



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-206-001
Canadian Women: 1916-Present
Winter 2019

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	Monday 1:30-2:20; Wednesday 10:30-11:20 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 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.
A copy of this text is also available on reserve at the Camosun Library.
- 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).
A copy of this novel is also available on reserve at the Camosun Library.
- 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 seminar readings available online through the History 206 D2L site.

4. Course Schedule

Class times and location:

Lectures	Monday	Sections A+B	11:30 am - 1:20 pm in Young 201
Seminars	Wednesday	Section A	11:30 am - 12:20 pm in Wilna Thomas 101
Seminars	Wednesday	Section B	12:30 pm - 1:20 pm in Wilna Thomas 101

5. Basis of Student Assessment (Weighting)

- 20% Participation
- 15% Midterm Exam, in class on Monday February 11
- 15% Analysis of *The Concubine's Children*, due Wednesday February 27 (**see D2L**)
- 5% Essay Proposal, due Monday March 4
- 20% Research Essay, due Monday March 25
- 25% Final Exam, will take place in the exam period, April 15-18

Lectures: Lectures and films, scheduled for Mondays, 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 Wednesdays. 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 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, 2% 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. To prepare for discussions, consider also the questions at the end of the chapter in *Rethinking Canada*.

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

Analysis of *The Concubine's Children*, due Feb 27 (15%) – for instructions see D2L

Essay Proposal (5%)

Due: Monday March 4

Length: 2 pages

This is the first part of a two-part assignment 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 – you may use one of our seminar readings as a starting point.

In the first section, include your name and the date, an interesting essay title, and 1-2 paragraphs that introduce your topic and provide context on the significance of your topic to Canadian women's history. Please include at least 3 footnotes to show the source of the information. These footnotes can reference encyclopedia articles, government or educational websites, and/or your academic sources. (In the research essay that follows, most footnotes should reference the academic sources).

The second part of the essay proposal is a research question that can be answered by the sources in the bibliography. The question should be focused in time, place and topic.

The last part of the proposal is a list of at least four recent academic secondary sources by historians (see criteria below) with which you plan to write your research paper. One of these can be a seminar reading that is assigned for class. Please list these sources in a bibliography following the format in the *History Style Guide* and add two sentences for each source to explain how these will help answer your research question. 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.

The first assignment will be marked on your understanding of the topic and feasibility of the research question in relation to your proposed secondary sources. Is your question narrow enough to be examined in some depth in a paper of 7-8 pages, and will the sources you provide be adequate to answer your question in some detail? In addition, the assignment should be well written, organized and use the correct formatting for a bibliography. For a workable proposal, make sure you have a good understanding of the content of your proposed secondary sources.

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
- Written at least ten years after the events took place, and be published after 1985.
- For articles, try searching in these databases: Academic Search Complete and Historical Abstracts

Research Essay (20%)

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

Due: Monday March 25

Building on the essay proposal and the feedback you have received, you will write an essay on your proposed topic related to the history of women in Canada. You may need to do additional research to find suitable academic secondary sources and to fully answer your research question. 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 first 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, and all specific evidence must be referenced with footnotes. The essay will end with a conclusion summarizing your main points.

If you have questions about the essay, please meet with me to discuss before it 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 on paper 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 the 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 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 exam held on Monday February 11, and a final exam held during the college's examination period.

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>

The following two grading systems are used at Camosun College:

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.

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.

CLASS SCHEDULE

Jan. 7	Introduction: Why women's history?
Jan. 9	Seminar 1: Introduction, Female Asian Migration to Canada Readings: <i>Rethinking Canada</i> , 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. 14	Lecture: Canadian Women in 1920; Film: <i>And We Knew How to Dance</i>
Jan. 16	Seminar 2: Women and the Vote Reading: <i>Rethinking Canada</i> , Chapter 13, Tarah Brookfield, "Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election."
Jan. 21	Lecture: Education; Women and Work
Jan. 23	Seminar 3: Women in the Great Depression Readings: <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; <i>Rethinking Canada</i> , Chapter 14, Julie Guard, "The Politics of Milk: Canadian Housewives Organize in the 1930s."
Jan. 28:	Lecture: Sexuality, Courtship and Birth
Jan. 30:	Seminar 4: Single Mothers Reading: <i>D2L</i> : Andrée Lévesque, "Deviant Anonymous: Single Mothers at the Hôpital de la Misericorde in Montreal, 1929-1939," <i>Historical Papers</i> 1984, 168-184.
Feb. 4:	Lecture: Eugenics, Film: <i>Sterilization of Leilani Muir</i>
Feb. 6:	Seminar 5: Local Councils of Women and Eugenics in British Columbia Reading: <i>D2L</i> : Gerald E. Thomson, "'A Baby Show Means Work in the Hardest Sense': The Better Baby Contests of the Vancouver and New Westminster Local Councils of Women, 1913-1929," <i>BC Studies</i> , no. 128 (Winter 2000/2001), 5-36.
Feb. 11	**MIDTERM EXAM**
Feb. 13	Seminar on writing essays for history courses
Feb. 18	FAMILY DAY
Feb. 20	READING BREAK
Feb. 25	Lecture: Motherhood
Feb. 27	Seminar 6: Discussion of <i>Concubine's Children</i> **Book Review Due**

- Mar. 4 ****Essay Proposal Due****
Lecture: Canadian Women and the Second World War
- Mar. 6 **Seminar 7:** The effect of war on Canadian Women
Readings: *Rethinking Canada*, Chapter 15, Cynthia Toman, “Front Lines and Frontiers: War as Legitimate Work for Nurses;” Chapter 16, Pamela Sugiman, “‘A Million Hearts from Here’: Japanese-Canadian Mothers and Daughters and the Lessons of War.”
- Mar. 11 Lecture: Women and the Welfare State
- Mar. 13 **Seminar 8:** Indigenous Women in Urban Canada after the War
Reading: *Rethinking Canada*, Chapter 19, Heather A. Howard, “Women’s Class Strategies as Activism in Native Community Building in Toronto, 1950-1975.”
- Mar. 18 Film: *Forbidden Love*
- Mar. 20 **Seminar 9:** Postwar Sexualities
Readings: *Rethinking Canada*, Chapter 21, Liz Millward, “Making a Scene: Struggles over Lesbian Place-Making in Anglophone Canada, 1964-1984.”
- Mar. 25 ****Research Essay Due****
Lecture: Second Wave Feminism
- Mar. 27 **Seminar 10:** Women’s Politics in the 1970s
Readings: *Rethinking Canada*, Chapter 18, Christabelle Sethna and Steve Hewitt, “Clandestine Operations: The Vancouver Women’s Caucus, the Abortion Caravan and the RCMP.”
- Apr. 1 Lecture: Third Wave Feminism, Film: *Keepers of the Fire*
- Apr. 3 **Seminar 11:** Indigenous Activism
Readings: *Rethinking Canada*, Chapter 24, Joanne Barker, “Gender, Sovereignty, and the Discourse of Rights in Native Women’s Activism.”
- Apr. 8 Lecture: Women in Canada Today
- Apr. 10 Exam Review
- April 15-18 Final Exam Period – Dates will be announced on CAMLINK later in the term.