Wood

2. *Frankenstein* by Mary Shelley

3. *The History of Mary* *Prince*, *a West Indian Slave* by Mary Prince

4.       *The Great Gatsby* by F. Scott Fitzgerald

5. *A Shayna Maidel* by Barbara LeBow  
6. *Weep Not Child* by Ngugi wa Thiong’o

7.        *In the Time of the Butterflies* by Julia Alvarez  
8.        *The Tempest* by William Shakespeare  
  
  
**Grading**  
  
Grading for each component of the course is weighted as follows:  
  
**Major Assessments** (such as tests, formal essays, and projects)              60%  
        **Minor Assessments** (such as quizzes and informal in-class writing)          20%  
        **Daily Preparation & Participation** (participation, reading and homework) 20%  
  
  
**Class Expectations**

What does it look like to be prepared for Humanities class? At the start of each class, each student should, without prompting from the teachers, do the following things:

-Take out your computer, the text we are discussing, and a writing utensil.

-Plug your computer in if it needs to be charged.

-Check to make sure your OneNote notebook has synced if there is homework due; then disconnect your computer from all wireless networks.

-Turn your cell phone off (or on silent – no text alerts, etc) and put it in the class cell phone holder.

Students are expected to behave in a manner that facilitates, rather than discourages, class discussion and to show respect for each other, the material of the course, and even your instructors. Respect includes timeliness, civility, deference, and a willingness to listen to multiple voices, whether those voices be texts from value systems different than one’s own, or a student opinion in the extreme minority. We expect all students to contribute regularly to discussion.

Respect also includes remaining focused on the business of class and avoiding electronic distractions.  It is for this reason that we ask you to turn off your internet connection except when it is explicitly required for class. Students should only have open on their computers the programs and applications required for the work at hand; that means that doing your math homework or playing games is also considered a violation of class

policies. Repeated violations of any of these policies may result in a referral to your class dean for further consequences.   
  
Students are responsible for managing all course materials and handouts whether they are paper or electronic and are required to bring necessary materials to class every day: book, computer, charger, writing utensil, and paper. We expect students to acquire a folder or binder in which to store any paper handouts.

Students need to arrive at class on time. Excessive tardiness or absences will negatively affect your ability to participate and succeed in the course.

**Bathroom Policy**One student may leave the room to use the bathroom or get a drink at a time. You don’t need to ask permission, but you must leave your pencil or pen in the basket at the front of the room (or at the teacher’s spot) to indicate that you’re out. If there is a pen or pencil in the basket, please wait until the other student returns before you go.

**Late Work**  
Major assignments are due at the beginning of the class for which they are assigned. Work submitted after the beginning of class will be penalized at 10% a day. After one week the work will receive a “0.” In order to be eligible for a passing grade, most substantial papers and projects must still be completed as course requirements. This policy is intended to generate good work habits, and to emphasize the process rather than the product. Should you encounter a difficulty beyond your control, contact us no later than 24 hours before the due date of an assignment to ask for other arrangements.  
  
**Academic Integrity—As stated in the Hawken Student Handbook:**  
All members of the Hawken School community share accountability for the Purpose, Promise, and Principles of the School. At the apex of this accountability is the practice of academic integrity. Passionate, challenging learning requires that all students do, and seek credit for, their own work. Faculty and administration must communicate the expectation that students work independently. Teachers must provide their students with a learning environment that discourages breaches of academic integrity. They must ensure that their students understand the meaning of plagiarism and of cheating, as well as how such behavior affects school climate. In like manner, Hawken students are expected to practice such integrity by taking responsibility for doing their work without unauthorized aid. Behavior that violates the values and agreed-upon norms of the School community is unacceptable at Hawken. Cheating behavior, including plagiarism, is specifically prohibited. Any student who is found to have cheated on any assignment or test should expect immediate disciplinary action ranging from the receipt of a failing grade for that assignment to dismissal from Hawken.

Hawken Upper School Integrity Code

As a member of the Hawken community,  
I am a person of integrity striving to be my better self.  
My words and actions reflect my belief in  
justice, compassion and fair play.  
I respect the rights, work, ideas and dignity of all.  
  
**Please Note:** Please steer clear of *SparkNotes* and any of its internet equivalents (No Fear Shakespeare, gradesaver etc.).  
  
**Why?** Many students think that these notes are useful because they value the notion of quickly acquiring content. Perhaps they do, but what we want to suggest is that content is only one small part of what we’re after when we read. In fact, our principle concern with this course is *not* the simple acquisition of content, but the valuable acquisition of reading and analytical skills. If you don’t remember the plot specifics of *The Great Gatsby* in 10 years, but still have the reading skills you developed from the reading experience of the novel at your disposal, you will be well served. If you remember the plot of *Gatsby* from *SparkNotes*, but didn’t develop and incorporate the reading skills to truly understand it, you will find yourself at a gross disadvantage when compared to those who took the time to hone those skills by carefully reading the actual texts.

**Electronic Submission of Homework - Modified from the Hawken Student Handbook**   
  
Homework will usually be posted on Hawknet. However, it is ultimately **your** responsibility to do your homework if it was assigned in class, even if it was not posted on Hawknet. There are many tools that you can use to keep track of your assignments, ranging from your Outlook calendar to an old-fashioned paper planner; please talk to one of us if you would like some advice on how to keep track of work.

Homework is due at the beginning of class.

It is expected that students who submit homework electronically do so through the Hawken network (Hawken email, network drive, drop box or OneNote) to avoid any ambiguity of the timeliness of submissions. Should students submit their work through other avenues and it cannot be located, faculty reserve the right to deem the submitted work as late and assign point deductions in accordance with policies covering late work.  
  
Your teachers will provide final guidance on assignment submission.

**Upper School Attendance Policy - from the Hawken Student Handbook**  
  
It is the responsibility of the student to acquire all assignments and material covered during an excused absence, and to submit all assignments due during the absence upon his/her return. Students who miss school for an unplanned, excused absence of five days or fewer are entitled to 1.5 days per day of absence, rounded up to the nearest whole day, in which to make-up all missed work and tests and remain current with the class.

**Extra Help**

**From Us:** We always welcome your questions in and outside of class, and are available to give you extra help as needed. In fact, we believe that one-on-one conversation is crucial to your development as a writer, and we look forward to several one-on-one conversations with you throughout the year. Please feel free to drop by our offices at any time, or make an appointment for a specific time during a free period or before or after school. We are always happy and eager to discuss the ideas and themes of the course, work with you on your writing or homework, answer questions about the course, or just chat. If we are not in our offices (conveniently located next door to each other in Ireland Hall), the best way to contact us is by email.

If a question occurs to you after school, you are welcome to contact us by email. Your best bet is **to email both of us** **together,** and whoever sees it first will reply. If your email is sent after school hours, though, and especially if it is sent after 8 pm, you should know that we may not see it until the next day. Barring extraordinary circumstances, you can expect us to get back to you within 24 hours. For minor homework questions, we recommend that you find a couple of homework “buddies” (a group of three works well) and exchange contact info such that you can help each other if someone needs a quick clarification about a homework assignment.

**From the Writing Center: In addition to working with our class during writing labs,** the Writing Center also offers additional help with research and papers. If you are interested in meeting with a tutor, stop by the Writing Center or let us know so that we can help you make a connection.