UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 1994
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 1998
(Four years after implementation date) (MONTH YEAR format)

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 484		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

THE HISTORY OF WOMEN IN NORTH AMERICA "SEPARATE SPHERES" IDEOLOGY
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

"The woman's place is in the home." How often have you heard this expression? In this course, we are going to explore the dynamics of the gender ideology which relegates women to the private/domestic sphere and men to the public sphere – "separate spheres ideology". By analyzing articles, books, diary extracts, and other primary documents, students will be expected to glean out evidence of separate spheres ideology in such areas as sexuality, the birth control movement, law, religion, and work. Emphasis will be placed on the 19th and early 20th centuries, since this was a "banner" period for separate spheres ideology.

PREREQUISITES: **Nine credits of lower division UCFV History credit**
COREQUISITES:

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

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

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:	**45**	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:
EXPECTED FREQUENCY OF COURSE OFFERINGS:
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): Bonnie Huskins
Chairperson: *(Curriculum Committee)*
Department Head:
Dean: J.D. Tunstall Ph.D.
PAC Approval in Principle Date:
PAC Final Approval Date: October 27, 1993

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students should:
1. Read widely so as to familiarize themselves with the people and events of the era, as well as the related historiography.
2. Improve their writing skills.
3. Articulate and defend their arguments, as well as critique the ideas of others.

METHODS:

The above objectives will be achieved in the following ways:
1. The course has a seminar format for a maximum enrollment of 20 students.
2. Minor and major written papers will be assigned (see outline).

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

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

Alison Prentice, et al., *Canadian Women: A History*
Margaret Conrad, et al., *No Place Like Home*
Angus McLaren, et al., *The Bedroom and the State*
Franca Iacovetta, et al., *Gender Conflicts* (highly recommended)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Class participation	20% (10% for small group discussion and 10% for large group)
Book analysis	15%
Project	35%
Project proposal	5%
Class presentation	10%
Exam	15%

COURSE CONTENT:

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

"The woman's place is in the home". How often have you heard this expression? In this course, we are going to explore the dynamics of the gender ideology which relegates women to the private/domestic sphere and men to the public sphere – "separate spheres ideology". By analyzing articles, books, diary extracts, and other primary documents, students will be expected to glean out evidence of separate spheres ideology in such areas as sexuality, the birth control movement, law, religion, and work. Emphasis will be placed on the 19th and early 20th Centuries, since this was a "banner" period for separate spheres ideology. We will be considering such questions as: to what extent did separate spheres reflect ideology as opposed to "reality"? Was separate spheres a prescriptive ideal or a societal blueprint? Did separate spheres serve any functions in society? To what degree was separate spheres class-based? Do we still have evidence of separate spheres today? The ultimate objective of the course is to encourage students to practice their historical and analytical skills by applying separate spheres to historical evidence, and thereby assessing its usefulness as an historical tool.