

A: Division: **INSTRUCTION** Date: **JUNE 1996**  
 B: Department: **LANGUAGE, LITERATURE & PERFORMING ARTS** New Course: **X**

Program: \_\_\_\_\_ Revision of Course Information form: \_\_\_\_\_

C: **WOMEN'S STUDIES AND GENDER RELATIONS 100** D: **INTRODUCTION TO WOMEN'S STUDIES: SILENCES, VOICES AND EXPERIENCES** E: **3**

Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description: An interdisciplinary introduction to the range of forces and experiences that shape, limit and liberate women in their lives. Students will survey the relative absence of women's voices from historical arenas of public and private power. They will explore early texts of Western feminist thought and develop an appreciation of the common and diverse ways women have sought to challenge and to redefine their place.**

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

<b>G: Type of instruction: Hrs per week / per semester</b>  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 (Specify) : Hrs.  <b>Total: 4 Hrs.</b>	<b>H: Course Prerequisites:</b>  NONE
	<b>I: Course Corequisites:</b>  NONE
	<b>J: Course for which this Course is a Prerequisite:</b>  NONE
	<b>K: Maximum Class Size:</b>  35

<b>L: College Credit Transfer</b> <input checked="" type="checkbox"/> <b>x</b> <b>College Credit Non-Transfer</b> <input type="checkbox"/>  <b>Non-Credit</b> <input type="checkbox"/>	<b>M: Transfer Credit:</b> Requested: <input checked="" type="checkbox"/> <b>x</b> Granted: <input type="checkbox"/>
	<b>Specify Course Equivalents or Unassigned Credit as appropriate:</b> U.B.C. * S.F.U. * U. Vic. * Other: *

*Deirdre*  
 \_\_\_\_\_  
 Course Designer(s)  
*L. McCallum*  
 \_\_\_\_\_  
 Director/Chairperson

*[Signature]*  
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 Divisional Dean  
*[Signature]*  
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 Registrar

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Subject and Course Number

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

Sample Reading List:

Putnam, Dana, Dorothy Kidd, Elaine Dornan and Patty Moore, eds. The Journal Project: Dialogues and Conversations Inside Women's Studies  
The Telling It Book Collective, ed. Telling It: Women and Language Across Cultures  
Ibsen, Henrik, A Doll's House  
Woolf, Virginia, Room of One's Own and Three Guineas  
Maracle, Lee, Sundogs  
Marlatt, Daphne, Ana Historic

Compiled course readings such as,

Ruth, Sheila, "An Introduction to Women's Studies", from Issues in Feminism (3rd ed.)  
hooks, bell, "Writing from the Darkneess"  
Maxine Hong Kingston, "The Misery of Silence"  
Olsen, Tillie, "Silences"  
Walker, Alice, "In Search of Our Mothers' Gardens"  
Spender, Dale, Man Made Language (excerpts therefrom)

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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 conclusion of this course the students will be able to

1. Understand what is meant by the silencing of women;
2. Discuss the effects of the silencing of women (psychological and societal);
3. Discuss the characterization of women and women's experience in English literature;
4. Discuss from their own perspective the experiences of women with, and the intersection between, class, age, race, sexuality and sexual orientation;
5. Understand the various feminist voices in Western society;
6. Appreciate the diversity of women's voices and women's experiences;
7. Identify through their written reflection their own voices;
8. Articulate the relevance of course materials to their own lives and experiences.

**P. Course Content**

1. An assigned body of readings
2. Oral herstory research project
3. Personal journals, life-writings and (auto)biographical materials
4. Video (instructional)
5. Off-campus event(s) (literary, political, theatrical, social, religious)

**Q. Method of Instruction**

The course will employ a number of instructional methods to accomplish its objectives and will include some or all of the following:

1. small and large group discussion
2. audio-visual materials
3. internet exploration
4. interviews
5. seminar presentations
6. instructors' commentary on students' written work
7. lecture (including guest lecture)

**R. Evaluation**

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some or all of the following:

1. journal writing
2. participation in class discussion
3. essays
4. research papers
5. oral presentation
6. community life research
7. essay-type exams