



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday 12:30—1:30; Wednesday: 2:30—3:00, 5:20—5:50; Thursday: 1:30—2:20; Friday 12:00 – 12:20 or by appointment.		
(c)	Location:	Y323		
(d)	Phone:	(250) 370-3363	Alternative Phone:	
(e)	Email:	johnstos@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/johnston/index.html		

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) Gleason, Mona Tamara Myers and Adele Perry, eds. *Rethinking Canada: The Promise of Women's History*, 6th edition. Don Mills, ON: Oxford University Press, 2011.
- b) Denise Chong. *The Concubine's Children: Portrait of a Family Divided*. Toronto: Penguin Books, 2007 (or any other edition of this fictionalized family history).
- c) Camosun College Department of Humanities History Style Guide, 2010-2011 available on the course D2L site or at http://camosun.ca/learn/programs/history/style_guide.pdf
- d) Additional weekly seminar readings: available online through the History 206 D2L site.

4. Course Content and Schedule

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 Thursdays, the class will meet to discuss selected readings from *Rethinking Canada* and from the D2L course content page. Seminar participation will make up **30%** of your grade. **15%** will be given for oral participation in seminar, and **15%** for facilitating a seminar. 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 15% participation mark.**

For each seminar read the assigned chapter in *Rethinking Canada* and consider the questions at the end of the chapter. How do any additional readings fit into the topic? What do they add to your understanding of the period at the time? Look backward to earlier readings. If the topic is similar to an earlier topic, are there similarities or differences between groups of women?

In order to facilitate discussion, students should be prepared to ask as well as to answer questions. On days when there are no student facilitators for the seminar, each student must 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. The instructor reserves the right to collect questions as needed to ensure that students understand the assigned material.

EXAMINATIONS: Exams 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 18 worth **15%**, 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.

Assignment 1: Write a 250 word critical article review worth **10%** of your final grade. This article review will accompany your group's presentation and must be handed in at that seminar.

Assignment 2A: Write a 1500-word analysis of the *Concubine's Children* worth **25%** of your final grade. The analysis is due on Tuesday, March 18.

Assignment 2B: Alternatively, Write a 1500-word research essay worth **25%** of your final grade. If you choose this option, you must come and see me in January 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 you 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	Introduction: Why women's history?
Jan. 09	Seminar Introduction Reading: <i>Rethinking Canada</i> , Gleason, Myers, and Perry, "Introduction."
Jan. 14	Film: <i>And We Knew How to Dance</i> , Lecture on Women in 1920

Jan. 16	Seminar 1: Women's Struggles leading up to 1920 Reading: <i>Rethinking Canada</i> , Chapter 11, Chapter 12.
Jan. 21 Jan. 23	Film: <i>Prairie Women</i> ; Lecture: Women and Work Seminar 2: Work, Race, and Gender Reading: <i>D2L:</i> Katrina Srigley, "In case you hadn't noticed!": Race, Ethnicity, and Women's Wage-Earning in a Depression-Era City," <i>Labour / Le Travail</i> 55, (Spring 2005): 69-105. Nicole St-Onge, "Memories of Metis Women of Saint-Eustache, Manitoba-1910-1980," <i>Native Studies Review</i> 17, 2 (December 2008): 45-68.
Jan. 28 Jan. 30	Lecture: Birth and Sexuality Seminar 3: Coercive Sexuality Reading: <i>Rethinking Canada</i> , Chapter 13. <i>D2L:</i> Jo-Anne Fiske, "Pocahontas's Granddaughters: Spiritual Transition and Tradition of Carrier Women of British Columbia," <i>Ethnohistory</i> , 43, 4, (Autumn 1996), 663-681.
Feb. 04 Feb. 06	Lecture: Eugenics, Film: <i>Sterilization of Leilani Muir</i> Seminar 4: Eugenics and Motherhood Reading: <i>D2L:</i> Allan Roy Dafoe, "Better Citizens Through Stronger Children: Life Is More and More Complex," <i>Vital Speeches Of The Day</i> 6, 3 (November 15, 1939): 89-91. Angus McLaren, "The creation of a haven for 'human thoroughbreds': the sterilization of the feeble-minded and the mentally ill in British Columbia." <i>Canadian Historical Review</i> 67 (June 1986): 127-150.
Feb. 11 Feb. 13	Lectures: Motherhood READING BREAK
Feb. 18 Feb. 20	MIDTERM EXAM Seminar on writing essays for history courses
Feb. 25 Feb. 27	Lecture on World War II Seminar 5: The effect of war on Canadian Women Readings: <i>Rethinking Canada</i> , Chapter 14, Chapter 15.
Mar. 04 Mar. 06	Film: <i>Plywood Girls</i> ; Lecture: Women and the Welfare State Seminar 6: Postwar Change and Continuity Readings: <i>Rethinking Canada</i> , Chapter 16, Chapter 17.
Mar. 11 Mar. 13	Film: <i>Forbidden Love</i> Seminar 7: Postwar Sexualities Readings: <i>Rethinking Canada</i> , Chapter 18, Chapter 20.
Mar. 18	Class discussion: <i>Concubine's Children</i> BOOK REVIEW DUE
Mar. 20	You may only attend class on March 18 if you have handed in your book review! Seminar 8: Women's Politics and the birth of Second Wave Feminism Readings: <i>Rethinking Canada</i> , Chapter 19. <i>D2L:</i> Joan Sangster, "Invoking Experience as Evidence," <i>Canadian Historical Review</i> 92, 1 (March 2011): 135-161.
Mar. 25 Mar. 27	Lecture: Second Wave Feminism Seminar 9: Women's Politics in the 1970s and 1980s Readings: <i>Rethinking Canada</i> , Chapter 22, Chapter 23.
Apr. 01 Apr. 03	Lecture: Third wave feminism, Film: <i>Keepers of the Fire</i> Seminar 10: Aboriginal Activism Readings: <i>Rethinking Canada</i> , Chapter 21, 24.
Apr. 08 Apr. 10	Lecture: Women in Canada today Exam Review

5. Basis of Student Assessment (Weighting)

- (a) Assignments
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|--------------------------------|------|----------|
| 10% -- Critical Article Review | Due: | Ongoing |
| 25% -- Book Analysis or Essay | Due: | March 18 |
- (b) Exams
- | | | |
|---------------------|------|----------------|
| 15% -- Midterm Exam | Due: | February 18 |
| 20% -- Final Exam | Due: | In exam period |

- (c) Other
 15% -- Seminar Participation Due: Ongoing
 15% -- Seminar Facilitation 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 Grades

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.

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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

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 the College web site in the Policy Section.

HOW TO WRITE YOUR ANALYSIS OF THE CONCUBINE'S CHILDREN

This assignment is not a literary review. You will read a fictionalized family history and then use the book as a source of evidence to analyze **one** of the following themes: women's paid and unpaid work, women's roles within the family, or the impact of gender ideology on the central female characters. 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 third 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 Chong supports or illustrates the theme. You must properly footnote your references either at the bottom of each page or at the end of the essay. You must attach a cover page which contains your name, the course number—History 206, and my name. You must attach a bibliography which includes any concourse readings and the *Concubine's Children*.

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. In most editions, Chong explains her purpose 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. Look it over and 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.

Purpose of assignment: In the article review you will identify an historian's thesis, show how s/he used historical evidence and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis. Warning: it is very likely you will have to read the article at least twice to fully understand the argument.

Format: double-space, 1" margins, 12 point font. Maximum Length: 250 words (excluding footnotes and bibliography). **Use simple past tense.** Include a title page and bibliography.

Footnoting and Bibliography: Use the History Style Guide format for footnotes and bibliography.

Plagiarism: You **must** footnote when directly quoting or paraphrasing the author's words.

CONSTRUCTING THE REVIEW: This short essay will consist of two paragraphs, each about 5-6 sentences in length.

PARAGRAPH 1 – identify the author's thesis (or main points or argument)

Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and 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 not worry if it takes more than one read! Think again about the question s/he may be answering then formulate a thesis statement or argument by answering the question. A historian may also identify part of her/his 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 and include it in your thesis statement if appropriate.

PARAGRAPH 1 format - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

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.

PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

Remember to attach a cover page and bibliography.

SEMINAR PRESENTATION INSTRUCTIONS HIST206 WINTER 2012

Students will be divided in groups to prepare and give a seminar presentation which incorporates all the assigned readings for that week, prepare discussion questions for the class, and run the seminar. Each individual will also write a critical article review on one of the week's articles.

Part 1: worth 5%

The week before the presentation, each group will meet with the instructor. The group will bring a typed description of the presentation, the questions to be presented for discussion, and a plan to facilitate discussion. I will go through the plan with you and suggest changes or give the go ahead. This initial process will allow each group time to meet and incorporate suggested changes before the seminar.

Part 2: worth 10%

On the day of the seminar, students will have no more than ten minutes to present the topic before facilitating class discussion. This presentation must be creative not academic. Groups who simply stand up and explicate the argument or discuss the general themes of the articles will receive a poor grade. Instead, create diaries, plays, newspapers, paintings, songs, games, videos etc. as a presentation tool. Have fun with the material. **Note: power point presentations usually bore students silly.**

Part 3: worth 10%

On the day of the seminar, each individual will hand in a critical article review. Instructions for the article review are appended to the course outline. You will be marked as an individual on your article review.

FAQs

1. I always end up doing all the work in my group. How will I maintain my good grades if I have to work with a bunch of slackers?

Often students like to work alone because they do not trust that other students will work to their standards. As well, students find it difficult to build in an extra meeting or two into their busy schedules. This exercise is designed to imitate real life. You will always have to work with other people unless "hermit" is your career choice. You will always have to work with people who may not share your values and work ethic. Each person already has a set task to write an article review. So you can divide the work between the members of the group. Have each member commit to coming up with discussion questions about that article.

2. What if we can't agree on a presentation style?

You need to find a way to agree. It helps if each person has read all the articles but focused on the one s/he will review. Have each person explain that article to the group. Then brainstorm how to put those topics together into a presentation. Have each person come up with at least three ideas. Compromise!

3. What if one member of the group does not show up to meetings or consistently does not produce the required questions or other work?

Try to contact that group member and work it out. Make sure you all agree on meeting time and places well in advance. If the group member still does not make an effort, you may fire that group member.

4. How do I fire a group member?

You don't, I do. Come and see me and explain how you have tried to solve your group dynamics. If it seems clear that the member has left the class or will not work with you, then I will allow the remaining members of the group to put together a presentation without the absentee member. That may require you to deal with an extra article but you will not have the frustration of trying to contact and work with an absentee member of your group. You will not be responsible for the absentee member's article review. I will inform the fired member of his or her status and ask them to come and see me to discuss this situation.

5. What if I'm fired from my group? How do I receive marks for presentation?

When you come and see me, you will be assigned another seminar date. On that date you will present by yourself unless you can find someone else to join you. There may be someone else who has also been "fired" and who wants to work with someone. Your presentation will incorporate all that week's assigned articles, and you will develop discussion questions on all the articles. You will be responsible for running the seminar yourself. You will hand in an article review on one article from that week's readings.

6. How is that fair? I end up doing extra work for the same 15%.

The extra work is a logical consequence of your actions. You did not choose to be a responsible group member. As a responsible group member you can share the work. You chose not to participate or help resolve interpersonal problems in the group. You therefore have to present by yourself or lose the 15% presentation mark.