

CAMOSUN COLLEGE
School of Arts & Science
Humanities Department

History 204 Women in Canada 1500 to 1920
Fall 2002

COURSE OUTLINE

1. Instructor Information

Instructor: Susan Johnston
Office hours: Tuesday/Thursday 1:30-2:00, 4:30-5:00 or by appointment
Location: Young 323
Phone: 370 3363
E-mail: johnstos@camosun.bc.ca

2. Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing faculty lectures, watching films, participating in seminars, writing papers, making presentations and performing texts, students will:

1. Gain an understanding of critical themes, events, and issues in the history of Canadian women up to 1920.
2. Become aware of the part played by gender in creating 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 how that 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. Reassess and challenge traditional and existing perspectives on events, gender ideology, and issues important to women before 1920.

By the end of the course, through exposure to the above materials and ideas, students should:

1. Be able to think critically 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.
2. Have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes history from other disciplines.
3. Be able to use history to confront and examine the role of women in today's society, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have developed skills in research, and written and oral communication which can be transferred to other disciplines and careers.

Please note that students are expected to attend all classes, read assigned material and be prepared to discuss it in class. It is the student's responsibility to ensure assignments are turned in on or before the due date. Students are encouraged to ask questions and to meet with the instructor to discuss assignments or to seek clarification on any class material. The instructor reserves the right to make changes to the course as educational needs arise.

3. Required Materials

Prerequisites: English 150

Textbooks: All textbooks including the course readings are available at the Camosun College bookstore.

1. Veronica Strong-Boag, Mona Gleason and Adele Perry, eds. *Rethinking Canada: The Promise of Women's History*, 4th edition. Don Mills, ON: Oxford University Press, 1997.

2. *History 204 Course Readings* (Compiled by Susan Johnston)
3. Alison Prentice et al. *Canadian Women a History*, 2nd edition. Toronto: Harcourt Brace Canada, 1996.

4. Course Content and Schedule

Class hours: Wednesday, Friday 10:30-12:20

In-Class Workload: 3 hours per week

Out-Of-Class Workload: 6 hours

LECTURES: Lectures and films will be scheduled for Tuesdays. Lectures and films will contextualize and provide information not contained in the course readings. Students will be evaluated on the contents of lectures and films through a midterm and a final examination.

SEMINARS: On Thursdays, the class will be divided into two seminar groups to discuss selected readings from *Rethinking Canada* and the *Course Readings Package*. Seminar participation will make up 30% of the grade for this course. 15% will be given for oral participation in the seminar, 15% for presenting a seminar paper.

Students will be marked on **active** participation. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than three seminars, you will forfeit the participation mark**. Students are also required to present their response to an article or set of readings to their seminar group. Students will receive presentation and writing instructions in class.

Students are responsible for reading the assigned articles before the seminar. In order to facilitate discussion, students should bring three questions to ask other members of the seminar group. Questions should be "big picture" questions which draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme(s) of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

EXAMINATIONS: Examinations are not simply for assessment purposes. They are part of your learning process: they are intended to help you to focus your reading and your thinking about history. The best way to prepare for exams is to prepare for seminars, to attend lectures, and to read the relevant sections of your course readings. When reading, take note of themes or issues discussed in lectures and discussion groups.

There will be two exams: a midterm held on October 15 and a final held during the college's formal examination period of December 9 to 17.

WRITTEN ASSIGNMENTS:

You must complete **two** written assignments in History 204. The first assignment is to write a 750 to 800 word critical review of a seminar article. This review should accompany your oral presentation. The second assignment is to write either a 750 to 800 word analysis of a primary document which deals with some aspect of women's history or to write a short research essay of less than 1000 words which examines the experience of a particular group of women or the gender ideology directed at a particular group of women. Further instructions will be handed out in class.

All essays must be well written and well organized. Essays will be marked for grammar, clarity of writing, organization, content, and analysis. You are strongly urged to keep a photocopy of each essay you submit until the final grades are posted. Papers must have a cover sheet and must be typed.

Footnotes and Bibliography: It is vital that you include adequate referencing of sources used in your research. Students must use and follow the citation and bibliography format handed out in

class. Students uncertain about the correct referencing style should consult the instructor. Failure to use the class format will result in a low grade.

Due Dates: Papers must be handed in to the instructor on the due date, either in class or in her office. The instructor takes no responsibility for papers left with other people, at the department office, or under the instructor's door. Students will forfeit 4 marks per day for late papers. It is the student's responsibility to have her/his paper completed early enough to allow for problems such as computer malfunction, car breakdown, sudden illness etc. **No essays may be handed in after the final class without prior permission of the instructor.**

Plagiarism and Cheating: Plagiarism is a serious academic offence which will result in your paper receiving a grade of 0. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not cut and paste from the internet, you may not quote from or use ideas from other people's work without acknowledging them in your foot/endnotes, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, and you may not cheat on any examination. **As students will have the opportunity to ask about plagiarism in class, no excuses will be accepted.**

CLASS SCHEDULE

Week One

Sept. 03 Introduction: What is women's history?
Sept. 05 **Seminar Introduction**
Reading: *Rethinking Canada*, Introduction, Seminar handout

Week Two

Sept. 10 First Nations women
Sept. 12 **Seminar Discussion:** Writing History Essays, Common Student Errors

Week Three

Sept. 17 Women in the fur trade **TUITION FEES**
DUE
Sept. 19 **Seminar 1:** First Nations Women and Europeans
Reading: *Rethinking Canada*, Shoemaker, "Kateri Tekakwitha's Tortuous Path to Sainthood." *Course Readings*, Castellano, "Women in Huron and Ojibwa Societies."

Week Four

Sept. 24 Women in New France.
Sept. 26 **Seminar 2:** Women in New France
Reading: *Rethinking Canada*, Young, "...sauf les perils et fortunes de la mer'...."
Course Readings, Cliche, "Unwed Mothers, Families, and Society During the French Regime."

Week Five

Oct. 01 Women in New France
Oct. 03 **Seminar 3:** Women and Education
Reading: *Rethinking Canada*, Yee, "Gender Ideology and Black Women as Community- Builders." *Course Readings*, Barman, "Separate and Unequal."

Week Six

Oct. 08 Women in New France, Intro to British North America
Oct. 10 **Seminar 4:** Women and Resistance
Reading: *Rethinking Canada*, Bitterman, "Women and the Escheat Movement"; Greer, "The Queen is a Whore."

Week Seven

Oct. 15 Midterm, 90 minutes **MIDTERM EXAMINATION**
Oct. 17 **Seminar 5:** Women and Societal Norms
Reading: *Rethinking Canada*, Dubinsky, "Sex and Shame." *Course Readings*, Wright, "Unnatural Mothers."

Week Eight

Oct. 22 Women in British North America
Oct. 24 **Seminar discussion:** Examinations and learning

Week Nine

Oct. 29

Women in British North America cont.

Oct. 31

Seminar 6: Representations of First Nations Women**Readings:** *Rethinking Canada*, Gerson, "Nobler Savages: Representations of Native Women in the Writings of Susanna Moodie and Catharine Parr Traill"; Carter, "First Nations Women and Colonization on the Canadian Prairies, 1870-1920s."**Week Ten**

Nov. 05 Women in British North America cont.

FINAL DROP DATENov. 07 **Seminar 7:** Women and Work**Readings:** *Rethinking Canada*, Bradbury, "Women's Workplaces"; *Course Readings*, Cooper, "Black Women and Work."**Week Eleven**

Nov. 12 Women and Social Reform

Nov. 14

Seminar 8: Women and Religion**ESSAY 2 DUE****Readings:** *Course Readings*, Marks, "Working-Class Femininity and the Salvation Army," Whitehead, "Women Were Made For Such Things."**Week Twelve**

Nov. 19

Women and Politics

Nov. 21

Seminar 9: Women and Law**Readings:** *Course Readings*, Dubinsky and Iacovetta, "Murder, Womanly Virtue and Motherhood." Smith, "Gentlemen, This is no Ordinary Trial."**Week Thirteen**

Nov. 26

Women and World War I

Nov. 28

Seminar 10: Women and Political Power**Reading:** *Rethinking Canada*, Murray, "Great Works and Good Works"; Flamengo, "A Legacy of Ambivalence: Responses to Nellie McClung."**Week Fourteen**

Dec. 03

Women's gains, women's losses

Dec. 05

Last Class

EXAM REVIEW**5. Basis of Student Assessment (Weighting)****Written Assignments**

15% -- Critical Article Review

Ongoing15% -- Document/Research Essay **Due**

November 14

Exams

15% -- Midterm Exam

October 15

25% -- Final Exam

December 9 to 17

Other

15% -- Seminar Participation

Ongoing

15% -- Seminar Presentation

Ongoing**6. Grading System**

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

B = 75 - 79%

D = 50 - 59%

A = 90 - 94%

B- = 70 - 74%

F = 0.0 - 49%

A- = 85 - 89%

C+ = 65 - 69%

B+ = 80 - 84%

C = 60 - 64%

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html