

CAMOSUN COLLEGE
School of Arts & Science
Humanities Department
History 206 Section 001
Winter 2003

COURSE OUTLINE

1. Instructor Information

- (a) Instructor Susan Johnston
- (b) Office hours Wednesday and Friday, 10 to 10:30, 12:30 to 1:00
- (c) Location Young 323
- (d) Phone 370 3363
- (e) 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 awareness of the part played by gender in the past writing of Canadian history on this period.
2. Gain an awareness of the part played by gender in defining women's historical roles, in particular the crucial impact of patriarchy.
3. Learn of women's critical contributions in World War I and World War II.
4. Explore the changing image of women in the twentieth century.
5. Examine the challenges First Nations women faced.
6. Examine the impact of racism on women's lives.
7. Learn of women's fight for political enfranchisement.
8. Learn of women's fights for social changes and educational reforms.
9. Study the changing form of feminist actions in the twentieth century.

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 issues of today's world, 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 readings 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

(a) Required Texts

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, 2002.

History 206 Package of Course Readings

Denise Chong. *The Concubine's Children: Portrait of a Family Divided*. Toronto: Penguin Books, 1995 (or any other edition of this fictionalized family history).

(b) Optional Texts

Alison Prentice et al. *Canadian Women a History*, 2nd edition. Toronto: Harcourt Brace Canada, 1996.

(c) Prerequisites

English 150

4. Course Content and Schedule

Class hours: Wednesday 10:30-12:20, Young 317; Friday 10:30-12:20, Young 325

In-Class Workload: 3 hours per week

Out-Of-Class Workload: 6 hours

LECTURES: Lectures and films will be scheduled for Wednesday. 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 Fridays, the class will be divided into two seminar groups to discuss selected readings from *Rethinking Canada*, *Concubine's Children*, 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 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 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 **February 12** and a final held during the college's formal examination period.

WRITTEN ASSIGNMENTS: You must complete **two** written assignments in History 206. The first assignment is to write a 750 to 800 word critical review of a seminar article. This article review should accompany your oral presentation. The second assignment is to write a 750 to 800 word book review of *The Concubine's Children* which focuses on either women's work, women's roles within the family, or on gender ideology. 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 be double spaced, have a cover sheet, and 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 discussed 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

Jan. 08 Introduction: What is women's history?
Jan. 10 **Seminar Introduction**
Reading: *Rethinking Canada*, Introduction, Course Outline, Seminar handouts

Week Two

Jan. 15 Film: *And We Knew How to Dance*, Lecture on Women in 1920
Jan. 17 **Seminar Discussion:** Writing History Essays, Common Student Errors

Week Three

Jan. 22 Women and Work **TUITION FEES DUE JAN. 20**
Jan. 24 **Seminar 1:** Women's History/Historiography
Reading: *Rethinking Canada*, Fiamengo, "A Legacy of Ambivalence: Responses to Nellie McClung"; Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History."

Week Four

Jan. 29 Lectures on Birth and Sexuality
Jan. 31 **Seminar 2:** Sexuality and Courtship before the Second World War
Reading: *Rethinking Canada*, Dubinsky, "Sex and Shame"; Baillargeon, "Beyond Romance: Courtship and Marriage in Montreal between the Wars."

Week Five

Feb. 05 Lecture on Motherhood, Film: *Prairie Women*
Feb. 07 **Seminar 3:** The Politics of Motherhood
Reading: *Rethinking Canada*, Little, "Claiming a Unique Place: The Introduction of Mothers' Pensions in British Columbia"; Fiske, "Carrier Women and the Politics of Mothering"; Jasen, "Race, Culture, and the Colonization of Childbirth in Northern Canada."

Week Six

Feb. 12 **MIDTERM EXAM**
Feb. 14 **READING BREAK**

Week Seven

Feb. 19 Lecture: motherhood cont., eugenics, Film: *Sterilization of Leilani Muir*
 Feb. 21 **Seminar 4:** Work and Home before 1950
Reading: *Rethinking Canada*, Ayukawa, "Good Wives and Wise Mothers: Japanese Picture Brides in Early Twentieth-Century British Columbia". *Course Readings*, Brand, "We weren't allowed to go into factory work until Hitler started the war."

Week Eight

Feb. 26 Lecture on World War II, Film: *Plywood Girls*
 Feb. 28 **Seminar 5:** The effect of war on Canadian Women
Readings: *Rethinking Canada*, Keshen, "Revisiting Canada's Civilian Women during World War II"; Epp, "Victims of the Times, Heroes of Their Lives: Five Mennonite Refugee Women."

Week Nine

Mar. 05 Lectures: World War II cont., Women in Post War Canada
 Mar. 07 **Seminar 6:** Postwar Change and Continuity
Readings: *Rethinking Canada*, Iacovetta, "Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada"; Strong-Boag, "Home Dreams: Women and the Suburban Experiment in Canada, 1945-1960."

Week Ten

Mar. 12 Film: *Forbidden Love* **FINAL DROP DATE MAR. 10**
 Mar. 14 **Seminar 7:** Post War Sexualities
Readings: *Rethinking Canada*, Korinek, "'Don't Let Your Girlfriends Ruin Your Marriage': Lesbian Imagery in Chatelaine magazine, 1950-1969"; *Course Readings*, Gleason, "Growing Up to be 'Normal': Psychology Constructs Proper Gender Roles in Post-World War II Canada, 1945-1960."

Week Eleven

Mar. 19 Lecture: Women and the Welfare State
 Mar. 21 **Seminar 8:** Women and the Welfare State
Readings: *Rethinking Canada*, Arat-Koç, "From Mothers of the Nation to Migrant Workers: Immigration Policies and Domestic Workers in Canadian History"; Neis and Williams, "'Women and Children First': Fishery Collapse and Women in Newfoundland and Labrador."

Week Twelve

Mar. 26 Lecture: Second Wave Feminism and beyond
 Mar. 28 **Seminar 9:** Second Wave Women's Movement **ESSAY 2 DUE**
Readings: *Rethinking Canada*, Tremblay, "Quebec Women in Politics: A Reappraisal"; *Course Readings*, Bannerji, "Popular Images of South Asian Women."

Week Thirteen

Apr. 02 Third wave feminism
 Apr. 04 **Seminar 10:** Contemporary Issues
Readings: *Rethinking Canada*, Gabriel and Macdonald, "NAFTA, Women, and Organizing in Canada and Mexico"; *Course Readings*, Monture-Okane, "The Violence We Women Do: A First Nations View."

Week Fourteen

Apr. 09 Contemporary Feminist Issues and Class Discussion
 Apr. 11 **EXAM REVIEW**

5. Basis of Student Assessment (Weighting)

Written Assignments

15% -- Critical Article Review

15% -- Book Review

Due Date

Ongoing

March 28

Exams

20% -- Midterm Exam

20% -- Final Exam

February 12

April 14-17, 22-25

Other

15% -- Seminar Participation

15% -- Seminar Presentation

Ongoing

Ongoing

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

A = 90 - 94%

A- = 85 - 89%

B+ = 80 - 84%

B = 75 - 79%

B- = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 00 - 49%

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