

CAMOSUN COLLEGE
School of Arts & Science
Humanities Department
History 206 Section 001
Winter 2005

COURSE OUTLINE

1. Instructor Information

Instructor: Susan Johnston

Office hours: Tuesday: 2:30 – 4:00 p.m. Wednesday: 2:00 - 2:20,4:30 - 5:00 p.m. Thursday: 2:30 - 3:20 p.m. Friday: 10:00 – 10:20, 1:30 to 2:20 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 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

Prerequisites

English 150

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 (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. Go to <http://web.uvic.ca/history/>. Click "On Campus Resources" at the left side of the page. Download and print the style guide.

Optional Texts

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

4. Course Content and Schedule

Class location and hours: Wednesday 2:30-4:20, Young 310
Friday (A section) 2:30-3:20, Young 317
Friday (B section) 3:30-4:20, Young 317

LECTURES: Lectures and films will be scheduled for Wednesday. Lectures and films 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, and **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". **If you miss more than three seminars, you will forfeit the participation mark.** Students will receive presentation instructions in class on January 12 and 14.

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 to answer questions. Bring at least two questions 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 help you to focus your reading and your thinking about history. The best way to prepare for exams is to attend lectures and to read all course materials. When reading, take note of themes or issues discussed in lectures and discussion groups. There will be two exams: a midterm held on February 23 worth **20%**, and a final held during the college's formal examination period worth **25%** of your final grade.

WRITTEN ASSIGNMENTS: You must complete **two** written assignments in History 206. Instructions for the assignments are appended to this course outline.

The first assignment is to write a 750 to 800 word critical review of a seminar article worth **10%** of your final grade. This article review will accompany your oral presentation and must be handed in during that seminar.

The second assignment is to write a 1000 to 1500-word book review of *The Concubine's Children* worth **20%** of your final grade. Focus on one of the following themes: women's work, women's roles within the family, or gender ideology. Follow that theme through the three generations of women discussed in this family history. The book review is due on Wednesday, March 23.

Due Dates: Papers must be handed in to the instructor on the due date, either in class or in her office. Students will forfeit 5 marks per day for late papers. It is your responsibility to have your essay 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.**

Format: All essays must be well written and well organized. Essays will be marked for grammar, clarity of writing, organization, content, and analysis. Keep a photocopy of each essay you submit

until the final grades are posted. Papers must be double spaced, be prefaced by a cover page, and include a bibliography.

Footnotes and Bibliography: You must include adequate referencing of sources used in your essays. Students must use and follow the citation format contained in the UVic style guide. Students uncertain about the correct referencing style should consult the instructor before you hand in your essay. Failure to use the class format will result in your paper being returned to you to rewrite. **The 5 marks-per-day late penalty will apply to all essays returned for rewrite.**

Plagiarism and Cheating: Plagiarism is a serious academic offence and 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

Jan. 12	Introduction: What is women's history?
Jan. 14	Seminar Introduction Reading: <i>Rethinking Canada</i> , Introduction, Course Outline, Seminar handouts
Jan. 19	Film: <i>And We Knew How to Dance</i> , Lecture on Women in 1920
Jan. 21	Seminar 1: Women's History/Historiography Reading: <i>Rethinking Canada</i> , Fiamengo, "A Legacy of Ambivalence: Responses to Nellie McClung"; Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History."
Jan. 26	Women and Work
Jan. 28	Seminar 2: Sexuality and Courtship before the Second World War Reading: <i>Rethinking Canada</i> , Dubinsky, "Sex and Shame"; Baillargeon, "Beyond Romance: Courtship and Marriage in Montreal between the Wars."
Feb. 02	Lectures on Birth and Sexuality
Feb. 04	Seminar 3: The Politics of Motherhood Reading: <i>Rethinking Canada</i> , 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."
Feb. 09	Lecture on Motherhood, Film: <i>Prairie Women</i>
Feb. 11	READING BREAK
Feb. 16	Lecture: motherhood cont., eugenics, Film: <i>Sterilization of Leilani Muir</i>
Feb. 18	Seminar 4: Work and Home before 1950 Reading: <i>Rethinking Canada</i> , Ayukawa, "Good Wives and Wise Mothers: Japanese Picture Brides in Early Twentieth-Century British Columbia". <i>Course Readings</i> , Brand, "We weren't allowed to go into factory work until Hitler started the war."
Feb. 23	MIDTERM EXAM
Feb. 25	Seminar 5: The effect of war on Canadian Women Readings: <i>Rethinking Canada</i> , Keshen, "Revisiting Canada's Civilian Women during World War II"; Epp, "Victims of the Times, Heroes of Their Lives: Five Mennonite Refugee Women."
Mar. 02	Lecture on World War II, Film: <i>Plywood Girls</i>
Mar. 04	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."

- Mar. 09 Lectures: World War II cont., Women in Post War Canada
 Mar. 11 **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."
- Mar. 16 Film: *Forbidden Love*
 Mar. 18 **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."
- Mar. 23 Lecture: Women and the Welfare State **BOOK REVIEW DUE**
 Mar. 25 **STATUTORY HOLIDAY**
- Mar. 30 Lecture: Second Wave Feminism and beyond
 Apr. 01 **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."
- Apr. 06 Third wave feminism, Film: *Keepers of the Fire*
 Apr. 08 **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."
- Apr. 13 Final Class
 Apr. 15 Exam Review

5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date
10% -- Critical Article Review	Ongoing
20% -- Book Review	March 23
Exams	
20% -- Midterm Exam	February 23
25% -- Final Exam	In exam period
Other	
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 = 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