

	<p style="text-align: center;"><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p style="text-align: center;"><b>HIST 204-01</b>  <b>Canadian Women: 1600-1920</b>  <b>2008F</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday: 10:30 – 11:20, 2:30 – 3:20; Wednesday: 1:30 – 2:20, 5:30 – 6:00; Thursday: 10:30 – 11:20, 2:30 – 3:00; or by appointment		
(c)	Location:	Young 323		
(d)	Phone:	250-370-3363		
(e)	Email:	johnstos@camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Outline critical themes, events, and issues in the history of Canadian women up to 1920.
2. Explain the part played by gender ideology in constructing women's roles, status, and experience in Canada.
3. Examine the position of First Nations women in precontact and contact society.
4. Explore relations between women of different classes, ethnicities, religions, and races and analyze how such divisions affected their participation in politics, work, education, family, and church before 1920.
5. Examine the changing roles and experiences of women in relationship to law and political movements.
6. Describe women's vital contributions to Aboriginal and settler societies.
7. Reassess traditional and existing perspectives on events, gender ideology, and issues important to women before 1920.
8. Demonstrate critical thinking skills about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present, and making judgements about the strength of their arguments.
9. Research and use history and preferred historical methods to examine the role of women in today's society, establishing a context for the present and detailing the accomplishments, failures, tensions, and issues of the present era.
10. Communicate clearly one's viewpoint orally and in writing.

### 3. Required Materials

**Prerequisites:** English 150

(a)	Texts	<p>Gleason, Mona and Adele Perry, eds. <i>Rethinking Canada: The Promise of Women's History</i>, 5th edition. Don Mills, ON: Oxford University Press, 2006.</p> <p>History 204 Course Readings Package 2008</p>
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(b)	Other	Camosun College Department of Humanities History Style Guide 2008-2009, available for download at: <a href="http://camosun.ca/learn/programs/history/style_guide.pdf">http://camosun.ca/learn/programs/history/style_guide.pdf</a>
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#### 4. Course Content and Schedule

**Class hours:** Tuesday 8:30-10:20, Thursday Section A, 8:30-9:20; Section B, 9:30-10:20

**In-Class Workload:** 3 hours per week

**Out-Of-Class Workload:** 6 hours

**LECTURES:** Lectures and films are scheduled for Tuesdays. They contextualize and provide information not contained in the course readings. Students will be evaluated on the contents of lectures and films through a midterm and a final examination.

**SEMINARS:** On Thursdays, the class will divide into two groups to discuss selected readings from *Rethinking Canada* and the *Course Readings Package*. Seminar participation will make up 25% of the grade for this course. 15% will be given for oral participation in the seminar, 10% for presenting a seminar paper.

Students will be marked on **active** participation. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than three seminars, you will forfeit the participation mark.** Students are responsible for reading the assigned articles before the seminar. In order to facilitate discussion, students must **bring three questions** to ask other members of the seminar group. Questions should be "big picture" questions which draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme(s) of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does. The instructor reserves the right to collect questions as needed to ensure that students understand the assigned material.

Students are also required to present their response to an article or set of readings to their seminar group. Students will receive presentation instructions in class. Writing instructions are appended to this document.

**EXAMINATIONS:** Examinations are not simply for assessment purposes. They are intended to help you to focus your reading and your thinking about history. The best way to study for exams is to prepare for seminars, to attend lectures, and to link relevant sections of your course readings to lecture material. There will be two exams: a midterm held on October 21 (15%) and a final held during the college's examination period in December (20%).

**WRITTEN ASSIGNMENTS:** You must complete **two** written assignments in History 204. Further instructions for both assignments are appended to this document. The first assignment is to write a 750 to 800 word critical review of a seminar article (worth 10%). This article review must accompany your oral presentation. The second assignment is to write an 1800 to 2000 word research essay incorporating your analysis of a primary document and at least 4 secondary sources (other than your course readings and articles in *Rethinking Canada*) to explore a topic in women's history.

The research essay will be written in two parts. On October 30, you must hand in a one page outline of how you intend to approach your topic. The page will include a preliminary thesis statement, a brief description of the central points which prove the thesis, and a correctly formatted bibliography of all sources used. This outline is worth 5%. The completed research essay is due on Tuesday, November 25 and is worth 25%. **Note: You must hand in an outline or your essay will not be accepted for assessment.**

All essays must be well written and well organized. Essays will be marked for grammar, clarity of writing, organization, content, and analysis. Keep your research notes and each essay you submit until the final grades are posted as you may be required to produce them.

**Footnotes and Bibliography:** You must adequately reference all sources used in your research. Students must use and follow the citation and bibliography format in the Camosun History Style

Guide. Historians do not use MLA or APA formats. Students uncertain about the correct referencing style should consult the instructor. **Failure to use the correct format for footnotes or to append a bibliography will result in a 10% grade reduction. Failure to provide adequate footnotes for your research essay or critical article review will result in a grade of 0 (see Plagiarism).**

**Plagiarism and Cheating:** Plagiarism is a serious academic offence, which will result in your paper receiving a grade of 0. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not cut and paste from the internet, you may not quote from or use ideas or specific information from other people's work without acknowledging them in your foot/endnotes, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, and you may not cheat on any examination. **As students will have the opportunity to ask about plagiarism and cheating in class or in office hours, no excuses will be accepted.**

**Due Dates:** Papers must be handed in to the instructor on the due date, either in class or in her office. Students will forfeit 5 % per day for late papers unless they provide a note from a medical professional. **No essays may be handed in after the final class without prior permission of the instructor.**

### CLASS SCHEDULE

*This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class.*

Sept. 02 Sept. 04	Introduction: What is women's history? Seminar Introduction <b>Reading:</b> <i>Rethinking Canada</i> , Introduction.
Sept. 09 Sept. 11	First Nations women before contact Seminar Discussion: Writing History Essays, Common Student Errors <b>Reading:</b> Camosun College History Style Guide (print and bring to class)
Sept. 16 Sept. 18	Women in the fur trade <b>Seminar 1:</b> First Nations Women and Europeans <b>Reading:</b> <i>Rethinking Canada</i> : Shoemaker, "Kateri Tekakwitha's Tortuous Path to Sainthood." <i>Readings:</i> Anderson, "Commodity Exchange and Subordination"; Davis, <i>Women on the Margins</i> .
Sept. 23 Sept. 25	Women in New France: religious women, habitantes and others <b>Seminar 2:</b> Women in New France <b>Reading:</b> <i>Rethinking Canada</i> , Brun, "Gender, Family, and Mutual Assistance"; <i>Readings</i> , Cliche, "Unwed Mothers, Families, and Society"; Savoie, "Women's Marital Difficulties."
Sept. 30 Oct. 02	Women in New France: habitantes and others; Women and law in New France <b>Seminar 3:</b> Women and community in settler society <b>Reading:</b> <i>Rethinking Canada</i> , Lee, "Slavery in Early Canada"; <i>Readings</i> , Noel, "Femmes Fortes' and the Montreal Poor"; Keogh, "Riddle of Peggy Mountain."
Oct. 07 Oct. 09	Women in British North America and in the Fur Trade <b>Seminar 4:</b> Women, Politics, and Status <b>Reading:</b> <i>Rethinking Canada</i> , Bitterman, "Women and the Escheat Movement"; Bradbury, "Women at the Hustings"; <i>Readings</i> , Payment "Métis Women at Batoche."
Oct. 14 Oct. 16	Women in British North America: the cult of domesticity, the public sphere <b>Seminar 5:</b> Women and Societal Norms <b>Reading:</b> <i>Rethinking Canada</i> , Conner, "The Law Should Be Her Protector"; <i>Readings</i> , Wright, "Unnatural Mothers"; Barman, "Taming Aboriginal Sexuality."

Oct. 21	<b>MIDTERM</b> , 90 minutes
Oct. 23	<b>Seminar 6:</b> Women and Work <b>Reading:</b> <i>Readings</i> , Cooper, "Black Women and Work"; Myers, "Not to be Ranked as Women."
Oct. 28	Women in British North America: education, industrialization
Oct. 30	<b>Seminar 7:</b> First Nations and Aboriginal Women <b>RESEARCH PROPOSAL DUE</b> <b>Reading:</b> <i>Rethinking Canada</i> , Van Kirk, "From 'Marrying-In' to 'Marrying-Out'"; <i>Readings</i> , Carter, "'Complicated and Crowded': the Federal Administration of Marriage."
Nov. 04	Women in British North America: medicine and religion
Nov. 06	<b>Seminar 8:</b> Women and Religion <b>Reading:</b> <i>Rethinking Canada</i> , Marks, "A Fragment of Heaven on Earth"; <i>Readings</i> , Whitehead, "Women Were Made For Such Things"; Laforet and York, "Nlaka'pamux Thought and the Christian Church."
Nov. 11	<b>NO CLASS: STATUTORY HOLIDAY</b>
Nov. 13	<b>Seminar 9:</b> Women and Criminal Law <b>Reading:</b> <i>Readings</i> , Dubinsky and Iacovetta, "Murder, Womanly Virtue and Motherhood"; Smith, "Gentlemen, This is no Ordinary Trial"; Poutanen, "The Homeless, the Whore."
Nov. 18	Women in British North America: childbirth and obstetrics
Nov. 20	<b>Seminar 10:</b> Women and Political Power <b>Reading:</b> <i>Rethinking Canada</i> , Murray, "Great Works and Good Works"; Fiamengo, "Rediscovering Our Foremothers Again." <i>Readings</i> , Newton, "The Alchemy of Politicization."
Nov. 25	Women and Politics: Social reform; Aboriginal women and resistance
Nov. 27	<b>RESEARCH ESSAY DUE. Class will discuss the essay writing process: what worked, what didn't?</b>
Dec. 02	Women and World War I ; Women's gains, women's losses
Dec. 04	<b>Exam Review</b>

## 5. Basis of Student Assessment (Weighting)

### Written Assignments

10% -- Critical Article Review

05% -- Research Essay Outline

25%-- Research Essay

### Due Date

Ongoing

October 28

November 25

### Exams

15% -- Midterm Exam

October 25

20% -- Final Exam

December 10-15, 17-18

### Other

15% -- Seminar Participation

Ongoing

10%-- Seminar Presentation

Ongoing

## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8

80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at **camosun.ca** or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

## LIBRARY RESOURCES FOR HISTORY

Camosun Libraries can help with your research

When you need reliable books, articles and websites for essays and research projects, ask a librarian to help you find suitable items. You can go to the Information Desk in the library, or use the online service called AskAway. There is a link to AskAway, as well as the catalogue and library hours, on the [library's homepage](http://www.camosun.ca/library) at [www.camosun.ca/library](http://www.camosun.ca/library).

The Library gives you access to thousands of articles through [online databases](#).<sup>\*</sup> To find articles that are relevant to History topics, click on Art/Literature/History at the top of the database list. These databases will be useful:

1. *Academic Search (EBSCO)* –journals with an academic focus, many full-text
2. *Combined CBCA* – Canadian magazines & journals, some full-text
3. *JStor* – full-text, academic journals
4. *Humanities Index* – index only, some full-text

You can read the articles on any computer with an internet connection, but to gain access you will need your student number (C#####) and library password. Your *library password* is usually your birthdate in the format MMDDYY. Ask for assistance if this does not work.

<sup>\*</sup> If you cannot use this direct link, follow this path: from the library's homepage: click on Magazines/Journals/Newspapers, then select Search for articles by topic.

## HOW TO WRITE A REVIEW OF A HISTORY ARTICLE

(revised June 2008)

**Your task:** to review, analyze, and critique a history article.

**Format:** double-space, 1 inch margins, 12 point font. Length: 750-800 words.

Write history essays in the **past tense** (except for direct quotes).

Short quotes must be integrated into sentences. Introduce long quotes with a colon (:), then indent and single-space any quote longer than four (4) lines).

**Footnoting:** Footnote in the **Chicago style** as explained in the Camosun College History Style Guide at [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf).

**Plagiarism:** You must provide a footnote when quoting the author directly or when paraphrasing her/his words. Do not pass off the author's words or ideas as your own or you will receive a 0 on the paper.

**Purpose of the assignment:** The article review is **not** a summary of the article. It has a more specific purpose – to help you understand how historians construct their histories and how they use historical evidence to draw conclusions about a particular topic. Therefore, you will only read this article and not draw on other sources for your analysis.

## CONSTRUCT THE REVIEW

Your review will be divided into **four main parts** (and parts 2 and 3 divided into numerous paragraphs).

**PART 1 – Introduction:** In one paragraph (about 5 or 6 sentences in length) identify the author's argument or thesis.

How do you identify the argument or thesis? First, identify the author's main points and conclusions. The author usually seeks to answer a question about her/his topic. For example, in Arthur Silver's article, "Quebec and Confederation," the author examined the reasons Quebec joined Confederation by answering the question "why did Quebec join Confederation?" So try to

come up with a question that you can answer that will indicate the author's conclusions about his/her subject.

Helpful hints: Read the first and last few paragraphs in the article. Underline or note the points you think are critical. Then carefully read the whole article, noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do they appear similar? Do not worry if it takes more than one read! Think again about the question the author may be answering then formulate a thesis statement or argument by answering the question.

Another way a historian may identify part of his/her argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this practice and include it in your thesis statement if appropriate.

**Writing the argument (thesis statement):** Begin your essay as follows: In "name of article," Joe Smith (author's name) argued that.... – then set out what you believe is the author's argument. In the argument make approximately three clear points that you can elaborate upon in part 2.

For example:

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the *British North America Act* gave Quebec control over language and cultural issues, and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

In this example, the three points are: control over cultural issues; confederation was the best option, Quebec considered confederation as a temporary solution

**PART 2 – Body of the Essay:** In several paragraphs, show me that you understand how the author used primary and secondary sources to prove her/his argument or main points. Expand on each of the three points you raised in the argument and link each point to the sources the author used. To achieve this, address each point in turn.

Once you identify these points, look at the footnotes to identify the sources the author used to prove each point. Then link each point to the author's sources (or historical evidence) and provide quotes to support your findings. Be detailed in this portion of your analysis.

The following example shows one way to link the main points to the sources: This point was the first point identified in the argument made in Part 1.

To support his argument, Silver examined the newspaper *La Minerve* and correspondence between Georges-Etienne Cartier and John A. MacDonald to show that Cartier believed provincial powers outlined in the Constitution enabled Quebec to control language and cultural issues that ensured its distinctiveness. These constitutional provisions also ensured the Federal government could not interfere with those important issues. For example, according to *La Minerve*... [insert relevant quote and footnote].<sup>1</sup>

Provide a linkage to sources for each of the author's main points.

### **PART 3 – Critique the author's work**

Present a detailed analysis of the sources used. Did the author use secondary sources? Did s/he also refer to primary sources such as newspapers, government documents, correspondence, and diaries? Did the author rely mostly on one type of source or did s/he present balanced information? If the author used pictures or statistics where did s/he obtain them and **how** did s/he

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<sup>1</sup> Arthur Silver, "Confederation and Quebec," in *Readings in Canadian History, Pre-Confederation*, 5<sup>th</sup> edition, R.D. Francis and D.B. Smith, eds. (Toronto: Harcourt Brace, 1998), 281.

use them in the article? Sometimes authors will tell you there were problems with the sources and discuss how s/he dealt with those problems – make a note of this.

Did the author adequately prove his/her argument? For example, did the author draw any conclusions that were not supported by historical evidence? Did you find any of the conclusions inaccurate (to the best of your knowledge)?

Did the author have an identifiable bias? In other words, did s/he appear to be impartial? Historians sometimes favour a political ideology such as Marxism (capitalism is bad) or liberalism (socialism is bad). However, biases can also be found if a historian's focus of analysis is quite narrow. For example, some authors focus on only one of the following: economics, politics, gender, race, or class, and may not consider the complexity of historical change and the interrelationship of each of these factors.

Finally, provide a brief conclusion which sums up your analysis of the article.

#### **PART 4 – Bibliography**

Attach a bibliography which contains **only** the article which you have reviewed. See “source quoted in another source” in the Camosun College History style guide if you quote from one of your author's sources.



## HISTORY 204 RESEARCH ESSAY INSTRUCTIONS

**THE ASSIGNMENT:** You have been asked to write an 1800 to 2000 word research essay that deals with some aspect of women's history before 1920. Try to enjoy researching and writing about women in the past. Women live and lived important, interesting lives whether they scrubbed floors or wrote novels, whether they married or remained single, whether they lived in cities or in rural areas. Take enough time with this project to connect with your subjects. Also, don't suffer in silence. If you have problems with the researching or writing of the essay, come and see me.

**HISTORICAL SOURCES:** In writing this essay, you will be using a combination of primary and secondary sources. A primary source is a document, object, photograph, or other artifact created at the time the event, process, idea etc. was generated. Examples of primary sources include government documents, oral interviews, newspapers, diaries, letters, paintings, plays, and maps. A secondary source is created later and discusses the event. Examples of secondary sources include scholarly articles, scholarly monographs, or newspaper articles about a past event such as the role of women in the War of 1812. You may use the Internet to download primary sources but not secondary sources. If you are unsure whether you have found a primary source, send me an email with the website URL and I will check the site and tell you whether the source is valid. You may not use website discussions, essays, or editorials (secondary sources) on topics as there is seldom a way of evaluating the validity of the authors' arguments. Exceptions include refereed journal articles and electronic books.

**CHOOSING A TOPIC:** Start by choosing a primary source document from the list appended below. Then, sign up for the topic. A signup sheet will be placed on my office door. Note: only 2 people may write on each topic unless you have my written permission to also choose that topic.

**Accordingly, you must come to see me to confirm your topic before you begin your research.** After your choice has been approved, you will need to find secondary sources. *Canadian Women a History*, which can be found in the reserve section of the Camosun library, will be useful for putting your topic into context. You **must** also use any pertinent articles in your course readings package and reader to support your analysis. As well, as the primary document and your course readings, **you must find at least four other scholarly books or articles by four different authors** to help support your argument. Do not use popular histories. This assignment asks you to use the work of professional historians to support your thesis.

**DEFINING THE TOPIC:** Narrow your topic to a particular aspect of a woman's life, such as work, courtship, marriage, motherhood, law, or the relationships between people or groups. You could also analyze the attitudes and values of a particular woman or a male view of women and place those attitudes into their historical context. At times, your choice of document will define your topic. Other documents could be used for many topics and you will need to choose a focus.

**WRITING RESEARCH ESSAYS:** A research essay should be explanatory rather than descriptive. You must set out an argument about a particular issue. A competent essay will contain a clearly defined introduction that introduces the topic and your thesis (the answer to the question you ask of your material). You should also give the reader some idea of how you intend to prove your thesis and the evidence you will present. Then, each paragraph in the body of the essay should be fully developed (6 to 10 sentences) and should provide the reader with one point to bolster the thesis. No matter how interesting, information that does nothing to prove your thesis should be edited out of your essay. As well, a good essay will address and account for ideas or evidence which might conflict with the thesis and interpretation of events being offered to the reader. For instance, another historian might have approached your topic in a way that conflicts with your thesis. You might account for that discrepancy by indicating that you are using different sources or approaching the topic from a different angle. Finally, your conclusion should sum up your argument and thesis.

**FORMAT:** Your essay should be laid out in the format described in the Camosun College style guide. Format errors will lower your grade by at least 10 per cent.

**LENGTH:** Depending on your font size, your 1800 to 2000 word essay will be about 8 pages in length. The idea of writing 2000 words can be intimidating if you have not written a research essay before but remember, in academic writing, each paragraph should be between 150 and 200 words. The points you make to prove your thesis need to be backed up by evidence taken from

your primary and secondary sources. So, with a 200 word introduction and a proper conclusion, you have only 8 to 10 paragraphs to make your case. One of my favourite history teachers once said to me: "Relax Susan, it's only 2000 words and some words you can use more than once." By the way, excluding the list of documents appended below, this handout is 891 words long—almost ½ the required length of your essay.

## PRIMARY DOCUMENTS:

1. *Word From New France*: The letters between Marie de l'Incarnation and her son in France tell us about life in New France and the relationships between women religious and First Nations women. The letters also tell us about the work performed by women religious. I have a copy, which you may sign out as an overnight loan.
2. *Roughing It in the Bush*: Susanna Moodie was the wife of a half-pay army officer who settled in Upper Canada in the early 19<sup>th</sup> century. Choose a chapter or excerpt from this book, which is on reserve at the Camosun library.
3. *Life in the clearings versus the bush*: Susanna Moodie's account of life after she left the bush. Choose a chapter or excerpt from this book. There are three copies in the Camosun library, one of which is on reserve.
4. *The Backwoods of Canada*: Susanna Moodie's sister Catherine Parr Traill also wrote prolifically. Choose a chapter or excerpt from this book, which is on reserve at the Camosun library or can be found on line at [http://www.er.uqam.ca/nobel/r12270/cours/his2505/cours10/mat\\_sup.htm](http://www.er.uqam.ca/nobel/r12270/cours/his2505/cours10/mat_sup.htm).
5. *No Place Like Home*: Margaret Conrad et al have compiled excerpts from the diaries and letters of Nova Scotia Women. Several of these excerpts are suitable for this project. I have a copy, which you may sign out as an overnight loan. Another copy is on reserve at the Camosun library.
6. *Lady Franklin Visits the Pacific Northwest*: This visit by an upper-class woman explores attitudes toward the people she encounters and provides a glimpse of the worldview of one woman. Choose a chapter or excerpt from this book. I have a copy, which you may sign out as an overnight loan.
7. *The Complete Home: An Encyclopaedia of Domestic Life and Affairs*: an American text which was popular in Canada. Choose one chapter and analyze for ideologies about women and class analysis. I have a copy, which you may sign out as an overnight loan.
8. *Homesteading in Manitoba in 1882* by Gertrude Quelch. An account of the early years and difficulties homesteading. A copy will be placed on reserve.
9. *Prosecution or Persecution* by Daisy Sewid-Smith. In 1979, Daisy Sewid-Smith wrote a book detailing the anti-potlatching persecution inflicted on her family between 1885 and 1952. Excerpts and a copy of the 1884 Indian Act Amendment which outlawed the potlatch have been placed on reserve. This document set compares an oral history of Kwakwaka'wakw marriage customs with Indian Agent William May Halliday's view of Kwakwaka'wakw marriage. As well, the document set contains Agnes (Ack-koo) Alfred's account of a potlatch, the arrests etc.
10. *The Unofficial Gynaecological Treatment of the Insane in British Columbia*: Ernest Hall was a physician practicing in Victoria B.C. before 1920. His article shows how women were seen as at the mercy of their biology. A copy will be placed on reserve.
11. *The Strange Case of Ruby Piper*. This series of documents traces the narratives which surround the death of a young woman in Vancouver, B.C. and show much about ideas surrounding gender, race, and respectability. I have a copy, which you may sign out as an overnight loan.
12. *The suicide of May Drake*: This coroner's inquest tells us much about the lives of sex trade workers in late nineteenth century B.C. I have a copy, which you may sign out as an

overnight loan.

13. "Frances Simpson travels West," or "Letitia Hargrave: the Factor's wife," in Germaine Warkentin ed. *Canadian Exploration Literature*. A copy of the book is on reserve. I also have a copy of the book and excerpts, which you may sign out as an overnight loan.
14. "Six Important Days in a Woman's Life: VI—When she is a Mother—Conclusion," *Delineator* 49, 4(April 1897): 476-477. The *Delineator* was a magazine published for and read by middle-class women. This article will give you some idea of the value system of urban middle-class Canadians. I have a copy, which you may borrow to photocopy.
15. "Child Life—Second Series: The Physical and Mental Development of Children—Conclusion," *Delineator* 43, 4(March 1894): 281-282. The *Delineator* was a magazine published for and read by middle-class women. This article will give you information on marriage and gender ideals. I have a copy, which you may borrow to photocopy.
16. George H. Savage, MD, "The Mental Diseases of the Climacteric," *Lancet* (October 31, 1903): 1209-1212. The *Lancet* is a British medical journal that was widely used by medical professionals in Canada. This article will illustrate medical beliefs about menopausal women before the First World War. I have a copy, which you may borrow to photocopy.
17. *The Proper Sphere: Woman's Place in Canadian Society*, eds. Ramsay Cook and Wendy Mitchinson. Toronto: Oxford University Press, 1976. On reserve at Camosun library. Choose one document from this collection and come to check your choice with me. I also have a copy, which you may sign out as an overnight loan.
18. Kathryn Bridge, *Henry and Self: The Private Life of Sarah Crease, 1826-1922* (Victoria: Sono Nis Press, 1996). Crease lived in British Columbia in the late 19<sup>th</sup> century. At the back of her book, Bridge appended an 1880 journal written when Crease accompanied her husband, a circuit court judge, through British Columbia. I have a copy, which you may sign out as an overnight loan.
19. Susan Jackel, ed. *A Flannel Shirt & Liberty: British Emigrant Gentlewomen in the Canadian West 1880-1914* (Vancouver: UBC Press, 1982). This document set contains the journals, letters, and writings of women who settled in the North West. There are three copies in the Camosun library, one of which is on reserve.
20. Ella Sykes, "A Home-Help in Canada," in Susan Jackel, ed. *A Flannel Shirt & Liberty: British Emigrant Gentlewomen in the Canadian West 1880-1914* (Vancouver: UBC Press, 1982). Sykes immigrated to Canada and wrote about employment for British women immigrants just before the First World War. This excerpt has been placed on reserve.