

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 454		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Gender in the United States <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History															
<b>Calendar Description:</b> Introduces students to major themes in the history of gender in the United States from the colonial era to the present. Examines changing constructions of masculinity and femininity, and the impact of prescribed social and cultural norms in political and public life, paid work, family, and sexuality.																	
<b>Prerequisites (or NONE):</b>		Nine credits of lower-level history, and one 300-level history course.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">60</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>60</b></td></tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Lecture/seminar hours	60	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Every second year <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b> Dr. Adrianna Bakos		<b>Date approved:</b> March 16, 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> April 11, 2018															
<b>Dean/Associate VP:</b> Dr. Jacqueline Nolte		<b>Date approved:</b> April 11, 2018															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 15, 2018															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Analyze key components in US gender history from the colonial era to the present.
- Debate themes and issues related to the shaping of prescribed social and cultural norms in the areas of political and public life, paid work, family, and sexuality
- Debate how these changing social and cultural norms have been shaped by socio-economic and racial/ethnic/cultural differences.
- Lead discussions based on assigned readings
- Analyze historiographical debates on the subject.
- Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of history.
- Work with both primary and secondary sources.
- Write for historical audiences.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

1. Introductory lecture (and supplementary ones as needed)
2. Student-led seminar discussion of assigned readings

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** *(If more space is required, download Supplemental Texts and Resource Materials form.)*

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Mary Beth Norton & Ruth M. Alexander, eds.	Major Problems in American Women's History, Fifth Edition	<input type="checkbox"/>	Stamford (CT): Cengage Learning	2014
2.	Joanne Meyerowitz, ed.	Not June Cleaver: Women and Gender in Postwar America, 1945-1960	<input type="checkbox"/>	Philadelphia: Temple University Press	1994
3.		Course pack	<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

None

**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	%	Field experience:	%	Leading Seminar Discussion:	10%
Midterm exam:	%	Project:	%	Practicum:	%	Participation:	10%
Short Essay:	25%	Lab work:	%	Reading Reports:	30%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

1. Introduction and historiographical overview
2. Theoretical overview
3. Women in Colonial America: Witches, Virtuous Women, Widows, and Slaves
4. Revolutionary changes
5. Gender identities in the Trans-Mississippi West
6. Paid work at the turn-of-the-century
7. Public and Political life at the turn-of-the-century
8. Family and Sexuality: from the 1920s to the 1940s
9. The "Feminine Mystique" and Beyond: Family and Sexuality
10. The "Feminine Mystique" and Beyond: Work and Public Activism
11. The "new" feminist generation
12. Backlash
13. Conclusion and review for the final exam