

**A: Division:** Instructional  
**B: Department:** Arts & Humanities

**Date:** May 16, 1995  
**New Course:**  
**Revision of Course:** X  
**Dated:** May 1988

**C: HIST 260**      **D: WOMEN IN CANADA 1600 - 1920**      **E: 3**  
**Subject & Course No.**      **Descriptive Title**      **Semester Credit**

**F: Calendar Description:**

This course examines Canadian women's lives, work, and place in the historical record from 1600 to 1920. It explores gender as a category of analysis in reconstructing the human experience from sources such as letters, journals and biographies.

**Summary of Revisions:**  
 (Enter date & section)  
 Eg. Section C,E,F

1995.05.16  
 Sections: F,M,N,O,P,Q,R

**G: Type of Instruction: Hours per Week/per Semester**

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar	2	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
<b>TOTAL</b>	<b>4</b>	<b>HOURS</b>

**H: Course Prerequisites:**

One 100-level History course

**I: Course Corequisites:**

None

**J: Course for which this Course is a Prerequisite:**

None

**K: Maximum Class Size:**

35

**L: College Credit Transfer**      X  
 College Credit Non-transfer

**M: Transfer Credit:**

Requested:

Granted: X

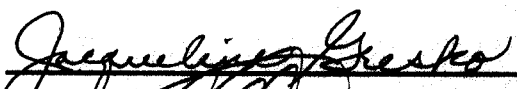
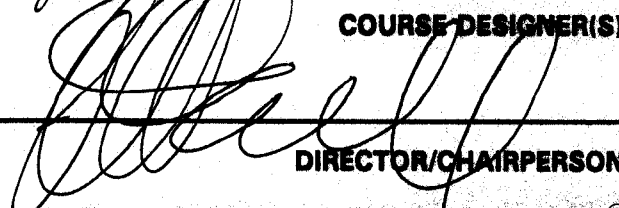
Specify Course Equivalents or Unassigned Credit as Appropriate:

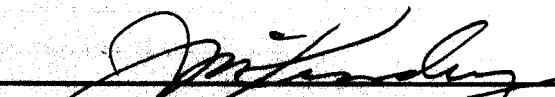
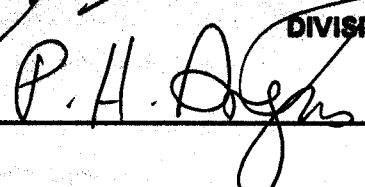
UBC: HIST 260 = Hist (3) 2nd year

SFU: HIST 260 = WS 201 (3) or Hist (3) 200 level/Group 2

UVic: HIST 260/261 = Hist 200 level (3)

Other: See B.C. Transfer Guide

  
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**COURSE DESIGNER(S)**  
  
 \_\_\_\_\_  
**DIRECTOR/CHAIRPERSON**

  
 \_\_\_\_\_  
**DIVISIONAL DEAN**  
  
 \_\_\_\_\_  
**REGISTRAR**

**N: Textbooks and Materials to be Purchased by Students  
(Use Bibliographic Form):**

Texts will be chosen from the following list:

Bradbury, B. ed. Canadian Family History. Toronto: Copp Clark Pitman, 1992.

Light, B. and R. Pierson. Canadian Women on the Move. Toronto: New Hogtown Press, 1983.

Light, B. and A. Prentice. Pioneer and Gentlewomen of British North America. Toronto: New Hogtown Press, 1980.

Ormsby, M. ed. A Pioneer Gentlewoman in British Columbia. University of British Columbia Press, 1976.

Parr, J. The Gender of Breadwinners. University of Toronto Press, 1990.

Prentice, A. et al. Canadian Women a History. Toronto: Harcourt Brace, 1988.

Strong-Boag, V. and A.C. Fellman. Re-Thinking Canada. The Promise of Women's History. 2nd ed. Toronto: Copp Clark Pitman, 1991.

Trofimenkoff, S. and A. Prentice. The Neglected Majority. Vol. I and Vol. II. Toronto: McClelland and Stewart, 1977 and 1985.

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Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

**O. COURSE OBJECTIVES**

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

**P. COURSE CONTENT**

Syllabus (for 14 teaching weeks)

Note: Content may vary according to the instructor's selection of topics.

1. Review of Historical Methods. Research and Writing and Gender in History.
2. Amerindian Women. Women in the Shadows.
3. Founding Mothers of New France and Mother Foundresses in Quebec.
4. Gentle Pioneers: Atlantic Colonies, Upper Canada, British Columbia.
5. Gendered Spaces: Architecture, Design and Canadian History.
6. Domestic Work and Wage Work.
7. The Feminization of Teaching. The Masculine Direction of Medicine.
8. Women Outside the Mainstream Cultures: Aboriginal Women and Immigrants at the Turn of the Century.
9. Women and Reform of Mainstream Cultures.
10. The Woman Suffrage Movement.
11. The Great War and the Federal Franchise.
12. Plus Ca Change: Women After the Vote.
13. Literature and Postmodernism.
14. Concluding Themes: Equality and Difference.

**Q. METHOD OF INSTRUCTION**

An examination of a series of problems in the history of Women in Canada will give the student ample opportunity to practice and improve these skills. (See objectives.)

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. By acting as referee and devil's advocate, the instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential. Reluctance to participate can result in a failing grade for the class work section of the term evaluation since credit cannot be given for work not done.

**R. COURSE EVALUATION**

The evaluation of this course will follow Douglas College policies as outlined in the calendar. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline convenor. A general guideline for evaluation follows:

Any combination of the following totalling 100%

Essays (one to four)	20 - 60%
Tests (at least two)	20 - 60%
Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.)	10 - 20%
TOTAL	100%