



# EFFECTIVE: MAY 2003 CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **MAY 2003**

B. Department / **HISTORY** Revision  New Course   
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

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

Date of Previous Revision: **MAY 1995**  
 Date of Current Revision: **FEBRUARY 2003**

C: **HIST 261** D: **WOMEN IN CANADA 1920 TO PRESENT** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course examines the diversity of women's lives in Canada from 1920 to the present and explores gender as a category of analysis in reconstructing the human experience. Topics for discussion include the female life cycle, domestic life, work outside the home, public life and women's writings.		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b> <b>Seminar</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>Lecture: 2 hrs. per week / semester</b> <b>Seminar: 2 hrs. per week / semester</b>  Number of Weeks per Semester: <b>15</b>	<b>H:</b> Course Prerequisites:  <b>ONE 100-LEVEL HISTORY COURSE</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>NONE</b>	
	<b>K:</b> Maximum Class Size:  <b>35</b>	
<b>L:</b> PLEASE INDICATE:  <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:		
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**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 review, 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:**

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

1. Review of Historical Methods. Canadian Women in the Early Twentieth Century. Case Study: the Canadian Campaign for Woman Suffrage and the Persons Case.
2. Life Cycle: Growing Up Female
3. Life Cycle: Marriage, Motherhood and Reproductive Rights
4. Domestic Work and Wage Labour in the Inter-War Years
5. Immigrant Women in the Inter-War Years
6. World War II on the Homefront and in Uniform
7. Working Women during and after World War II
8. The Suburban Experience: Housewives and Mothers 1950s, 1960s
9. Mrs. Chatelaine. The Media and Women's History
10. Second Wave Feminism. The Royal Commission and the Charter
11. Lesbian Organizations in Montreal and Toronto
12. Women of Aboriginal Descent: Citizens Minus
13. Gender, Trauma and Women's History
14. Women's History and Women Historians

**O: Methods 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. 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:

Cavanaugh, C. and R. Warne, eds. Telling Tales. Essays in Western Women’s History. Vancouver: UBC Press, 2000.

Cruikshank, J. Life Lived Like a Story. Vancouver: UBC Press, 1990.

Kitagawa, M. This is My Own. Letters to Wes and other Writings on Japanese Canadians 1941-1948. Vancouver: Talonbooks, 1985.

Kogawa, J. Obason. Markham, Ontario: Penguin Books, 1983 (c1981).

Light, B. and R. Pierson. No Easy Road. Toronto: New Hogtown Press, 1990.

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

Mitchinson, W. et al. Canadian Women a Reader. Toronto: Harcourt Brace, 1996.

Strong-Boag, V. The New Day Recalled. Toronto: Copp Clark Pitman, 1988.

Strong-Boag, V. et al. Re-Thinking Canada: The Promise of Women’s History. Toronto: Oxford University Press, 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 copy of this handout will be filed with the History discipline Chair. A general guideline for evaluation follows:

Book Review Essay	15%
Research Proposal	10%
Midterm Examination	15%
Class/Seminar Participation	15%
Research Essay	25%
Final Examination	<u>20%</u>
TOTAL	100%

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

No. Given that this is a course which involves theoretical analyses of women's history, it is unlikely to be open for PLAR except as a credit transfer from another institution.

---

Course Designer(s): J. Gresko

---

Education Council / Curriculum Committee Representative

---

Dean / Director

---

Registrar