

## **Course Outline:**

### **HI 3710: History of Women in Canadian Society**

#### **Winter 2005**

HI 3710 focuses the study of Canadian History on women: the roles they have played, the concerns that have absorbed their attention, the interactions that they have had with our political and economic systems, and the goals that they have pursued. Over the past four decades, there has been a concerted effort to re-shape the depiction of the history of Canada to include a greater presence for women. Nonetheless, it sometimes seems as though women were secondary players on a largely male stage. This course places women at the centre of their own stories.

In the Winter 2005 term, HI 3710 is offered as a blended learning course, using both face-to-face classroom time and Web interactions delivered through Blackboard. The course will feature 1.5 hours of classroom time weekly with an equivalent amount of course content being delivered online. Generally, a combination of the textbook and online activities will be used to deliver the main historical storyline and classroom time will be used to explore in greater depth specialized topics of interest to students.

#### **Credit & Transfer:**

HI 3710 is a 3 credit course. It transfers to the University of Alberta as HIST 2xx (3), to the University of Calgary as a Junior History (3), to the University of Lethbridge as HIST 2xxx (3), to Athabasca University as HIST 3xx (3) or WMST 3xx (3) and to Augustana University College as HIS 271 (3).

#### **Calendar Description:**

*HI 3710 3 (3-0-0) UT 45 Hours  
Canadian women as affected by, and as contributing to the major social changes of the nineteenth and twentieth centuries.*

There are no pre-requisites for this course.

#### **Textbook:**

Alison Prentice, Paula Bourne, Gail Cuthbert Brandt, Beth Light, Wendy Michinson, and Naomi Black. ***Canadian Women: A History***, 2<sup>nd</sup> ed. Toronto: Harcourt Brace, Canada, 1996.

Additional readings, mostly articles, will be assigned throughout the term and will be available online at no additional cost.

**Instructor:**

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or by appointment**Weighting of Grades:**

Any 3 of the following: (Students have the option to do all four of these assignments, in which case only the best three grades will count) Women's Narratives Women in Advertising Meaning of "Work" Finding Heroines??	45%
Chapter Quizzes	15%
Annotated Bibliography or Book Review	10%
Class Presentation	10%
Discussion of Readings	10%
Class Participation	10%

All grades will be posted in Blackboard as they are earned.

**Classroom Activities:**

Each week we will examine in some detail a topic that has been chosen by the class from within some larger topic areas:

- economic activity
- public life and the political system
- the legal system
- health and health care
- reproductive rights and technologies
- education
- childrearing
- religion and culture
- immigration and race

In addition, we will use a portion of each classroom session to discuss issues arising from the weekly textbook readings.

**Online Discussion:**

We will have a discussion forum each week to which everyone will be expected to make at least one substantive posting. Generally, these discussions will be

based around information from online resources: articles, Web sites, photo collections.....

The topics for the first few discussions are defined in the schedule below. The remainder will be chosen by the class according to interest.

### **Textbook:**

A portion of the textbook is assigned for reading each week. For each week's reading there will be a short, multiple choice, online quiz. Everyone will have two chances to take each quiz (the better of the two grades will be calculated in the course grade). Each week there will be supplemental, optional resources posted for those with more in depth interest in the topics of the week. In addition, students will have the opportunity to identify and discuss issues and questions that come out of the textbook and to flag those that require further exploration in the face-to-face sessions.

### **Schedule:**

#### **January 11 – 17<sup>th</sup>**

- Classroom – Introduction
- Discussion – Why Women's History?
- Textbook – Chapter One

#### **January 18 – 24<sup>th</sup>**

- Classroom – Researching Women's History – Library
- Discussion – Lecture Topics for the Term
- Textbook – Chapters Two and Three

#### **January 25<sup>th</sup> – 31<sup>st</sup>**

- Classroom – Students' Choice Topic One
- Discussion – Greatest Canadian Contest
- Textbook – Chapter Four
- **Assignment Due – January 31<sup>st</sup> – Annotated Bibliography or Book Review**

#### **February 1<sup>st</sup> – 7<sup>th</sup>**

- Classroom – Students' Choice Topic Two
- Discussion – Women's History and the Notion of Progress
- Textbook – Chapters Five & Six

#### **February 8 – 14<sup>th</sup>**

- Classroom – Students' Choice Topic Three
- Discussion – Nineteenth Century Women and Education
- Textbook – Chapter Seven
- **Assignment Due - February 14<sup>th</sup> – Women's Narratives**

**February 15 – 28<sup>th</sup> (Reading Week is in the middle of this period)**

- Classroom – Students' Choice Topic Four
- Discussion – Female Delinquency
- Textbook – Chapter Eight

**March 1<sup>st</sup> – 7<sup>th</sup>**

- Classroom – Students' Choice Topic Five
- Discussion – Students' Choice
- Textbook – Chapters Nine & Ten
- **Assignment Due - March 1<sup>st</sup> – Women in Advertising**

**March 8 – 14<sup>th</sup>**

- Classroom – Students' Choice Topic Six
- Discussion – Students' Choice
- Textbook – Chapter Eleven

**March 15<sup>th</sup> – 21<sup>st</sup>**

- Classroom – Students' Choice Topic Seven
- Discussion – Students' Choice
- Textbook – Chapter Twelve
- **Assignment Due – March 21<sup>st</sup> – Meaning of “Work”**

**March 22<sup>nd</sup> – 28<sup>th</sup>**

- Classroom – Students' Choice Topic Eight
- Discussion – Students' Choice
- Textbook – Chapter Thirteen

**March 29 – April 4<sup>th</sup>**

- Classroom – Students' Choice Topic Nine
- Discussion – Students' Choice
- Textbook – Chapter Fourteen
- **Assignment Due – April 4<sup>th</sup> – Finding Heroines?**

**April 5 – 11<sup>th</sup>**

- Classroom – Students' Choice Topic Ten
- Discussion – Students' Choice
- Textbook – Chapter Fifteen

**April 12 – 15<sup>th</sup>**

- **Classroom – Student Presentations**
- Discussion – Review of Online Presentations

## Assignments

Unless other arrangements are made, all assignments will be submitted online through the **Digital Drop Box** in Blackboard. Instructions for the use of the Drop Box are in the Course Information section of Blackboard.

Students are asked to be familiar with the GPRC policies on Grading (<http://www.gprc.ab.ca/pdf/policies/academic/GradingPolicy-2003.pdf>) and on Plagiarism and Cheating (<http://www.gprc.ab.ca/pdf/policies/academic/StudentMisconduct-PlagiarismandCheating.pdf>). Grading rubrics will be available in Blackboard a minimum of two weeks before the due date of each assignment.

Students may submit one late assignment over the course of the term and that assignment may be handed in at any time before April 14th. Only in serious extenuating circumstances will additional assignments be accepted late. Chapter quizzes will each be available for an extended period but may not be completed late. They will, in fact, become unavailable after the due date.

### Exploration Assignments

The following four assignments are intended to provide students with an opportunity to explore various kinds of historical sources and the ways in which they can be used to study different aspects of history. The topics are, hopefully, broad enough to allow all students to find specific subjects that are of particular interest to them. Student proposals for variations on these assignments will be entertained if they make comparable use of source materials.

Students are expected to submit only three of the following four assignments. Anyone choosing to do all four assignments will be credited with the best three of the four grades. A letter grade will be assigned to each submission.

#### **Women's Narratives – Due February 14<sup>th</sup>**

Using archival sources – diaries, letters, and memoirs - available online from the Public Archives of Canada, the Glenbow Archives, the Early Canadiana Online, and other collections, students will explore what women in the pre 1914 era thought about their own lives and what they choose to record and/or report about them. A portion of our library session on January 11<sup>th</sup> will be devoted to techniques for finding these narratives.

The expected submission will be a 1000 to 1500 word paper that describes the contents of the narratives chosen and analyses them with the help of secondary sources. Web page and/or multimedia presentations of similar character will be acceptable alternatives to papers.

### **Women in Advertising – Due March 1<sup>st</sup>**

Advertisements in the popular press are a valuable source of information about the dominant views within a society. Using online newspaper archives and microform copies of popular magazines, students will look at both the words and images of advertisements to examine aspects of the way that Canadian women have been presented and to explore what those depictions might mean about society's attitudes to women. Students may choose either to look broadly at different types of advertising over a short period or to focus on a narrow type of ad over a longer period.

The expected submission will include both images and a written analysis of them. It may be presented as a paper, a Web page or a PowerPoint (or similar) presentation. Regardless of format, it should contain material appropriate for a 1000 to 1500 word paper.

### **Meaning of “Work” – Due March 21<sup>st</sup>**

Of all the social changes that have affected women's lives over the past two centuries, the one that perhaps has seen the greatest degree of movement is the concept of “work”. A large portion of the writing of Canadian women's history has focused on women in domestic, paid, and volunteer work settings. This assignment will make use of some of that material but will primarily use photographic archives to look at the changing meanings of women's work. Students may choose to examine the subject broadly or to focus on a particular type or aspect of work.

The expected submission will be an annotated photo album with a substantial introduction and conclusion. It may be submitted as a Web page, a PowerPoint (or similar) presentation, or as a word processor document.

### **Finding Heroines?? – Due April 4<sup>th</sup>**

The case has frequently been made that women remain in the background of public life because they lack outstanding examples, or heroines, on which they might model themselves. In recent years, there has been a conscious effort to change this pattern and to find heroic historical female figures (for example, the Famous Five, who took the Person's Case all the way to the Judicial Committee of the Privy Council).

This assignment asks for a reasoned argument about the value (or lack thereof) of seeking historical heroines. If the case being made that the exercise has merit, an alternative historical “Famous Five” are to be found and the choice as potential heroines defended, for some aspect of

Canadian economic, political, social..... life. The expected submission will be a paper (or Web page) of approximately 1000 to 1500 words.

### **Chapter Quizzes – Due Weekly throughout the Term**

For each week's textbook readings (either one or two chapters), there are two 15 to 20 question quizzes available in Blackboard. Students may choose to do either or both of them (both will draw questions randomly from the same question bank) and the best mark will be recorded for each week's quiz.

The intention of these quizzes is to ensure that the textbook is read with attention to both the overall picture and detail. The quizzes are fully online and may be done at any time up to the due date (at which point they will disappear from view). The quizzes are largely a study tool. They may be treated as open or as closed book assignments; they may be done as individual or as group assignments.

Chapter quiz grades will be available in Blackboard as percentages. The cumulative total of each week's best scores for the term will be assigned a letter grade.

### **Annotated Bibliography or Book Review – Due January 31<sup>st</sup>**

Students have a choice of two assignments: a research topic and annotated bibliography or a review essay on a scholarly monograph on some aspect of Canadian women's history.

- a) The annotated bibliography can be used as advance preparation for the end of term presentation. It requires students to define a topic and a research question (or questions) within that topic. The topic should be sufficiently narrow to permit a reasonable examination within the framework of a class presentation or 10 to 12 page paper. Once the topic and research questions have been defined, students will identify a minimum of 10 sources of information on the topic. These should include a variety of the following:
  - Primary sources (In history, this means documents/artifacts created during or by the events under study, for example, letters or newspaper accounts)
  - Scholarly monographs – books about a topic by academic historians
  - Scholarly articles – published in academic journals – often available through our online databases
  - Web materials – carefully evaluated for credibility.
  - Graphic material – photographs, multimedia works, etc.

Each item must be summarized and its value to the research topic explained in a short paragraph.

- b) The book review essay option requires students to identify a scholarly monograph on a topic within Canadian Women's History and to write a review essay about it. This review essay will include a **brief** summary of the book and will focus on a critique of it. What are its thesis and conclusions? On what sort of evidence does it rely? Are its arguments well laid out and reasonable? Who is its intended audience and is it appropriate to that audience. Where possible, students should consult reviews of the work that appeared in academic journals. The book review essay should be approximately 1000 words in length.

Both the annotated bibliographies and the book reviews will be graded with letter grades which will be posted in Blackboard.

### **Class Presentations – Due April 12<sup>th</sup>**

Class presentations may be on any topic within the framework of this course. Topics should be discussed with the instructor before the end of February. Presentations may be done individually or in groups of two. They may be given in one of the last two classes face-to-face or offered online as a Web site within Blackboard. Multimedia elements (graphics, sound files, video clips, etc) are a desirable but not essential part of either style of presentation. The topic chosen will greatly influence the availability of such resources.

Presentations should offer both a factual and interpretive exploration of the topic chosen. If presented in class, they should be 20 to 30 minutes long, including time for questions. If presented online, they should have a similar volume of material. Students are also expected to use the online discussion tool to offer constructive criticism of both in-class and online presentations.

Class presentations will receive a letter grade. A portion of this grade will be based on a self-assessment. If the presentation has been a group effort, both members of the group will assess the group performance.