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|  | <p><b>School of Arts &amp; Science</b><br/> <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>SOC 110-01</b><br/> <b>Women in Canadian Society</b><br/> <b>2006F</b></p> |
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## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

|     |               |  |                    |          |
|-----|---------------|--|--------------------|----------|
| (a) | Instructor:   | Helen Lansdowne  |                    |          |
| (b) | Office Hours: | Monday 12:30-1:00; Tuesday 5:00- 6:00; Wednesday 9:00-10:30  |                    |          |
| (c) | Location:     | Paul Building, Room 230  |                    |          |
| (d) | Phone:        | 370-3369   | Alternative Phone: | 721-7021 |
| (e) | Email:        | <a href="mailto:lansdown@uvic.ca">lansdown@uvic.ca</a> or <a href="mailto:hlansdow@camosun.bc.ca">hlansdow@camosun.bc.ca</a> |                    |          |
| (f) | Website:      |  |                    |          |

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

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

1. Describe and explain major issues (paid and unpaid labour, racism and sexism, portrayal in media, violence in private and public spheres, treatment of women in institutions and organizations) faced by Canadian women from diverse backgrounds.
2. Apply the major feminist and classical sociological perspectives in order to evaluate women's issues and position in society.
3. Identify and analyze women's issues at a personal and public level.
4. Assess critically ideas concerning women's position and status and express them effectively in speaking and writing.

### 3. Required Materials

|     |       |  |
|-----|-------|--|
| (a) | Texts | Spade, Joan Z. and Catherine G. Valentine, <i>Kaleidoscope of Gender Prisms, Patterns and Possibilities</i> . California: Thomson Wadsworth, 2004.<br><br>Mitchell, Allyson, Lisa Bryn Rundle, and Lara Karaian (eds.) <i>Turbo Chicks: Talking Young Feminism</i> , Sumach Press, 2001. |
| (b) | Other | Additional readings are on reserve – see schedule below.   |

### 4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

## Part One: Theorizing

**September 5, 2005**

**Lecture:** Introductions and overview of course.  
**Readings:** *Kaleidoscope*, Introduction and Chapter One, pp. 1-30

**September 12, 2005**

**Lecture:** Three Theories of Feminism  
**Reading:** "Feminist Theories" by Patricia Elliot and Nancy Mandall from Mandell, Nancy *Feminist Issues Race, Class and Sexuality* (on Reserve)  
"Why Am I a Feminist?" by Samantha Sacks in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian

**September 19, 2005**

**Lecture:** Third Wave Feminism  
**Readings:** *Kaleidoscope*, pp. 83-89  
"Her Home/s.ca: Feminist Policy On-Line" by Carmela Murdocca from *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"Encountering Feminism: Stories from the Sandwich Generation" by Susanne Luhman in *Turbo Chicks: Talking Young Feminism*.

## Part Two: The Body Perfect – Femininity, Sexuality and Reproduction

**September 26, 2005**

**Lecture:** Body Perfect - Femininity  
**Readings:** *Kaleidoscope*, pp. 220-258, 297-301  
"Lipstick" by Leah Rumack in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"I Look Fat In This" by Lisa Ayuso in *Turbo Chicks Talking Young Feminism*

**Film:** "Still Killing Us Softly"

**October 3, 2005**

**Lecture:** Body Perfect - Sexuality  
**Readings:** *Kaleidoscope*, pp. 191-219  
"The Silencing of Sexuality" by Cassandra Lord in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"A Question for Feminism" by Cat Pyne in *Turbo Chicks Talking Young Feminism*

**October 10, 2005**

**Lecture:** Body Perfect – Reproduction  
**Readings:** Crow, Barbara A. and Lise Gotell, eds. (2<sup>nd</sup> Edition) 2004 *Open Boundaries: A Canadian Women's Studies Reader*, Scarborough: Prentice Hall Canada, Inc., pp. 284-300 (On Reserve)

## Part Three: The Gendered Division of Labour and the Family

October 17, 2005

Mid-Term

**Lecture:** Paid and Unpaid Labour  
**Readings:** *Kaleidoscope*, pp. 347-376  
"The Good Girl & the Bitch" by Angie Gallop in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian

October 24, 2005

**Lecture:** What is Family?  
**Readings:** *Kaleidoscope*, pp. 395-438, 481-486  
"I'd Think of a Clever Title if the Baby Hadn't Just Pooped On Me" by Sophie Tamas from *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"Betty Friedan's Granddaughters" by Jennifer Harris in *Turbo Chicks Talking Young Feminism*

## Part Four: Engendering Violence

October 31, 2005

**Lecture:** Violence Against Women  
**Readings:** *Kaleidoscope*, pp. 448-480  
"Prank Caller" by Sarmishta Subramanian in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"Chocolate Bunnies from Hell" by Sabine Hickel in *Turbo Chicks Talking Young Feminism*  
**Film:** "Montreal Massacre"

November 7, 2005

**Lecture:** Domestic Violence  
**Readings:** "Violence in Intimate Relationships" by Adie Nelson in *Gender in Canada* by Adie Nelson, Toronto: Prentice Hall, 2006 (On Reserve) pp. 306-317  
"Gender and Violence" by Estelle Freedman from *No Turning Back The History of Feminism and the Future of Women* by Estelle Freedman (On Reserve)

November 14, 2005

**Lecture:** Jane Doe: A Case Study of Rape in Canada  
**Readings:** Chapters from *The Story of Jane Doe A Book About Rape* by Jane Doe (On Reserve)  
"Burning for a Revolution" by Julie Devaney in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian

## Part Five: Activism and Restructuring Institutions

November 21, 2005

**Papers Due**  
**Lecture:** The New Millennium  
**Readings:** *Kaleidoscope*, pp. 489-543  
"Action Grrls In the Dream Machine" by Carlo Stasko in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian  
"Girls Need Ezines: Young Feminists Get On-line" by Krista Scott-Dixon in *Turbo Chicks Talking Young Feminism*

**Film:** "Working Together for Equality"

**November 28, 2005**

**Lecture:** Women and Health

**Readings:** "Understanding Women and Health" by Diana Gustafson, in *Feminist Issues Race, Class and Sexuality* (On Reserve)  
"The Forgotten Woman" by Jessica Laura Ticktin in *Turbo Chicks Talking Young Feminism* Edited by Allyson Mitchell, Lisa Bryn Rundle and Lara Adrian

**December 5, 2005 In Class Final Exam**

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

*(Should be linked directly to learning outcomes.)*

### **Presentation (15%)**

Working cooperatively in pairs or threesomes, each student group will develop and deliver a presentation based on the secondary readings listed above. The group will be expected to summarize the readings assigned giving a critique of the content/methods of the research and facilitate a discussion with the class. **Each student will individually** be responsible for handing in a two-page typed summary of the presentation. Both written summary and presentation will be evaluated.

### **Mid-Term Exam – October 25<sup>th</sup> (20%)**

The first exam will be held October 25<sup>th</sup> in the first half of the class. The exam will be based on the first six weeks of the course. The examination will consist of short question/answers and one essay question.

### **Term Paper - due November 22<sup>nd</sup> (35%)**

Each student is responsible for completing a six-page typewritten research paper that addresses one of the topics discussed in class. The student may take a broad look at a particular issue with respect to women's position in Canada or may take a more specific topic that addresses a case study of patriarchy. A list of suggested topics will be handed out in-class at the beginning of the second week of term.

### **Final Exam – December 6<sup>th</sup> (in class) (20%)**

The second exam will be held in class on December 6<sup>th</sup> (final class). This exam will be based on all materials discussed in the course, with a particular emphasis on materials presented after the Mid-Term. The exam will consist of short question/answers and one essay question.

### **Participation (10%)**

This course is designed to encourage discussion and participation by all students. If students attend class regularly, display a recognition and thoughtfulness of the assigned readings and participate in class discussions then 10% will be added to the final mark.

## **6. Grading System**

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### **Standard Grading System (GPA)**

| <b>Percentage</b> | <b>Grade</b> | <b>Description</b> | <b>Grade Point Equivalency</b> |
|-------------------|--------------|--------------------|--------------------------------|
|-------------------|--------------|--------------------|--------------------------------|

|        |    |                                      |   |
|--------|----|--------------------------------------|---|
| 95-100 | A+ |                                      | 9 |
| 90-94  | A  |                                      | 8 |
| 85-89  | A- |                                      | 7 |
| 80-84  | B+ |                                      | 6 |
| 75-79  | B  |                                      | 5 |
| 70-74  | B- |                                      | 4 |
| 65-69  | C+ |                                      | 3 |
| 60-64  | C  |                                      | 2 |
| 50-59  | D  |                                      | 1 |
| 0-49   | F  | Minimum level has not been achieved. | 0 |

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description   |
|-----------------|---|
| I               | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.   |
| IP              | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.   |
| CW              | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of

this policy. The policy is available in each School Administration Office,  
at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED