



Department of History

HTST 438
History of Women in Canadian Society
Fall 2020

Instructor: Dr. N. Janovicek

Email: njanovic@ucalgary.ca

Office Hours and Method: Tuesday, 2:00 – 3:00 and Wednesday 2:00 – 3:00 by appointment via zoom

Course Delivery: Online

Originally Scheduled Class Times: Tuesday & Thursday, 11:00 – 12:15

Synchronous Class Times: I will deliver all courses synchronously and encourage students to listen in real time. Students must attend two group discussions (see the schedule) and the viewing of the group presentations on October 22 and December 10.

Description

This course examines women in Canadian society from contact between Indigenous peoples and settlers to the present. We will discuss the changing roles of women in different economic and social contexts, and how race, class, age, and sexual identity shaped women's lives.

Learning Outcomes

After successful completion of this course, students should be able to:

- understand historiographical and theoretical debates in women's history
- analyze key methods and sources that historians use to examine women's lives
- use intersectional theory to understand how social location shaped women's lives in the past
- make connections between the past and policies and politics today

Required Texts for Purchase

Lara Campbell, Tamara Myers, and Adele Perry, *Rethinking Canada: The Promise of Women's History*, 7th ed. Toronto: Oxford University Press, 2016.

Cheryl Foggo, *Pourin' Down Rain: A Black Woman Claims her Place in the Canadian West*. Edmonton: Brush Education, 2020.

Assessment

All written assignments will be submitted to D2L Digital Dropbox before midnight on the due date. There will be a discussion board on D2L. Students are encouraged to participate in the discussion to build a learning community as we meet remotely.

Assessment Method	Weight	Due Date
Group Discussions	5%	Throughout term (see schedule below)
Group Project	15%	Groups 1 – 5 Video due October 19 Groups 6 -10 Video due December 7
Critical Essay on <i>Pourin' Down Rain</i>	30%	November 5
Primary Source Analysis	30%	Groups 6 – 10: October 22 Groups 1 – 5: November 26
Take Home Exam/Reflection Paper	20%	Friday, December 18

Late Submissions Policy

Deadlines are firm, but students are encouraged to speak to me about caregiving responsibilities so I can accommodate them. Students who do not make arrangements with me for extension will be penalized 1/3 of a mark for each day that it is late; in other words a paper assessed as B submitted 2 days late (including weekends) will receive a C+. Students must meet the deadlines for the group work assignment.

On-Line Instruction Statement:

This course will be taught remotely via Zoom. I will lecture for the first 45 – 50 minutes. The lectures will be recorded and posted to D2L, but I strongly encourage students to log into the meetings in real-time. Students will be divided into groups of 5 and will meet with me in a discussion twice over the course of the term. The dates are listed in the schedule below.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of

fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Please be on time. During the lecture, you can leave your camera off and mute your computer. For group work, it's preferable to turn your camera on.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Assignments

This is an overview of the assignments. Guidelines with more details for the group presentation, written assignments, and take home will be posted on D2L.

Discussions (5%)

I will divide the class into 10 discussion groups of five students. These groups will meet with me twice over the course of the term. Groups 1 – 5 will meet with me in the first half of the term and Groups 6 – 10 will meet in the second half of the term. The discussions will be after I lecture via Zoom. We will discuss the articles and documents in *Rethinking Canada*. This is a pass/fail grade. If students participate and their contributions are based on the assigned readings, they will pass. The discussion schedule and assigned meetings is below. These discussion groups will also work together on the group project, so this will also be an opportunity to talk about this assignment with me.

Group Work: Digital Storytelling Project (15%)

I normally do not assign group projects, but this term, I decided to do so to assuage the isolation caused by this pandemic and to try to replicate the study communities that often develop in the lecture hall.

This project is inspired by *The Heroes of the Suffrage Movement: Finish the Fight*, a production on the US suffrage movement that tells this history through the biographies of Indigenous, Lantinx, Black, and Chinese American women who have been ignored in popular histories of the suffrage movement to rethink history. It's a fantastic production and I recommend you watch it

to inspire your work: <https://www.youtube.com/watch?v=vBI6NCs3k1c&feature=youtu.be>

Each group will produce a 10-minute presentation (powerpoint/Prezi or YuJa video) focusing on an activist in the “first” or “second” wave of feminism and women’s reform movements to challenge the inaccurate narrative that these were exclusively white, middle-class movements. I am not arguing that these women were not the dominant voices in the movements, but this assumption also contributes to the erasure of racialized and working-class women who were part of these movements and who are increasingly the focus of academic history. Groups 1 – 5 will present on a first wave activist and Groups 6 – 10 will present on a second wave activist.

Each group will present a story board for a popular history (Heritage Minute/play/documentary) that will use a biography to challenge popular perceptions of the movement. There are three components to the assignment; each is worth 5% of the final grade: documented research, storyboard, and presentation. Students will also submit contracts to me clearly indicating the delegation of research, writing, and presentation within the group. I will provide a template for the contract. I will post a list of women on D2L, but groups can also present an idea to me as well. More detailed guidelines will also be posted on D2L. We will watch the presentations during Week 7 and Week 13.

Document Analysis (30%)

Due: Groups 6-10: October 22, Groups 1 – 5 November 26

Length, 1, 250 words

Students will write a document analysis of one of the documents in *Rethinking Canada*. In addition to the chapter printed with the document the textbook, students will find two other peer-reviewed secondary sources to provide context for the document. Guidelines for the assignment will be posted on D2L.

Critical Essay (30%)

Due: Thursday, November 5

Length: 1, 250 words

Sources:

Cheryl Foggo, *Pourin’ Down Rain*

Karen Flynn & Funké Aladejebi, “Writing Black Canadian Women’s History: Where We Have Been and Where We are Going,” in *Reading Canadian Women’s and Gender History*, eds Nancy Janovicek and Carmen Nielson (Toronto: UTP, 2018). Available on-line in the TFDL.

Cheryl Foggo is an award-winning writer, playwright, and documentary-maker. She lives in Calgary. Professors Flynn and Aladejebi argue that Black women’s history is still in its recovery stage and argue for the need to be creative in finding sources to increase our knowledge of Black women’s lives. They also present an insightful analysis of the strengths and limitations of “rootedness” as a strategy for Black history in Canada. Using their insights, write a critical essay of Cheryl Foggo’s memoir *Pourin’ Down Rain* as a source for the recovery of Black history in Western Canada.

Take Home Exam/Reflection Paper (20%)

Due: Friday, December 18

Length: 1, 250 words

“We’re all in this together” has been a mantra of the COVID-19 pandemic. But the pandemic has exacerbated social and economic inequities and feminist policy experts argue that the recovery plans threaten to turn back thirty years of policy designed to advance women’s equality. Using the materials covered in lectures and readings, students will reflect on how the past can provide insights and lessons for the current pandemic.

This assignment is inspired by two sources, which I encourage students to consult:

- Kimberlé Crenshaw’s excellent podcast [*Intersectionality Matters*](#). During the pandemic, the podcasts have focused on the impact of COVID-19 on racialized people
- Shawn Brackett’s [*“Unequal Burden: Learning from Canada’s Responses to the Influenza Pandemic of 1918-20”*](#) published in UCalgary’s School of Public Policy *Economic Policy Trends*

Schedule

Date	Topic & Reading	Discussion	Assignments/Due Dates
Week 1 Sept 8 & 10	Introduction & Indigenous Women in the Colonial Period <i>Rethinking Canada</i> , Introduction and chaps. 1 (Labelle) & 2 (Diaz)		
Week 2 Sept 15 & 17	Women in New France <i>Rethinking Canada</i> , chaps. 3 (Noel) & 4 (Little)	Tues: Group 1 Thurs: Group 2	
Week 3 Sept 22 & 24	Social Transformations under British Colonial Rule <i>Rethinking Canada</i> , chaps. 5 (Jonah) & 6 (Cooper)	Tues: Group 3 Thurs: Group 4	
Week 4 Sept 29 & Oct 1	Political and Legal Status in Nineteenth Century <i>Rethinking Canada</i> , chaps. 7 (Poutanen) & 8 (Bradbury)	Tues: Group 5 Thurs: Group 1	
Week 5 Oct 6 & 8	Women in the Contact Zone <i>Rethinking Canada</i> , chap. 9 (Racette) & 12 (Dua)	Tues: Group 2 Thurs: Group 3	
Week 6 Oct 13 & 15	Women’s Work in Industrializing Canada <i>Rethinking Canada</i> , chaps. 10 (McKenna)	Tues: Group 4 Thurs: Group 5	
Week 7 Oct 20 & 22	Women’s Reform Movements <i>Rethinking Canada</i> , chaps. 11 (Harris) & 13 (Brookfield)	Thurs: Group Presentations	Document Analysis due Thursday, October 22 for Groups 6 - 10

Week 8 Oct 27 & 29	The Impact of Reform and the Welfare State on Women <i>Rethinking Canada</i> , chaps. 14 (Guard) & 15 (Toman)	Tues: Group 6 Thurs: Group 7	
Week 9 Nov 3 & 5	Migrations, National Identities, and Citizenship <i>Rethinking Canada</i> , chaps. 16 (Sugiman) & 23 (Jiwani)	Tues: Group 8 Thurs: Group 9	Critical Essay Cheryl Foggo due November 5
Nov 9-13	Reading Week – No Classes		
Week 10 Nov 17 & 19	Postwar Suburban Dreams? <i>Rethinking Canada</i> , chaps 19 (Howard) & 24 (Barker)	Tues: Group 10 Thurs: Group 6	
Week 11 Nov 24 & 26	Women's Work and Family Transitions in the 1950s and 1960s <i>Rethinking Canada</i> , Chap. 17 (Sangster)	Tues: Group 7 Thurs: Group 8	Document Analysis due: Thursday, November 26 Groups 1 – 5
Week 12 Dec 1 & 3	Sexuality in Postwar Canada <i>Rethinking Canada</i> , Chaps. 21 (Milward) & 22 (Ross)	Tues: Group 9 Thurs: Group 19	
Week 13 Dec 8 & 10	Feminism in the Late Twentieth Century <i>Rethinking Canada</i> , Chaps. 18 (Sethna & Hewitt) & 20 (Mills)	Thurs: Group Presentations	Take Home Exam Due Friday, December 18

Office hours and contacting me

When you e-mail me, please put HTST 438 in the subject. I advise you to use your university account so that your message does not get lost in a spam filter. Your e-mail should be formal. Use the proper salutation, sign the e-mail, and check the message for grammar and spelling errors.

If your e-mail requires more than a short response, I will probably advise you to set up an appointment during my office hours. A short conversation about a complicated question is always more useful (and usually more efficient) than a long e-mail correspondence. I will respond to your e-mail in a timely manner. Please be aware that we will not check or respond to student e-mails outside of business hours (Monday – Friday 8:30 am to 5:00 pm).

Office hours will be via zoom. On Mondays, I will post a link to a google docs sign-up sheet for appointments.

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general

clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to

learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
 - Student Success
 - Student Ombuds Office
 - Student Union (SU) Information
 - Graduate Students' Association (GSA) Information
 - Emergency Evacuation/Assembly Points
 - Safewalk
 - Campus Security and Safewalk (220-5333)
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- **Department Twitter @ucalgaryhist**

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