



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-110-001
Women in Canadian Society
Winter 2019

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Helen Lansdowne	
(b) Office hours	Monday 3:00-5:00; Tuesday 5:00-6:00 (by appointment)	
(c) Location	Paul 230	
(d) Phone	250-370-3369	Alternative:
(e) E-mail	lansdown@uvic.ca or hlansdow@camosun.bc.ca	
(f) Website		

2. Intended Learning Outcomes

Upon completion of this course a 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

Mandell, Nancy and Jennifer Johnson, *Feminist Issues Race, Class and Sexuality*, Sixth Edition, Pearson Press, 2017.

Malkan, Stacy *Not Just a Pretty Face The Ugly Side of the Beauty Industry*, New Society Publishers, 2007.

Additional readings will be assigned and can either be downloaded through the Camosun Library or found on reserve at the Library.

4. Course Content and Schedule

January 8th, 2019

Lecture: Introductions and overview of course.

January 15th, 2019

Lecture: **Feminist Theories**

Readings: *Feminist Issues*, Chapter 1, pp. 1-34

January 22nd, 2019

Lecture: **Histories and Disciplinary Perspectives**

Readings: *Feminist Issues*, Chapter 2, pp. 35-61

January 29th, 2019

Lecture: **Media Representations of Gender**

Readings: *Feminist Issues*, Chapter 4, pp. 90-118

Film: "Killing Us Softly"

Newspaper/Magazine critique due January 29th.

February 5th, 2019

Lecture: **Marriage and Parenting**

Readings: *Feminist Issues*, Chapter 10, pp. 256-283

Test One

Feminist Issues, Chapters 1, 2, 4 and films shown in class

February 12th, 2019

Reading Break Week – no class

February 19th, 2019

Lecture: **Gender/Sex/Sexuality: Unraveling the Mysteries**

Readings: *Feminist Issues*, Chapter 5, pp. 119-146

February 26th, 2019

Lecture: **Paid and Unpaid Labour**

Readings: Marsden, Lorna, *Canadian Women and the struggle for equality*, Chapter 6, On Reserve.

Film: "Live Nude Girls UNITE!"

March 5th, 2019

Discussion Class

Not Just A Pretty Face

Readings:

Not Just A Pretty Face The Ugly Side of the Beauty Industry

Book Report Due

March 12th, 2019

Lecture: **Gendering Beauty**

Readings: *Feminist Issues*, Chapter 6, pp. 147-174, and Chapter 9, pp. 229-255.

March 19th, 2019

Lecture: **Women, Education and Health**

Readings: *Feminist Issues*, Chapter 11 and 12, pp. 284-334

Test Two:

Feminist Issues, Chapters 5, 6, 10, Bonnie Fox reading, *Not Just a Pretty Face* and in class movies.

March 26th, 2019

Lecture: Jane Doe: A Case Study of Rape in Canada
Readings: Feminist Issues, Chapter 8, pp. 201-228
Film: "The Many Trials of Jane Doe"

Identity Papers Due

April 2rd, 2019

Lecture: Canadian Women in a Globalizing World
Readings: *Feminist Issues*, Chapter 3, pp, 62-89

April 9th, 2019

In Class Final Test – *Feminist Issues* Chapters 3, 8, 11, 12 and the main themes from the film, "The Many Trials of Jane Doe"

5. Basis of Student Assessment

Newspaper/Magazine Critique (10%) – January 29th, 2019

This exercise offers the student the opportunity to critique mass media making use of feminist theory. Find an article from a magazine or newspaper that offers an example of gender inequality in **Canada**. Critique the article/author by offering a analysis of how the writing constitutes a gender bias, making use of one or more of the feminist theories discussed in class. A hard copy of both the article and the critique must be handed in.

Test One (15%) – February 5th, 2019

The first test will be held at the beginning of class on February 13th. It will consist of short answer and essay questions based on lecture materials and the assigned readings from *Feminist Issues*, Chapters 1, 2, and 4.

Book Report – March 5th, 2019 (20%)

Each student is responsible for preparing a 4-5 page book report of their reading of Stacy Malkan's work *Not Just a Pretty Face the Ugly Side of the Beauty Industry*. The report will be a short summary of the book with emphasis on the strengths and weaknesses of the work. You must come to class prepared to discuss your research. Failure to do so will result in a 5% mark loss on the assignment.

Test Two (15%) – March 29th, 2019

The second test will be held March 29th in the first half of the class. The test will consist of short answer and essay questions based on lecture materials and the assigned readings from *Feminist Issues*, Chapters 5, 6, and 10, Lorna Marsden reading, *Not Just a Pretty Face* and in class movies.

Identity-Feminist Paper - due March 26th, 2019 (25%)

The assignment is an ethnographic, reflective paper that offers the student the opportunity to explore the various reasons as to why they define themselves as a 'feminist' or not a 'feminist'. To do a creditable job, the student must make use of feminist theory and creatively explore the various influences in their lives that have helped formulate their position regarding feminism. Such influences could be past first-hand experiences, other people's experiences, influential people personally known or scholars whose work has affected how the student experiences the world. Types of work that will be accepted include but are not limited to the following: standard essay style; video; poetry; music; newspaper article; interview; photo essay; and poster project.

Final Test - April 9th, 2019 (in class) (15%)

The third test will be held in class on April 9th, the final class and will be based on lecture materials and assigned readings including: **Feminist Issues**, Chapter 3, 8, 11 and 12, and the main themes from the film, "The Many Trials of Jane Doe"

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT**

SERVICES link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at

<http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3

60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> for 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.