



## COURSE OUTLINE

The course description is online @

<http://camosun.ca/learn/calendar/current/web/hist.html>

\* 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:	Jenny Clayton
(b)	Office Hours:	Tuesdays 11:30-12:20, Thursdays 11:30-12:20 or by appointment
(c)	Location:	Y320
(d)	Email:	claytonj@camosun.bc.ca

### 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) Campbell, Lara, Tamara Myers and Adele Perry, eds. *Rethinking Canada: The Promise of Women's History*, 7th edition. Don Mills, ON: Oxford University Press, 2016.
- b) Denise Chong. *The Concubine's Children: Portrait of a Family Divided*. Toronto: Penguin Books, 2007, 2014 (or any other edition of this fictionalized family history).
- c) Camosun College Department of Humanities History Style Guide (June 2016) available on the course D2L site or at <http://camosun.ca/learn/subjects/history/style-guide.pdf>
- d) Additional weekly seminar readings: available online through the History 206 D2L site.

### 4. Course Schedule

#### Class times and location:

Lectures	Tuesday	Sections A+B	9:30-11:20 in Young 317
Seminars	Thursday	Section A	9:30-10:20 in Young 317
Seminars	Thursday	Section B	10:30-11:20 in Young 317

### 5. Assignments and Evaluation

Participation: 20%

Midterm exam (Tuesday February 21): 15%

Analysis of *The Concubine's Children* (due Thursday March 9): 20%

Research essay (due Tuesday March 28): 20%

Final exam (held in the exam period, April 18-26): 25%

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

#### Weekly Seminar Participation (20%)

Seminars take place on Thursdays. Readings are available in the textbook (*Rethinking Canada, The Concubine's Children*), or on D2L. **\*\*\*Students who miss more than three seminars will forfeit their entire seminar mark\*\*\*** The grade for seminar participation is based on the quality of student participation (15%), and submitting 1-2 pages of notes on each article as evidence of your attendance (5%). A very good grade may be earned by making regular contributions to discussions that demonstrate a thoughtful understanding of the material, and by participating in the conversation in such a way that engages with and invites contributions from other students.

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

**Written component:** To prepare for discussions, please write 1-2 pages of notes on each article that we read. These notes will not be graded, but they will assist in determining the quality of your participation. These notes will also be useful when preparing for exams.

### **In your notes, please include:**

- your name and the date
  - the author's name and title of the article
  - thesis or main argument, notes on the content, your reflections on the strengths and weaknesses of the article, and a brief summary of the types of primary sources used
- \*Please bring two questions or points to discuss

### **Written Assignments:**

There are two written assignments to complete for History 206.

- **Assignment 1 (20%):** Write a 1500-1600-word analysis of the *Concubine's Children*. The analysis is due on March 9. **More information on this assignment will be provided in class and on D2L.**
- **Assignment 2 (20%):** Write a 1700-2000 word research essay on a topic of your choice, using the textbook as a starting point. This essay is due on March 28.

### **Research Essay (20%)**

**Length: 1700-2000 words** (6.5-8 pages in Times New Roman 12 pt double-spaced)  
**Due: Tuesday March 28**

The purpose of this assignment is to research and write an essay on a specific topic related to the history of women in Canada after 1916. Choose a topic that interests you, using one of our seminar readings as a starting point. The essay will be based on one primary source (from the text) and four academic secondary sources: one seminar reading, plus three other recent academic secondary sources (books or articles) by other authors. See "Suggestions for Further Reading" at the end of textbook chapters for source ideas. We will discuss how to find secondary sources in class. Alternative suggestions for research topics are welcome – please consult with me first to confirm and secure my permission in writing. Keep in mind that since this is a history essay, it will analyse a historical question dealing with past events in Canada, not current events – the sources that you use should be written at least ten years after the events took place, and be published after 1985.

The essay must have a title, footnotes and a bibliography. The paper should begin with a paragraph introducing the reader to the topic, and this paragraph will end with your thesis statement, or main argument. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support the thesis. The essay should be well-written, logically organized, and show how you have thought about this topic based on the evidence you have found. The analysis should be supported by convincing specific evidence from your primary and secondary sources. The essay will end with a conclusion summarizing your main points.

### Academic sources:

- Books or articles written by historians
- Books published by a university press, articles published in academic journals
- Articles should be at least 15 pages long
- Must have footnotes, or otherwise reference all evidence to specific sources
- Should be published after 1985
- For articles, try searching in these databases: Academic Search Complete and Historical Abstracts

If you have questions about the scope or focus of your research question or the bibliography, please meet with me to discuss at least two weeks before the essay is due.

**\*\*Additional information on the research essay will be provided in class.\*\***

For more information on researching and writing, see the History Style Guide.

**A Note on Due Dates:** Papers must be handed in to the instructor on the due date, either in class or in her office. Marks will be deducted at the rate of 5% per day. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner to avoid or reduce a late penalty.

If at any time throughout the term you are experiencing difficulty studying for exams or completing your assignments, please come and see me prior to the due dates.

**Backup:** Students are responsible for keeping a copy of all work submitted. Computer or printer failures are not good reasons for late papers.

### **Evaluation:**

The book analysis and research essay will be marked based on the following criteria:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another. An original and creative essay will provide a new interpretation that might change my mind or the way I teach this course.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the essay question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. Students must use and follow the Chicago Style for history – please see the Camosun College History Style Guide posted on D2L. Students uncertain about referencing should consult the instructor before handing in the assignment. 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.**
- **Writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes – it is better to summarize and put information in your own words. Writing several drafts, having a friend or family member read your work, and reading your work aloud all help improve the quality of your writing.

**Examinations:** To prepare for exams, attend lectures and seminars and read all course materials. When reading, take note of themes or issues discussed in lectures and discussion groups. Information about the midterm and final examination will be provided in class. There will be two exams: a midterm held on Tuesday, February 21 worth **15%**, and a final held during the college's examination period worth **25%** of the final grade.

## 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](http://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 <sup>rd</sup> 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. A Note on Plagiarism:** Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

**8. 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/>

**9. Student Conduct Policy – it is the student’s responsibility to become familiar with this policy.** <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

**CLASS SCHEDULE**

- Jan. 10 Introduction: Why women’s history?  
Jan. 12 **Seminar 1:** Introduction, Female Asian Migration to Canada  
**Readings:** *Rethinking Canada*, Gleason, Myers, and Perry, “Introduction.” 1-9 and Chapter 12, Enakshi Dua, “Exclusion through Inclusion: Female Asian Migration in the Making of Canada as a White Settler Nation.”
- Jan. 17 Lecture: Canadian Women in 1920; Film: *And We Knew How to Dance*  
Jan. 19 **Seminar 2:** Women and the Vote  
**Reading:** *Rethinking Canada*, Chapter 13, Tarah Brookfield, “Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election.”
- Jan. 24 Lecture: Women and Work, Film: *Prairie Women*  
Jan. 26 **Seminar 3:** Women in the Great Depression  
**Readings:** *D2L*: Katrina Srigley, “In case you hadn’t noticed!”: Race, Ethnicity, and Women’s Wage-Earning in a Depression-Era City,” *Labour / Le Travail* 55, (Spring 2005): 69-105; *Rethinking Canada*, Chapter 14, Julie Guard, “The Politics of Milk: Canadian Housewives Organize in the 1930s.”
- Jan. 31 Lecture: Sexuality, Courtship and Birth  
Feb. 2 **Seminar 4:** Single Mothers  
**Reading:** *D2L*: Andrée Lévesque, “Deviant Anonymous: Single Mothers at the Hôpital de la Misericorde in Montreal, 1929-1939,” *Historical Papers* 1984, 168-184.
- Feb. 7 Lecture: Eugenics, Film: *Sterilization of Leilani Muir*  
Feb. 9 **Seminar 5:** Eugenics and Motherhood  
**Readings:** *D2L*: Allan Roy Dafoe, “Better Citizens Through Stronger Children: Life Is More and More Complex,” *Vital Speeches Of The Day* 6, 3 (November 15, 1939): 89-91. Sheila Gibbons, “‘Our Power to Remodel Civilization’: The Development of Eugenic Feminism in Alberta, 1909-1921,” *Canadian Bulletin of Medical History* vol. 31 no. 1 (2014), 123-142.
- Feb. 14 **READING BREAK**  
Feb. 16 **READING BREAK**
- Feb. 21 **MIDTERM EXAM**  
Feb. 23 Seminar on writing essays for history courses

- Feb. 28 Lecture on World War II; Film: *Plywood Girls*  
 Mar. 2 **Seminar 6:** The effect of war on Canadian Women  
**Readings:** *Rethinking Canada*, Chapter 15, Cynthia Toman, “Front Lines and Frontiers: War as Legitimate Work for Nurses,” and Chapter 16, Pamela Sugiman, “‘A Million Hearts from Here’: Japanese-Canadian Mothers and Daughters and the Lessons of War.”
- Mar. 7 Lecture: Motherhood  
 Mar. 9 **Seminar 7:** Discussion of *Concubine’s Children* **\*\*Book Review Due\*\***
- Mar. 14 Lecture: Women and the Welfare State  
 Mar. 16 **Seminar 8:** Postwar Change and Continuity  
**Reading:** *Rethinking Canada*, Chapter 17, Joan Sangster, “Gender, Ethnicity, and Immigrant Women in Postwar Canada: The Dionne Textile Workers.”
- Mar. 21 Film: *Forbidden Love*  
 Mar. 23 **Seminar 9:** Postwar Sexualities  
**Readings:** *Rethinking Canada*, Chapter 21, Liz Millward, “Making a Scene: Struggles over Lesbian Place-Making in Anglophone Canada, 1964-1984,” and Chapter 22, “Sex and (Evacuation from) the City: The Moral and Legal Regulation of Sex Workers in Vancouver’s West End, 1975-1985”
- Mar. 28 **\*\*Research Essay Due\*\***  
 Lecture: Second Wave Feminism  
 Mar. 30 **Seminar 10:** Women’s Politics in the 1970s and 1980s  
**Readings:** *Rethinking Canada*, Chapter 18, Christabelle Sethna and Steve Hewitt, “Clandestine Operations: The Vancouver Women’s Caucus, the Abortion Caravan and the RCMP,” and Chapter 20, Sean Mills, “*Québécoises deboutte!* Nationalism and Feminism in Quebec, 1969-1975.”
- Apr. 4 Lecture: Third Wave Feminism, Film: *Keepers of the Fire*  
 Apr. 6 **Seminar 11:** Indigenous Activism  
**Readings:** *Rethinking Canada*, Chapter 19, Heather A. Howard, “Women’s Class Strategies as Activism in Native Community Building in Toronto, 1950-1975,” and Chapter 24, Joanne Barker, “Gender, Sovereignty, and the Discourse of Rights in Native Women’s Activism.”
- Apr. 11 Lecture: Women in Canada today  
 Apr. 13 Exam Review
- April 18-26 Final Exam Period – Dates will be announced on CAMLINK later in the term.