



EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

B: Department/ **HUMANITIES & SOCIAL SCIENCES** New Course Revision

Program Area: **HISTORY** If Revision, Section(s) Revised: **G, N, O, P, Q, R**

Date Last Revised: **MAY 1995**

C: HIST 260 D: WOMEN IN CANADA 1600 - 1920 E: 3

Subject & Course No. Descriptive Title Semester Credits

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.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture 2 Seminar 2</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 2 hrs per wk Seminar: 2 hrs per wk</p> <p>4 hrs per wk</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>One 100-level History course</p>
	<p>I. Course Corequisites:</p> <p>NONE</p>
	<p>J. Course for which this Course is a Prerequisite:</p> <p>NONE</p>
	<p>K. Maximum Class Size:</p> <p>35</p>

L: PLEASE INDICATE:

Non-Credit
 College Credit Non-Transfer
 College Credit Transfer: Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

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).

N: Course Content

Syllabus

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. Personal Narratives
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; Photography and Visual History
14. Concluding Themes: Equality and Difference.

O: Methods of Instruction

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. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Discussion sessions will also include history research and writing sessions and practice in oral presentations. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list, to be updated periodically:

Conrad, M. et al. No Place Like Home: Diaries and Letters of Nova Scotia Women, 1771 - 1938.
Halifax: Formac, 1988

Jones, J. ed. Hobnobbing with a Countess and Other Okanagan Adventures. The Diaries of Alice Barrett Parke 1891 - 1900. Vancouver: UBC Press, 2001.

Mitchinson, W. Canadian Women . A Reader. Toronto: Harcourt Brace, 1996

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

Prentice, A. et al. Canadian Women. A History. Toronto: Harcourt Brace, 1996.

Strong-Boag, et al. Re-Thinking Canada. The Promise of Women's History.
Fourth Edition. Toronto: Oxford, 2002.

Q: Means of Assessment

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 general guideline for evaluation follows:

Any combination of the following totalling	100%
Document Analysis Essay	15%
Research Proposal	10%
Midterm Examination	15%
Class/Seminar Participation	15%,
Research Essay	25%
Final Examination	<u>20%</u>

Course and Subject Number

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

J. Gresko

Dean/Director

Registrar