

Course Outline:
HI 3710: History of Women in Canadian Society
Winter 2006

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 2006 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***, 2nd 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.

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.

Instructor:

Joanne Stiles

Ph: 780-539-2937

Email: jstiles@gprc.ab.ca

Fax: 780-539-2099

Office: F317 (Library 2nd Floor)

Office Hours: Tuesdays 6:00 – 7:00
or by appointment

Weighting of Grades:

Any 2 of the following: (Students have the option to do all three of these assignments, in which case only the best two grades will count)	
Women in Advertising Meaning of "Work" Finding Heroines??	30%
Chapter Quizzes	25%
Annotated Bibliography	10%
Class Presentation	10%
Online Discussions & Discussion Moderation	15%
Class Participation	10%

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

Classroom Activities:

Each week we will examine a specific 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.

Schedule:

January 9 – 13th

- Classroom – Introduction
- Discussion – Why Women's History? & Lecture Topics for the Term (For this first discussion only, there are two topics. Students will be expected to make only one posting in each.)
- Textbook – Chapter One

January 16 – 20th

- Classroom – Women in Aboriginal Societies. We will use a case study approach to examine the ways in which women exercised power in pre-contact aboriginal societies.
- Discussion - Why Women's History? & Lecture Topics for the Term
- Textbook – Chapters Two and Three

January 23 – 27th

- Classroom – Research Skills for Women's History
- Discussion – Women and the General Election of 2006
- Textbook – Chapter Four

January 30th – February 3rd

- Classroom – Students' Choice Topic One
- Discussion – Women and the General Election of 2006
- Textbook – Chapters Five & Six
- **Annotated Bibliography Due – January 31st**

February 6 – 10th

- Classroom – Students' Choice Topic Two
- Discussion – Student Led Topic One
- Textbook – Chapter Seven

February 13 – 17th

- Classroom – Students' Choice Topic Three
- Discussion – Student Led Topic One
- Textbook – Chapter Eight
- **Exploration Assignment One Due: Women in Advertising - February 14th**

February 20 – 24th - Reading Week (No Classes, No Scheduled Online Work)

February 27th – March 3rd

- Classroom – Students' Choice Topic Four
- Discussion – Student Led Topic Two
- Textbook – Chapters Nine & Ten

March 6 – 10th

- Classroom – Students' Choice Topic Five
- Discussion – Student Led Topic Two
- Textbook – Chapter Eleven
- **Exploration Assignment Two Due: Meaning of "Work" - March 7th**

March 13 – 17th

- Classroom – Students' Choice Topic Six
- Discussion – Student Led Topic Three
- Textbook – Chapter Twelve

March 20 – 24th

- Classroom – Students' Choice Topic Seven
- Discussion – Student Led Topic Three
- Textbook – Chapter Thirteen
- **Exploration Assignment Three Due: Finding Heroines? - March 21st**

March 27th – 31st

- Classroom – Students' Choice Topic Eight
- Discussion – Student Led Topic Four
- Textbook – Chapter Fourteen

April 3rd – 7th

- **Classroom – Class Presentations**
- Discussion – Student Led Topic Four
- Textbook – Chapter Fifteen

April 10 – 13th

- **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. Marked work will be returned within one week, also using the Digital Drop Box in 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 are available for each assignment under the **Assignments** button in Blackboard.

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 two weeks, the week in which the relevant readings are assigned and the following week. They may not be completed late and will, in fact, become unavailable after the due date.

Online Discussion:

We will have a discussion forum every two weeks to which everyone will be expected to make at least two substantive postings. Generally, these discussions will be based around information from online resources and will relate to topics drawn from the textbook readings or issues of general application to the course. Students will have the opportunity, working as part of a team, to define the topic and resources for one of the discussions and to moderate the discussion as it unfolds over the two week period.

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

Chapter Quizzes – Due Weekly throughout the Term

For each week's textbook readings (either one or two chapters), there are two 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 – Due January 31st

The first major assignment in HI 3710 involves both a key skill for historians and early preparation for the final assignment in this course - the class presentation

The annotated bibliography will be most productive if used as advance preparation for the end of term presentation but can be on any topic within the wider arena of Canadian women's history. It requires students to

- define a topic and
- define 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.
- 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.

Annotated bibliographies will be graded with letter grades which will be posted in Blackboard.

Exploration Assignments

The following three 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 two of the following three assignments. Anyone choosing to do all three assignments will be credited with the best two of the three grades. A letter grade will be assigned to each submission.

Women in Advertising – Due February 14th

Advertisements in the popular press are a valuable source of information about the dominant views within a society. Using print resources, 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 7th

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 or as a PowerPoint (or similar) presentation.

Finding Heroines?? – Due March 21st

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.

Class Presentations – Due April 12th

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 (30 to 40 minutes for a group presentation), 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.