

**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Humanities Department**  
**History 206 Section 001**  
**Winter 2004**

**COURSE OUTLINE**

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**1. Instructor Information**

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| (a) Instructor   | Susan Johnston   |
| (b) Office hours | Tuesday/Thursday: 3:30-4, 6:30-7 p.m.<br>Wednesday/Friday, 9:30 to 10:15, 1:30 to 2:20 |
| (c) Location     | Young 323  |
| (d) Phone        | 370 3363   |
| (e) E-mail       | johnstos@camosun.bc.ca   |

**2. Intended Learning Outcomes**

Upon completion of the course, the student will be able to:

1. Outline the part played by gender in the writing of Canadian history.
2. Describe critical themes, events, and issues in the history of Canadian women from the First World War up to the present.
3. Explain the part played by gender ideology in constructing women's roles, status, and experience in twentieth-century Canada.
4. Examine women's paid and unpaid work and the impact of critical events such as the Depression, World War I and World War II on women's work.
5. Examine the challenges First Nations women faced in 20th Century Canada.
6. Examine the impact of racism on women's lives and learn how categories such as race and class determine experience.
7. Give details of women's participation in Canada's political institutions.
8. Give details of women's efforts for societal, legal, educational, and political reform.
9. Examine the changing form of feminism in the twentieth century and its impact on Canadian society.
10. Reassess traditional and existing perspectives on events, gender ideology, and issues important to twentieth-century women.
11. Demonstrate critical thinking skills 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.
12. Research and use history and preferred historical methods to examine the role of women in today's society, establishing a context for the present and detailing the accomplishments, failures, tensions, and issues of the present era.
13. Communicate clearly one's viewpoint orally and in writing.

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*, 4<sup>th</sup> edition. Don Mills ON: Oxford University Press, 2002.

*History 206 Package of Course Readings* (available at the Lansdowne bookstore)

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

University of Victoria, Department of History Style Guide. Available online at <http://web.uvic.ca/history/> . Click on the "Links" button at the top of the page to find the style guide.

(b) Optional Texts

Alison Prentice et al. *Canadian Women a History*, 2<sup>nd</sup> 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 220

**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 and for conducting a seminar.

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**. In addition to preparing a written article review, students are also required to present their response to an article or set of readings to their seminar group and to conduct that seminar. Therefore, it is expected students will work together to plan their approach. Students will receive presentation and writing instructions in class on January 9 and 16.

Students are responsible for reading the assigned articles before the seminar. **In order to facilitate discussion, students should be prepared to ask as well as answer questions. Bring at least one question to each seminar.** 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 worth 10%** of your final grade, and a final **worth 25%** 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 1000 to 1500 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. The book review is due on Wednesday, March 17. Further instructions will be handed out in class.

**Format:** 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 10% penalty on written work.

**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 5 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. 07 Introduction: What is women's history?

Jan. 09 **Seminar Introduction**

**Reading:** *Rethinking Canada*, Introduction, Course Outline, Seminar handouts

### Week Two

Jan. 14 Film: *And We Knew How to Dance*, Lecture on Women in 1920

Jan. 16 **Seminar Discussion:** Writing History Essays, Common Student Errors

You must bring a copy of the University of Victoria, Department of History style guide with you to this class.

### Week Three

Jan. 21 Women and Work

Jan. 23 **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. 28 Lectures on Birth and Sexuality

Jan. 30 **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. 04 Lecture on Motherhood, Film: *Prairie Women*

Feb. 06 **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. 11 **MIDTERM EXAM**

Feb. 13 **READING BREAK**

### Week Seven

Feb. 18 Lecture: motherhood cont., eugenics, Film: *Sterilization of Leilani Muir*

Feb. 20 **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. 25 Lecture on World War II, Film: *Plywood Girls*  
Feb. 27 **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. 03 Lectures: World War II cont., Women in Post War Canada

Mar. 05 **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. 10 Film: *Forbidden Love*

Mar. 12 **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. 17 Lecture: Women and the Welfare State

**BOOK REVIEW DUE**

Mar. 19 **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. 24 Lecture: Second Wave Feminism and beyond

Mar. 26 **Seminar 9:** Second Wave Women's Movement

**Readings:** *Rethinking Canada*, Tremblay, "Quebec Women in Politics: A Reappraisal"; *Course Readings*, Bannerji, "Popular Images of South Asian Women."

#### Week Thirteen

Mar. 31 Third wave feminism

Apr. 02 **Seminar 10:** Contemporary Issues

**Readings:** *Rethinking Canada*, Gabriel and Macdonald, "NAFTA, Women, and Organizing in Canada and Mexico"; *Course Readings*, Monture-Okanee, "The Violence We Women Do: A First Nations View."

#### Week Fourteen

Apr. 07 **EXAM REVIEW AND LAST CLASS**

### 5. Basis of Student Assessment (Weighting)

#### Written Assignments

15% -- Critical Article Review

20% -- Book Review

#### Due Date

Ongoing

March 17

#### Exams

10% -- Midterm Exam

25% -- Final Exam

February 11

In exam period

#### 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%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 00 - 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)