

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 206-001 Canadian Women: 1916-Present 2010W</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Monday 1:30 to 2:20; Wednesday 4:30 to 5:00; Thursday 10:30 to 11:20, or by appointment		
(c)	Location:	Young 323		
(d)	Phone:	370 3363		
(e)	Email:	JohnstoS@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Outline the part played by gender in the writing of Canadian history.
2. Describe critical themes, events, and issues in the history of Canadian women from the First World War up to the present.
3. Explain the part played by gender ideology in constructing women's roles, status, and experience in twentieth-century Canada.
4. Examine women's paid and unpaid work and the impact of critical events such as the Depression, World War I and World War II on women's work.
5. Examine the challenges First Nations women faced in 20th Century Canada.
6. Examine the impact of racism on women's lives and learn how categories such as race and class determine experience.
7. Give details of women's participation in Canada's political institutions.
8. Give details of women's efforts for societal, legal, educational, and political reform.
9. Examine the changing form of feminism in the twentieth century and its impact on Canadian society.
10. Reassess traditional and existing perspectives on events, gender ideology, and issues important to twentieth-century women.
11. Demonstrate critical thinking skills about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present, and making judgments about the strength of their arguments.
12. Research and use history and preferred historical methods to examine the role of women in today's society, establishing a context for the present and detailing the accomplishments, failures, tensions, and issues of the present era.
13. Communicate clearly one's viewpoint orally and in writing.

3. Required Materials

(a)	Texts	<p>Veronica Strong-Boag, Mona Gleason, and Adele Perry, eds. <i>Rethinking Canada: The Promise of Women's History</i>, 5th edition. Don Mills ON: Oxford University Press, 2002.</p> <p><i>History 206 Course Readings Package</i> (available at the Lansdowne bookstore)</p> <p>Denise Chong. <i>The Concubine's Children: Portrait of a Family Divided</i>. Toronto: Penguin Books, 2007 (or any other edition of this fictionalized family history).</p>
(b)	Other	<p>Camosun College, Department of Humanities, History Style Guide. Available online at http://camosun.ca/learn/programs/history/style_guide.pdf</p>

4. Course Content and Schedule

Class location and hours:	Tuesday	206A and 206B	Y317	8:30 to 10:20
	Thursday	206A	Y317	8:30 to 9:20
	Thursday	206B	Y317	9:30 to 10:20

LECTURES: Lectures and films will be scheduled for Tuesday. Lectures and films contextualize and provide information not contained in the course readings. Students will be evaluated on the contents of lectures and films through a midterm and a final examination.

SEMINARS: On Thursday, the class will meet as two seminar groups to discuss selected readings from *Rethinking Canada*, and the *Course Readings Package*. Seminar participation will make up **25%** of the grade for this course. **10%** will be given for oral participation in the seminar, and **15 %** for presenting and facilitating discussion in your assigned group. Students will be marked on **active** participation. Seminars require your interaction with the group; they cannot be "made up". **If you miss more than three seminars, you will forfeit the oral participation mark.**

Students are responsible for reading the assigned articles before the seminar. **In order to facilitate discussion, students should be prepared to ask as well as to answer questions. Bring at least two questions to each seminar.** Questions should draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would focus attention on why that might be so. A question might also pull together the common theme(s) of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does. These questions are in addition to the ones generated by the group presenting that week.

EXAMINATIONS: Examinations help you to focus your reading and your thinking about history. To prepare for exams, attend lectures and read all course materials. When reading, take note of themes or issues discussed in lectures and discussion groups. There will be two exams: a midterm held on Tuesday, February 23 worth **20%**, and a final held during the college's formal examination period worth **20%** of your final grade.

WRITTEN ASSIGNMENTS: You must complete **two** written assignments in History 206. Instructions for the assignments are appended to this course outline.

The first assignment is to write a 750 word critical article review worth **10%** of your final grade. This article review will accompany your group's oral presentation and must be handed in at that seminar.

The second assignment is to write a 1500-word analysis of the *Concubine's Children* worth **25%** of your final grade. Focus on one of the following themes: women's work, women's roles within the family, or gender ideology. Follow that theme through the three generations of women discussed in this family history. Further instructions are appended to this course outline. The analysis is due on Tuesday, March 16.

Alternatively, students can choose to write a 1500 word research essay also worth **25%** of your final grade. If you choose this option, you must come and see me in the first month of class to choose a topic and discuss an approach. No student may choose this option without my permission. **Note: students who choose this option must also read the *Concubine's Children*, as it is a required text on which students will be examined.**

Due Dates: Papers must be handed in to the instructor on the due date, either in class or in her office. Students will forfeit 5 marks per day for late papers. **No essays may be handed in after the final class without prior permission of the instructor.**

Format: All essays must be well written and well organized. Essays will be marked for grammar, clarity of writing, organization, content, and analysis. Keep a photocopy of each essay you submit until the final grades are posted. Papers must be double spaced, be prefaced by a cover page, and include a bibliography.

Footnotes and Bibliography: You must include adequate referencing of sources used in your essays. You must use and follow the citation format contained in the Camosun College History style guide. If you are uncertain about the correct referencing style, consult the instructor before handing in your essay. Failure to use the correct format will result in your paper being returned to you to rewrite. **The 5 marks-per-day late penalty will apply to all essays returned for rewrite.**

Plagiarism and Cheating: Plagiarism is a serious academic offence and will result in your paper receiving a grade of 0. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not cut and paste from the internet, you may not quote from or use ideas from other people's work without acknowledging them in your foot/endnotes, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, and you may not cheat on any examination. **As students will have the opportunity to ask about plagiarism in class, no excuses will be accepted.**

CLASS SCHEDULE

Jan. 07	History 206 Introduction
Jan. 12	Film: <i>And We Knew How to Dance</i> , Lecture on Women in 1920
Jan. 14	Seminar 1: Women's History/Historiography Reading: <i>Rethinking Canada</i> , Gleason and Perry, "Introduction"; Fiamengo, "Rediscovering our Foremothers Again."
Jan. 19	Women and Work
Jan. 21	Seminar 2: Sexuality and Courtship before the Second World War Reading: <i>Course Readings</i> , Sangster, "Domesticating Girls"; Morton, "June Bride as the Working-Class Bride."

Jan. 26	Film: <i>Prairie Women</i> , Lecture: Birth and Sexuality	
Jan. 28	Seminar 3: The Politics of Motherhood Reading: <i>Rethinking Canada</i> , Little, "Claiming a Unique Place: The Introduction of Mothers' Pensions in British Columbia"; Fiske, "Carrier Women and the Politics of Mothering"; Jasen, "Race, Culture, and the Colonization of Childbirth in Northern Canada."	
Feb. 02	Lectures: Birth cont., Motherhood	
Feb. 04	Seminar 4: Work and Home before 1950 Reading: <i>Rethinking Canada</i> , Baillargeon, "Indispensable but not a Citizen"; Arat-Koç, "From Mothers of the Nation to Migrant Workers"; <i>Course Readings</i> , Sringley, "In Case You Hadn't Noticed."	
Feb. 09	Lecture: Eugenics, Film: <i>Sterilization of Leilani Muir</i>	
Feb. 11	Seminar 5: The effect of war on Canadian Women Readings: <i>Rethinking Canada</i> , Sugiman, "Passing Time, Moving Memories"; Epp, "Victims of the Times, Heroes of Their Lives: Five Mennonite Refugee Women"; <i>Course Readings</i> , Brand, "We weren't allowed to go into factory work..."	
Feb. 16	Lecture on World War II	
Feb. 18	READING BREAK	
Feb. 23	MIDTERM EXAM	
Feb. 25	Essay writing seminar	
Mar. 02	Film: <i>Plywood Girls</i> ; Lecture: Women and the Welfare State	
Mar. 04	Seminar 6: Postwar Change and Continuity 1 Readings: <i>Rethinking Canada</i> , Iacovetta, "Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada"; <i>Course Readings</i> : Porter, "Women and Income Security."	
Mar. 09	Women and the Welfare State continued; Class discussion: <i>Concubine's Children</i>	
Mar. 11	Seminar 7: Postwar Change and Continuity 2 Readings: <i>Rethinking Canada</i> , Cavanagh, "The Heterosexualization of the Ontario Woman Teacher in the Postwar Period; Davis and Lorenzkowski, "A Platform for Gender Tensions."	
Mar. 16	Film: <i>Forbidden Love</i>	ESSAY DUE
Mar. 18	Seminar 8: Post War Sexualities Readings: <i>Rethinking Canada</i> , Chenier, "Rethinking Class in Lesbian Bar Culture"; <i>Course Readings</i> , Gleason, "Growing Up to be 'Normal': Psychology Constructs Proper Gender Roles in Post-World War II Canada, 1945-1960."	
Mar. 23	Lecture: Second Wave Feminism and beyond	
Mar. 25	Seminar 9: Feminism 1970s to the present Readings: <i>Rethinking Canada</i> , George, "Violence and Poverty on the 'Rock'"; <i>Course Readings</i> , Begin, "Royal Commission on the Status of Women"; Udel, "Motherwork."	
Mar. 30	Lecture: Third wave feminism, Film: <i>Keepers of the Fire</i>	
Apr. 01	Seminar 10: Feminism and Racial Identity Readings: <i>Rethinking Canada</i> , O'Neill, "On the Same Wavelength"; Nadeau, "Who is Canadian Now"; <i>Course Readings</i> , Monture, "I Know My Name: a First Nations Woman Speaks."	
Apr. 06	Lecture: Canadian Women today	
Apr 08	Exam Review	

5. Basis of Student Assessment (Weighting)

Assignments			
10%	-- Critical Article Review	Due:	Ongoing
25%	-- Book Analysis	Due:	March 16
Exams			
20%	-- Midterm Exam	Due:	February 23
20%	-- Final Exam	Due:	In exam period
Other			
10%	-- Seminar Participation	Due:	Ongoing
15%	-- Seminar Presentation	Due:	Ongoing

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

WRITING ASSIGNMENT INSTRUCTIONS

HOW TO WRITE AN ANALYSIS OF THE *CONCUBINE'S CHILDREN*

This assignment is not a literary review and requires students to ask different questions when reading the book. You will read this fictionalized family history and then use the book as a source of evidence to analyze **one** of the following themes: women's work, women's roles within the family, or gender ideology. Remember, this analysis is not a summary of the book or an analysis of its style – you are looking to identify how the author deals with a particular theme, and assess what it contributes to our knowledge of twentieth-century Canadian women.

Your essay should consist of several parts. Your introduction should **briefly** introduce the author, summarize the content, and show how you will approach your analysis. You should then include several paragraphs which assess how the author approaches the theme. Account for change over time, over space (Canada and China), and for each generation. The final section of the paper should place the *Concubine's Children* in its historiographical context.

In every section of your essay, you **must** quote from the book and include specific examples to show how Denise Chong supports or illustrates the theme. You must properly cite this evidence either at the bottom of each page (footnotes) or at the end of the essay (endnotes). You must also attach a cover page which contains your name, the course number—History 206, and my name. The final page of the essay will contain your bibliography. The bibliography will include the *Concubine's Children* and any course readings you use.

To begin, carefully read the book, keeping in mind that you are trying to identify the author's intent and how Chong explores certain key themes. Chong explains her purpose (in most editions) in an introduction. You should be able to identify the author and her purpose for writing the book in about 2 or 3 clear sentences.

Once you have read the introduction and made appropriate notes, then you can proceed to thoroughly read the book. Again, make notes as you go. In particular, remember to note examples of the theme you are exploring so that you can later quote from the book. In your notes be sure to use quotation marks when citing directly from the book so that you do not inadvertently plagiarize when you write your review. As you go, note the page numbers you referenced to obtain your material.

To place the novel in its historiographical context, refer to course readings that deal with your chosen theme. What does the *Concubine's Children* add to the literature on your theme? What gaps does it fill in the history of Canadian women? How useful is a popular work for the study of history? What are the strengths of using a novel as an historical source? What are the weaknesses?

Now, prepare a draft review. Look it over, check for sentence clarity, spelling, grammar, etc. Make sure you clearly articulate your ideas so the instructor can decipher your intent. Read it aloud; have someone else read it aloud – be sure it sounds clear.

Now it is time to do your final draft. Again, completely check your work for clarity, spelling and grammar. Do not plagiarize – unless you plan to fail this assignment. Do not use the internet to look at other reviews or buy the papers available online. I will consider any use of those sources as cheating. You will receive a grade of 0 if you use any of these sources.

Refer to the Camosun College, Department of History Style Guide for essay writing instructions, plus footnote and bibliography format. This style guide is a required text for this course. **If you have any questions or need assistance, please see the instructor at least one week before the assignment is due.**

HOW TO WRITE A REVIEW OF A HISTORY ARTICLE

Task and purpose of the assignment: to review, analyze, and critique a history article. An article review is **not** a summary of the article. It has a more specific purpose – to help you understand how historians construct their work and how they use historical evidence to draw conclusions about a particular topic. Therefore, you will only read this article and not draw on other sources for your analysis.

Format: double-space, 1 inch margins, 12 point font. Length: 750 words.

Write history essays in the **past tense** (except for direct quotes). Short quotes must be integrated into sentences. Introduce long quotes with a colon (:), then indent and single-space any quote longer than four (4) lines.

Footnoting: Footnote in the **Chicago style** as explained in the Camosun College History Style Guide at http://camosun.ca/learn/programs/history/style_guide.pdf. You must provide a footnote when quoting the author directly or when paraphrasing her/his words.

Construct the review. Your review will be divided into four parts.

PART 1 – Introduction: In one paragraph (about 5 or 6 sentences in length) identify the author's argument or thesis.

How do you identify the argument or thesis? First, identify the author's main points and conclusions. The author usually seeks to answer a question about her/his topic. For example, in "Quebec and Confederation," Arthur Silver examined the reasons for Quebec joining Confederation by answering the question "why did Quebec join Confederation?" So try to come up with a question that you can answer that will indicate the author's conclusions about his/her subject.

Helpful hints: Read the first and last few paragraphs in the article. Underline or note the points you think are critical. Then carefully read the whole article, noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do they appear similar? Do not worry if it takes more than one read! Think again about the question the author may be answering then formulate a thesis statement or argument by answering the question.

Another way a historian may identify part of his/her argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this practice and include it in your thesis statement if appropriate.

Writing the argument (thesis statement): Begin your essay as follows: In “name of article,” Joe Smith (author’s name) argued that.... – then set out what you believe is the author’s argument. In the argument make approximately three clear points that you can elaborate upon in part 2.

For example:

In “Quebec and Confederation,” Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the *British North America Act* gave Quebec control over language and cultural issues, and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

In this example, the three points are: control over cultural issues; confederation was the best option, Quebec considered confederation as a temporary solution

PART 2 – Body of the Essay: In several paragraphs, show me that you understand how the author used primary and secondary sources to prove her/his argument or main points. Expand on each of the points you raised in the argument and link each point to the sources the author used. To achieve this, address each point in turn.

Once you identify these points, look at the footnotes to identify the sources the author used to prove each point. Then link each point to the author’s sources (or historical evidence) and provide quotes to support your findings. Be detailed in this portion of your analysis. The following example shows one way to link a main point to the sources. This point was the first reason identified in the argument made in Part 1.

To support his argument, Silver examined the newspaper *La Minerve* and correspondence between Georges-Etienne Cartier and John A. MacDonald to show that Cartier believed provincial powers outlined in the Constitution enabled Quebec to control language and cultural issues that ensured its distinctiveness. These constitutional provisions also ensured the Federal government could not interfere with those important issues. For example, according to *La Minerve*... [insert relevant quote and footnote].

PART 3 – Critique the author’s work

Present a detailed analysis of the sources used. Did the author use secondary sources? Did s/he also refer to primary sources such as newspapers, government documents, correspondence, and diaries? Did the author rely mostly on one type of source or did s/he present balanced information? If the author used pictures or statistics where did s/he obtain them and **how** did s/he use them in the article? Sometimes authors will tell you there were problems with the sources and discuss how s/he dealt with those problems – make a note of this. Did the author adequately prove his/her argument? For example, did the author draw any conclusions that were not supported by historical evidence?

Did the author have an identifiable bias? In other words, did s/he appear to be impartial? Historians sometimes favour a political ideology such as Marxism (capitalism is bad) or liberalism (socialism is bad). However, biases can also be found if a historian’s focus of analysis is quite narrow. For example, some authors focus on only one of the following: economics, politics, gender, race, or class, and may not consider the complexity of historical change and the interrelationship of each of these factors.

Finally, provide a brief conclusion which sums up your analysis of the article.

PART 4 – Bibliography

Attach a bibliography which contains **only** the article which you have reviewed. See “source quoted in another source” in the Camosun College History style guide if you quote from one of your author’s sources.