



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-204-001
Canadian Women: 1600-1920
Fall 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Jenny Clayton
(b) Office hours	Tuesday, 12-1 pm, Wednesday 12-1, Thursday, 12-2 pm, or by appointment
(c) Location	Young 312
(e) E-mail	claytonj@camosun.bc.ca

2. Intended Learning Outcomes

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

1. Outline critical themes, events, and issues in the history of Canadian women up to 1920.
2. Explain the part played by gender ideology in constructing women's roles, status, and experience in Canada.
3. Examine the position of First Nations women in precontact and contact society.
4. Explore relations between women of different classes, ethnicities, religions, and races and analyze how such divisions affected their participation in politics, work, education, family, and church before 1920.
5. Examine the changing roles and experiences of women in relationship to law and political movements.
6. Describe women's vital contributions to Aboriginal and settler societies.
7. Reassess traditional and existing perspectives on events, gender ideology, and issues important to women before 1920.
8. Demonstrate critical thinking skills about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present, and making judgements about the strength of their arguments.
9. 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.
10. 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) 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>
- c) Additional seminar readings are available online through the History 204 D2L site.

4. Course Schedule

Class times and location:

Lectures	Tuesday	Sections A+B	2:30-4:20 pm in Fisher 336
Seminars	Thursday	Section A	2:30-3:20 pm in Fisher 336
Seminars	Thursday	Section B	3:30-4:20 pm in Fisher 336

5. Basis of Student Assessment (Weighting)

Participation: 20%

Primary Source Analysis (due Tuesday October 2): 10%

Midterm exam (Tuesday October 16): 20%

Research essay (due Tuesday November 13): 25%

Final exam (held in the exam period, December 10-18): 25%

Lectures: Lectures, scheduled for Tuesdays, contextualize and provide information not contained in the course readings. Students will be evaluated on the contents of lectures 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*) 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 and submitting 1-2 pages of notes on each article as evidence of your attendance. If no notes are submitted at the end of a seminar that you attend, a half mark will be deducted from the participation grade. 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 article or 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 (this section should contain the most detail), 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

Research Assignment

The purpose of this assignment is to research and write an essay on a topic that interests you within the scope of this course. Choose your essay topic and primary source from the list I will provide. Alternative suggestions for research topics are welcome – please consult with me first to confirm and secure my permission in writing. Some topics will be quite general and need to be narrowed down.

Part 1: Primary Source Analysis (10%)

Length: 3 pages (800-900 words)

Due: Tuesday October 2

This assignment is a preparatory step towards the research paper. Choose a topic and associated primary source from the list I will provide. If you would like to research a topic that is not on this list, please consult with me first. For this assignment, choose a segment of your primary source that is about 20 pages long. This may require using multiple documents. Read the source(s) carefully, taking notes and writing down your impressions. Write a concise summary and analysis that answers the following questions. Support your analysis by including concrete evidence and short quotes where relevant.

- What kind of document is this, where and when was it written?
- Who was the author? Provide a brief introduction.
- Summarize the contents: what does the source tell you about the topic?
- Why do you think the author wrote this text?
- In what ways does the document present a particular point of view or bias? Does it include certain information while potentially omitting other information? For example, does the position of the author (“race,” class or gender) or the purpose for which the text was produced, affect the way the document was written?
- What did you find particularly interesting about this source? Did anything surprise you? Was anything unclear?
- What questions did this document raise for you? These questions may help guide your research paper.

The first assignment will be marked on your understanding of the content of the primary source, and your critical reflection on the purpose and potential biases in the primary source. In addition, the assignment should be well written, organized, and provide footnotes to reference the source of specific information.

I will provide more detailed instructions for this assignment in class.

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.

Research Essay (25%)

Length: 1800-2000 words (7-8 pages in Times New Roman 12 pt double-spaced)

Due: Tuesday November 13

This assignment is an opportunity to place your chosen primary source into a broader context by engaging with the work of historians writing on women in Canada before 1920. To write this essay you will need to find **at least four recent academic secondary sources** that provide information and analysis directly related to your primary source.

Academic sources:

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

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 sources. The essay will end with a conclusion summarizing your main points.

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.

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.

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.

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, October 16 worth 20%, and a final exam held during the college's examination period worth 25% of the final grade.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

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/>

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>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student’s responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

1. 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		1
0-49	F	Minimum level has not been achieved.	0

B. 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 at <http://camosun.ca/about/policies/index.html> 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 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.

CLASS SCHEDULE:

Note: This schedule is subject to minor changes which will be discussed at the beginning of each class

Sept. 4	Introduction: What is women's history?
Sept. 6	Seminar 1: Women's Roles in Montagnais-Naskapi and Huron society Anderson, Karen. "Commodity Exchange and Subordination: Montagnais-Naskapi and Huron Women, 1600-1650," <i>Signs: Journal of Women in Culture and Society</i> 11, 1(1985): 48-62. For context on the course, please read: Campbell, Lara, Tamara Myers, Adele Perry eds. "Introduction," <i>Rethinking Canada: the Promise of Women's History</i> 7th Edition. Don Mills ON: Oxford University Press, 2016, 1-9 [hereafter Campbell et al].
Sept. 11	Lecture: Indigenous women before contact
Sept. 13	Seminar 2: Women and War in Nadouek Society Campbell et al, "Chapter One."
Sept. 18	Lecture: Women in the fur trade
Sept. 20	Seminar 3: Women and the Fur Trade Campbell et al, "Chapter Three" Lane Jonah, Anne Marte. "Unequal Transitions: Two Métis Women in Eighteenth Century Île Royale." <i>French Colonial History</i> 11, (January 2010): 109-129.
Sept. 25	Lecture: Women in New France: religious women, habitantes and others
Sept. 27	Seminar 4: Women and Religion in New France Campbell et al, "Chapter 2."
Oct. 2	**Primary Source Analysis due** Lecture: Women and law in New France
Oct. 4	Seminar 5: Women, Law, and Status in New France Mona Gleason et al, "Chapter 3," <i>Rethinking Canada the Promise of Women's History</i> , 6 th edition. Toronto: Oxford University Press, 2011, 38-56 (on D2L).
Oct. 9	Lecture: Women in British North America
Oct. 11	Seminar 6: French Women and the Shift to British Rule Campbell et al, "Chapter 4." Campbell et al, "Chapter 5."

- Oct. 16 ****Midterm Exam****
 Oct. 18 **Shake Out Day**
 Seminar 7: African-Canadian Women in British North America
 Drew, Benjamin. Excerpts from *Refugee: Narratives of Fugitive Slaves in Canada* (1856), on D2L.
 Campbell et al, "Chapter 6."
- Oct. 23 **Lecture:** Women in British North America: the cult of domesticity and the public sphere
 Oct. 25 **Workshop:** Writing the Research Essay
- Oct. 30 **Lecture:** Women in British North America: industrialization, education
 Nov. 1 **Seminar 8: Social Welfare in British North America**
 Campbell et al, "Chapter 7."
- Nov. 6 **Lecture:** Women in British North America: higher education, childbirth and obstetrics
 Nov. 8 **Seminar 9: Indigenous and Métis women in the 19th C fur trade**
 Campbell et al, "Chapter 9."
- Nov. 13 ****Research Essay Due****
 Lecture: Women in British North America: medicine and religion
 Nov. 15 **Seminar 10: Women and Politics**
 Campbell et al, "Chapter 8."
- Nov. 20 **Lecture:** Social Reform
 Nov. 22 **Seminar 11: Women and the Law**
 Campbell et al, "Chapter 10."
 Glasbeek, Amanda. "Maternalism Meets the Criminal Law: The Case of the Toronto Women's Court," *Canadian Journal of Women & the Law* 10, 2(1998): 480-502.
- Nov. 27 **Lecture:** First Wave Feminism
 Dec. 29 **Seminar 12: First-Wave Feminism**
 Reading TBA
- Dec. 4 **Lecture:** Women's gains and women's losses
 Dec. 6 Exam Review
- Dec. 10-18 Final Exam Period -- Dates will be announced on CAMLINK later in the term.