

**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Humanities Department**

**History 204 Women in Canada 1500 to 1920**  
**Fall 2004**

**COURSE OUTLINE**

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**1. Instructor Information**

Instructor: Susan Johnston  
Office hours: Tuesday 11:30–12:20, 2:45–3:15; Wednesday 9:30–10:30, 12:30–1:00, 4:30–5:00;  
Thursday 3:00–3:30; Friday 1:30–2:30, **or by appointment**  
Location: Young 323  
Phone: 370-3363  
E-mail: johnstos@camosun.bc.ca

**2. Intended Learning Outcomes**

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

1. Outline critical themes, events, and issues in the history of Canadian women up to 1920.
2. Explain the part played by gender ideology in constructing 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 analyze how such divisions 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. Describe women's vital contributions to Aboriginal and settler societies.
7. Reassess traditional and existing perspectives on events, gender ideology, and issues important to women before 1920.
8. 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.
9. 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.
10. Communicate clearly one's viewpoint in writing and orally.

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 texts are available at the Camosun College Lansdowne Campus bookstore.

**Required:**

1. 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, 1997.
2. *History 204 Course Readings 2004* (Compiled by Susan Johnston)

**Optional:**

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

#### 4. Course Content and Schedule

**Class hours:** Wednesday 2:30-4:20, Friday Section A, 2:30-3:20; Section B, 3:30-4:20

**In-Class Workload:** 3 hours per week

**Out-Of-Class Workload:** 6 hours

**LECTURES:** Lectures and films will be scheduled for Wednesdays. 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* and the *Course Readings Package*. Seminar participation will make up 25% of the grade for this course. 15% will be given for oral participation in the seminar, 10% 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 responsible for reading the assigned articles before the seminar. In order to facilitate discussion, students must **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. The instructor reserves the right to collect questions as needed to ensure that students understand the assigned material.

Students are also required to present their response to an article or set of readings to their seminar group. Students will receive presentation instructions in class. Writing instructions are appended to this document.

**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.

There will be two exams: a midterm held on October 20 (15%) and a final held during the college's December examination period (20%).

**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 (worth 10%). This article review must accompany your oral presentation. The second assignment is to write an 1800 to 2000 word research essay incorporating your analysis of a primary document and at least 4 secondary sources (other than your course readings and text) to explore a topic in women's history (worth 30%). The research essay is due on Friday, December 3, 2004. Further instructions are appended to this document.

All essays must be well written and well organized. Essays will be marked for grammar, clarity of writing, organization, content, and analysis. Keep a copy 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 in the University of Victoria, Department of History style guide or Chicago Manual of Style. Historians do not use MLA or APA formats. Students uncertain about the correct referencing style should consult the instructor. **Failure to use the correct format for footnotes or to append a bibliography will result in a 10% grade reduction. Failure to provide adequate footnotes for your research essay or critical article review will result in a grade of 0 (see Plagiarism).**

**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 or in office hours, no excuses will be accepted.**

**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 % per day for late papers. **No essays may be handed in after the final class without prior permission of the instructor.**

## CLASS SCHEDULE

Sept. 08	Introduction: What is women's history?
Sept. 10	Seminar Introduction <b>Reading:</b> <i>Rethinking Canada</i> , Introduction, Seminar handout
Sept. 15	First Nations women before contact
Sept. 17	Seminar Discussion: Writing History Essays, Common Student Errors <b>Reading:</b> Writing History Essays: Points to Remember (class handout)
Sept. 22	Women in the fur trade
Sept. 24	<b>Seminar 1:</b> First Nations Women and Europeans <b>Reading:</b> <i>Rethinking Canada</i> : Shoemaker, "Kateri Tekakwitha's Tortuous Path to Sainthood." <i>Readings:</i> Anderson, "Commodity Exchange and Subordination"; Davis, <i>Women on the Margins</i> .
Sept. 29	Women in New France: religious women, habitantes and others
Oct. 01	<b>Seminar 2:</b> Women in New France <b>Reading:</b> <i>Rethinking Canada</i> , Young, "sauf les perils et fortunes de la mer" <i>Readings</i> , Cliche, "Unwed Mothers, Families, and Society"; Savoie, "Women's Marital Difficulties."
Oct. 06	Women in New France: habitantes and others cont.
Oct. 08	<b>Seminar 3:</b> Women and community in settler society <b>Reading:</b> <i>Rethinking Canada</i> , Yee, "Gender Ideology and Black Women as Community-Builders." <i>Readings</i> , Noel, "Femmes Fortes' and the Montreal Poor"; Keogh, "Riddle of Peggy Mountain."
Oct. 13	Women and law in New France, Women in British North America
Oct. 15	<b>Seminar 4:</b> Women, Politics, and Status <b>Reading:</b> <i>Rethinking Canada</i> , Bitterman, "Women and the Escheat Movement"; Greer, "The Queen is a Whore." <i>Readings</i> , Payment "Métis Women at Batoche."
Oct. 20	<b>Midterm</b> , 90 minutes
Oct. 22	<b>Seminar 5: Research Essay writing question and answer session</b>
Oct. 27	Women in British North America: the cult of domesticity, the public sphere
Oct. 29	<b>Seminar 6:</b> Women and Societal Norms <b>Reading:</b> <i>Rethinking Canada</i> , Dubinsky, "Sex and Shame." <i>Readings</i> , Wright, "Unnatural Mothers"; Barman, "Taming Aboriginal Sexuality."
Nov. 03	Women in British North America: education, industrialization
Nov. 05	<b>Seminar 7:</b> Women and Work <b>Reading:</b> <i>Rethinking Canada</i> , Bradbury, "Women's Workplaces"; <i>Readings</i> , Cooper, "Black Women and Work"; Myers, "Not to be Ranked as Women."
Nov. 10	Women in British North America: medicine and religion
Nov. 12	<b>Seminar 8:</b> Representations of First Nations Women <b>Reading:</b> <i>Rethinking Canada</i> , Gerson, "Nobler Savages"; Carter, "First Nations Women and Colonization on the Canadian Prairies, 1870-1920s."
Nov. 17	Women in British North America: childbirth and obstetrics

- Nov. 19           **Seminar 9:** Women and Religion  
**Reading:** *Readings*, Marks, "Working-Class Femininity and the Salvation Army"; Whitehead, "Women Were Made For Such Things"; Laforet and York, "Nlaka'pamux Thought and the Christian Church."
- Nov. 24           Women and Politics: social reform, Aboriginal women and resistance  
Nov. 26           **Seminar 10:** Women and Criminal Law  
**Reading:** *Readings*, Dubinsky and Iacovetta, "Murder, Womanly Virtue and Motherhood"; Smith, "Gentlemen, This is no Ordinary Trial"; Poutanen, "The Homeless, the Whore."
- Dec. 01           Women and World War I  
Dec. 03           **Seminar 11:** Women and Political Power  
**Reading:** *Rethinking Canada*, Murray, "Great Works and Good Works"; Flamengo, "A Legacy of Ambivalence: Responses to Nellie McClung." *Readings*, Newton, "The Alchemy of Politicization."
- Dec. 08           Women's gains, women's losses  
Dec. 10           **Exam Review**

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

<b>Written Assignments</b>	<b>Due Date</b>
10% -- Critical Article Review	Ongoing
30%-- Research Essay	December 3
<b>Exams</b>	
15% -- Midterm Exam	October 20
20% -- Final Exam	December 13-1, 20-21
<b>Other</b>	
15% -- Seminar Participation	Ongoing
10%-- 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)