



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:	Paula Young		
(b)	Office Hours:	Monday and Wednesday 2:30-3:20; Tuesday and Thursday 2:00-2:50; Friday 11:00-11:30; or by appointment.		
(c)	Location:	Y323		
(d)	Phone:	(250) 370-3363	Alternative Phone:	
(e)	Email:	youngp@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/programs/history/young.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, available on the course D2L site
- d) Additional weekly seminar readings: available online through the History 206 D2L site.

4. Course Content and Schedule

LECTURES: Wednesday, 9:30-11:20 am, in Wilna Thomas 101

SEMINAR A: Friday, 9:30-10:20 am, in Fisher 212

SEMINAR B: Friday, 10:30-11:20 am in Fisher 212

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.

5. Basis of Student Assessment (Weighting)

- (a) Assignments
 - 10%** - Critical Article Review Due: Ongoing
 - 25%** - Book Analysis Due: March 18
- (b) Exams
 - 15%** - Midterm Exam Due: February 25
 - 20%** - Final Exam Due: In exam period, April 13-21
- (c) Other
 - 15%** - Seminar Participation Due: Ongoing
 - 15%** - Seminar Facilitation Due: Ongoing (see handout or D2L for instructions)

WRITTEN ASSIGNMENTS: You must complete **two** written assignments in History 206. Please refer to the instructions I handed out in class, or refer to the instructions on D2L.

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

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 (on D2L). 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.**

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. Learning Support and Services for Students - provided free to Camosun students

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

8. Student Conduct Policy – it is the student's responsibility to become familiar with this policy.

<http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

CLASS SCHEDULE

Jan. 07 Jan. 09	Introduction: Why women's history? Seminar Introduction Reading: <i>Rethinking Canada</i> , Gleason, Myers, and Perry, "Introduction."
Jan. 14 Jan. 16	Film: <i>And We Knew How to Dance</i> , Lecture on Women in 1920 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: D2L: 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. D2L: 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: D2L: 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	Lecture on World War II Seminar 5: The effect of war on Canadian Women Readings: <i>Rethinking Canada</i> , Chapter 14, Chapter 15.
Feb. 25 Feb. 27	MIDTERM EXAM Seminar on writing essays for history courses
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 You may only attend class on March 18 if you have handed in your book review!
Mar. 20	Seminar 8: Women's Politics and the birth of Second Wave Feminism Readings: <i>Rethinking Canada</i> , Chapter 19. D2L: 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> GOOD FRIDAY STAT HOLIDAY

- Apr. 08 Lecture: Women in Canada today
<http://content.time.com/time/magazine/article/0,9171,2017209,00.html>
- Apr. 10 **Seminar 10:** Aboriginal Activism
Readings: *Rethinking Canada*, Chapter 21, 24.
Exam Review

