

	<p><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 206-001</b>  <b>Canadian Women: 1916-Present</b>  <b>2007W</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday 9:30 -10:20, Thursday 1:15-2:15, Wednesday 5:15-5:45		
(c)	Location:	Young 323		
(d)	Phone:	370 3363		
(e)	Email:	JohnstoS@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

Upon completion of this 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 judgments 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.

### 3. Required Materials

(a)	Texts	Veronica Strong-Boag, Mona Gleason, and Adele Perry, eds. <i>Rethinking Canada: The Promise of Women's History</i> , 4 <sup>th</sup> edition. Don Mills ON: Oxford University Press, 2002.  <i>History 206 Course Readings Package</i> (available at the Lansdowne bookstore)  Denise Chong. <i>The Concubine's Children: Portrait of a Family Divided</i> . Toronto: Penguin Books, 1995 (or any other edition of this fictionalized family history).
(b)	Other	Camosun College, Department of Humanities, History Style Guide. Available online at <a href="http://www.camosun.bc.ca/schools/artsci/humanities/index.php">http://www.camosun.bc.ca/schools/artsci/humanities/index.php</a>

#### 4. Course Content and Schedule

**Class location and hours:** Tuesday 10:30-12:20, Young 216  
Thursday (A section) 10:30-11:20, Young 201  
Thursday (B section) 11:30-12:20, Young 201

**LECTURES:** Lectures and films will be scheduled for Tuesday. 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 Thursday, 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 oral participation mark.**

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 20 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 article review worth **10%** of your final grade. This article review will accompany your oral presentation and must be handed in at 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 22.

**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. **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. You must use and follow the citation format contained in the Camosun College History style guide. If you are uncertain about the correct referencing style, consult the instructor before handing in your essay. Failure to use the correct 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. 09	Introduction: What is women's history?
Jan. 11	<b>Seminar Introduction</b>
Jan. 16	Film: <i>And We Knew How to Dance</i> , Lecture on Women in 1920
Jan. 18	<b>Seminar 1:</b> Women's History/Historiography <b>Reading:</b> <i>Rethinking Canada</i> , Strong-Boag, Gleason, and Perry, "Introduction"; Fiamengo, "A Legacy of Ambivalence: Responses to Nellie McClung"; Sangster, "Telling Our Stories: Feminist Debates and the Use of Oral History."
Jan. 23	Women and Work
Jan. 25	<b>Seminar 2:</b> Sexuality and Courtship before the Second World War <b>Reading:</b> <i>Rethinking Canada</i> , Dubinsky, "Sex and Shame"; Baillargeon, "Beyond Romance: Courtship and Marriage in Montreal between the Wars"; <i>Course Readings</i> , Morton, "June Bride as the Working-Class Bride."
Jan. 30	Film: <i>Prairie Women</i> , Lecture: Birth and Sexuality
Feb. 01	<b>Seminar 3:</b> The Politics of Motherhood <b>Reading:</b> <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. 06	Lectures: Birth cont., Motherhood
Feb. 08	<b>READING BREAK</b>
Feb. 13	Lecture: Eugenics, Film: <i>Sterilization of Leilani Muir</i>
Feb. 15	<b>Seminar 4:</b> Work and Home before 1950 <b>Reading:</b> <i>Rethinking Canada</i> , Ayukawa, "Good Wives and Wise Mothers: Japanese Picture Brides in Early Twentieth-Century British Columbia"; <i>Course Readings</i> , Sringley, "In Case You Hadn't Noticed."
Feb. 20	<b>MIDTERM EXAM</b>
Feb. 22	<b>Seminar on writing essays for history courses</b>
Feb. 27	Lecture on World War II
Mar. 01	<b>Seminar 5:</b> The effect of war on Canadian Women <b>Readings:</b> <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"; <i>Course Readings</i> , Brand, "We weren't allowed to go into factory work..."

Mar. 03

Mar. 06 Film: *Plywood Girls*; Lecture: Women and the Welfare State  
 Mar. 08 **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. 13 Film: *Forbidden Love*  
 Mar. 15 **Seminar 7:** 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"; *Course Readings:* Porter, "Women and Income Security."

Mar. 20 Class discussion: *Concubine's Children* **BOOK REVIEW DUE**  
 Mar. 22 **Seminar 8:** 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. 27 Lecture: Second Wave Feminism and beyond  
 Mar. 29 **Seminar 9:** Feminism 1970s to the present  
**Readings:** *Rethinking Canada*, Tremblay, "Quebec Women in Politics: A Reappraisal"; *Course Readings*, Begin, "Royal Commission on the Status of Women"; Udel, "Motherwork."

Apr. 03 Third wave feminism, Film: *Keepers of the Fire*  
 Apr. 05 **Seminar 10:** Feminism and Racialization  
**Readings:** *Rethinking Canada*, Gabriel and Macdonald, "NAFTA, Women, and Organizing in Canada and Mexico"; *Course Readings*, Bannerji, "Popular Images of South Asian Women"; Monture, "I Know My Name: a First Nations Woman Speaks."

Apr. 10 Final Class  
 Apr. 12 Exam Review

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

(a)	Assignments	10% -- Critical Article Review 20% -- Book Review	Due: Ongoing Due: March 22
(b)	Quizzes		
(c)	Exams	20% -- Midterm Exam 25% -- Final Exam	Due: February 20 Due: In exam period
(d)	Other (eg, Attendance, Project, Group Work)	15% -- Seminar Participation 10% -- Seminar Presentation	Due: Ongoing Due: Ongoing

**6. Grading System**  
**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
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
<b>I</b>	<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.
<b>IP</b>	<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.
<b>CW</b>	<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.