



EFFECTIVE: SEPTEMBER 2003
CURRICULUM GUIDELINES

A. Division: **INSTRUCTION** Effective Date: **September 2003**

B. Department / **LANGUAGE, LITERATURE** Revision **X** New Course
 Program Area: **AND PERFORMING ARTS**

If Revision, Section(s) **F, N, R**
 Revised:
 Date of Previous Revision: **June 1996**
 Date of Current Revision: **July 23, 2003**

C: WSGR 100 **D: Introduction to Women's Studies: Silences, E: 3**
Voices and Experiences

Subject & Course No.	Descriptive Title	Semester Credits
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F:	Calendar Description: An introduction to the interdisciplinary field of Women's Studies, beginning with an historical survey of early texts of Western feminist thought, and including a study of the range of forces and experiences that have shaped, limited, and liberated women in their lives. Students will examine the relative absence of women's voices from traditional arenas of public power, and consider the extent and nature of women's disenfranchisement; students will also explore the common and diverse ways women have sought to challenge and to redefine their place in Western society.	
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G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom related Number of Contact Hours: (per week / semester for each descriptor) 4 hours per week Number of Weeks per Semester: 15	H: Course Prerequisites: None
	I: Course Corequisites: None
	J: Course for which this Course is a Prerequisite None
	K: Maximum Class Size: 35

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer		
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested	Granted X

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

M: Course Objectives / Learning Outcomes

By the end of the course, successful students should 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 a variety of 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.

N: Course Content:

Course content will include:

1. classic works of Western feminist thought;
2. academic/scholarly studies of historical and contemporary women's experiences;
3. literary works (such as novels, journals, life-writings, poetry, drama) relating to historical or contemporary periods.

Course content may also include:

1. some exploration of contemporary pop culture and its representations of women (as expressed in music videos, advertising, and other media);
2. required attendance at an off-campus event (literary, political, theatrical, activist, religious).

O: Methods of Instruction

The course will employ a number of instructional methods to accomplish its objectives, and these 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' comments on students' written work;
7. lecture (including guest lecture).

<p>P: Textbooks and Materials to be Purchased by Student</p> <p>A list of required textbooks and materials is provided on the Instructor’s Course Outline, which is available to students at the beginning of each semester.</p> <p>Sample textbooks: Ibsen, Henrik, <i>The Doll’s House</i> Maracle, Lee, <i>Sundogs</i> Morrison, Toni, <i>The Bluest Eye</i> Putnam, Dana, and Dorothy Kidd, Elaine Dornan and Patty Moore, eds. <i>The Journal Project: Dialogues and Conversations Inside Women’s Studies</i> The Telling It Book Collective, <i>Telling It: Women and Language Across Cultures</i> Woolf, Virginia, <i>Room of One’s Own and Three Guineas</i></p> <p>Sample Course-pack readings: Kingston, Maxine Hong, “The Misery of Silence” hooks, bell, “Writing from the Darkness” Olsen, Tillie, “Silences” Ruth, Sheila, “An Introduction to Women’s Studies” Spender, Dale, “Man Made Language” Walker, Alice, “In Search of Our Mothers’ Gardens”</p>	
<p>Q: Means of Assessment</p> <p>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:</p> <ol style="list-style-type: none"> 1. journal writing; 2. participation in class discussion; 3. essays; 4. research papers; 5. oral presentations (individual and/or group); 6. community life research; 7. essay-type exams. 	
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>	
<p>_____</p> <p>Course Designer(s)</p>	<p>_____</p> <p>Education Council / Curriculum Committee Representative</p>
<p>_____</p> <p>Dean / Director</p>	<p>_____</p> <p>Registrar</p>