UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 1995
COURSE REVISED IMPLEMENTATION DATE: September 2008
COURSE TO BE REVIEWED: September 2008
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	**History**	
HIST 454		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Gender and Sexuality in U.S. History
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will introduce students to major themes and new approaches in the history of gender and sexuality. We will examine the changing constructions of masculinity and femininity in the United States, from the colonial era to the late twentieth century. More specifically, we will look at how prescribed social and cultural norms have shaped definitions of acceptable behaviour in areas as diverse as politics, work, family and sexuality; how these norms have changed over time; and how men and women of different classes, races, ethnicity and sexual orientation have responded to these norms.

PREREQUISITES: HIST 241 or HIST 242, six additional credits of lower-level history, and four credits of 300-level history.
COREQUISITES: None.

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**5**	Hrs
Seminar:	**55**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **20**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once every second year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Sylvie Murray
Chairperson: Jim Anderson *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
UPAC Approval in Principle Date:
UPAC Final Approval Date: Oct. 27, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Examine how prescribed social and cultural norms of gender have shaped definitions of acceptable behaviour in areas as diverse as politics, work, family and sexuality; how these norms have changed over time and how men and women of different classes, races, ethnicity and sexual orientation have responded to these norms.
2. Introduce historiographical trends and debates in the field.
3. Enhance skills in critical reading and analysis, historical research, and oral presentation.

METHODS: This course will make use of these learning tools:
1. Collective discussion of assigned readings, including primary and secondary sources.
2. Students' oral presentations.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Sylvia D. Hoffert, *A History of Gender in America* (2003)
Molly Ladd-Taylor, *Mother-Work: Women, Child Welfare, and the State, 1890 - 1930* (1994)
Andrea Tone, *Devices and Desires: a History of Contraceptives in America* (2001)
Rickie Solinger, *Wake Up Little Susie: Single Pregnancy and Race before Roe v. Wade* (1992)
Nancy Woloch, *Muller v. Oregon* (1996)
Barbara Melosh, *Engendering Culture: Manhood and Womanhood in New Deal Public Art and Theatre* (1991)
Marjorie Wheeler, ed., *One Woman, One Vote: Rediscovering the Woman Suffrage Movement* (1995)

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Seminar Participation	10%
Critical Book Reviews (2x25%)	50%
Research Paper:	
*Thesis statement and annotated bibliography	5%
*Oral presentation of paper's thesis & conclusions	10%
Final paper (10-12 pages)	25%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Part I: Historical Overview
1. Introduction and historiographical overview
2. The Colonial and Revolutionary Eras
3. The Nineteenth-Century
4. From the turn-of-the-century onward
5. Presentation of research topics by students

Part II: Topical Analysis
POLITICS
6. Women and the Suffrage
7. Motherhood and the State
SEXUALITY
8. Expressions of (Homo)Sexuality
9. Birth Control
10. Unwed Mothers from the end of World War II to 1970
WORK
11. The Politics and Legality of "Protecting" Women Workers
12. Out of work! Representations of masculinity and femininity during the Great Depression
13. Presentation of Students' Papers