

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A:	Division:	INSTRUCTIONAL	Effective Date:	SEPTEMBER 2004]	
В:	Department / Program Area:	HISTORY FACULTY OF HUMANITIES & SOCIAL SCIENCES	Revision X	New Course	
			If Revision, Section(s)	С, Н	
			Revised: Date of Previous Revisio	n: MAY 2002	
			Date of Current Revision	: APRIL 2004	
C:	HIST 22	260 D: WOMEN IN	N CANADA 1600 – 1920	E: 3	
	Subject & Co		escriptive Title	Semester Credits	
F:	from 1600 to 19	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 ources such as letters, journals and biographies.			
	Allocation of C Learning Settin	ontact Hours to Type of Instruction / gs	H: Course Prerequisite	s: L HISTORY COURSE	
	Primary Method Learning Settin	ds of Instructional Delivery and/or gs:	ONE HOU-LEVE	Emstort cookse	
	Lecture and Se	minar	I: Course Corequisite	s:	
	Lecture and Se	minai	NONE		
	Number of Contact Hours: (per week /semester for				
	each descriptor)		J: Course for which the	nis Course is a Prerequisite	
	Lecture: Seminar:	2 hrs. per week / semester 2 hrs. per week / semester	NONE		
	Number of Wee	eks per Semester: 15	K: Maximum Class Siz	ze:	
			35		
L:	PLEASE INDICATE:				
	Non-Credit				
	College Credit Non-Transfer				
	X College Credit Transfer:				
	SEE BC TRAN	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)			

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

- 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. <u>No Place Like Home: Diaries and Letters of Nova Scotia Women, 1771 - 1938.</u> 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				
	Ormbsy, M. ed. <u>A Pioneer Gentlewoman in British Columbia</u> . Vancouver: University of British Columbia Press, 1976.				
	Prentice, A. et al. <u>Canadian Women. A History</u> . Toronto: Harcourt Brace, 1996.				
	Strong-Boag, et al. <u>Re-Thinking Canada</u> . 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>			
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR				
	No.				
Course Designer(s): J. Gresko		Education Council / Curriculum Committee Representative			
Dean / Director		Registrar			