

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 204-01 Canadian Women: 1600-1920 2011F</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Susan Johnston
(b)	Office Hours:	Tuesday: 9:30 – 10:20, 2:30 – 3:00; Wednesday: 4:00 – 4:30; 5:30 – 6:00; Thursday: 9:30 – 10:20, 2:30 – 3:00; Friday 12:00 – 12:30, or by appointment
(c)	Location:	Young 323
(d)	Phone:	250-370-3363
(e)	Email:	johnstos@camosun.bc.ca
(f)	Website:	http://camosun.ca/learn/programs/history/johnston.html

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	Gleason, Mona Tamara Myers and Adele Perry, eds. <i>Rethinking Canada: The Promise of Women's History</i> , 6th edition. Don Mills, ON: Oxford University Press, 2011.
(b)	Other	Camosun College Department of Humanities History Style Guide, 2010-2011 available for download at: http://camosun.ca/learn/programs/history/style_guide.pdf Additional readings available online (see class schedule in this outline)

4. Course Content and Schedule

CLASS HOURS/LOCATION: Wednesday 2:30-4:20 in Young 316; Friday: Section A, 12:30-1:20 in Young 316; Section B, 1:30-2:20 in Young 316.

LECTURES: Lectures and films are scheduled for Wednesdays. 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 Fridays, the class will divide into two groups to discuss selected readings from *Rethinking Canada* and the Library E Reserves. Seminar participation will make up **25%** of the grade for this course. **15%** will be given for oral participation in the seminar, and **10 %** for presenting one of the readings. Students will be marked on **active** participation. Seminars require your interaction with the group; they cannot be "made up". **If you miss more than three seminars, you will forfeit the oral participation mark.**

Students must read the assigned articles before the seminar. Read the assigned chapter in *Rethinking Canada* and consider the questions at the end of the chapter. How do any additional readings fit into the topic? What do they add to your understanding of the period at the time? Look backward to earlier readings. If the topic is similar to an earlier topic, are there similarities or differences between groups of women?

In order to facilitate discussion, students should be prepared to ask as well as to answer questions. Bring at least two questions to each seminar. Questions should 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 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.

EXAMINATIONS: Examinations help you to focus your reading and your thinking about history. To prepare for exams, attend lectures and read all course materials. When reading, take note of themes or issues discussed in lectures and discussion groups. There will be two exams: a midterm held on Wednesday October 19 worth **15%**, and a final held during the college's formal examination period worth **20%** of your final grade.

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 word critical review of a seminar article (**worth 10%**). This article review must accompany your group 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 in addition to pertinent course readings.

The research essay will be written in two parts.

Essay proposal: Topics must be chosen by November 2 (5 marks).

- The proposal will consist of one paragraph in which you will introduce the topic (who, what, when, where), explain the question/issue you will address, and how you might do that (central points if you've got that far). Your final thesis and main points will be generated by your research so don't worry if you haven't got that far. Include a paragraph summarizing the value of each source to your topic.
- Include a properly formatted annotated bibliography which includes the document you have chosen, course readings pertinent to your topic, and a minimum of four scholarly sources (academic books, peer reviewed articles) specific to the topic. After each entry, write one or two sentences explaining why this source is pertinent to your topic.
- **Even though late proposals will receive a zero for that portion of the course mark, essays will not be graded unless a proposal is first submitted.**

Final essay: The completed essay is due on Wednesday, November 30 and is worth 25%.

Writing style: 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. 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 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 to the instructor on the due date. 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 December 10 without prior permission of the instructor.**

CLASS SCHEDULE

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

Note: The seminar reading list is appended to the end of this course outline

Sept. 07	Introduction: What is women's history? Reading: <i>Rethinking Canada</i> , Introduction.
Sept. 09	Seminar Introduction and presentation instructions and schedule
Sept. 14 Sept. 16	First Nations women before contact Seminar One: Indigenous Women
Sept. 21 Sept. 23	Women in the fur trade: Film <i>Ikwe</i> Seminar Two: French Women and the Impact of the Catholic Reformation
Sept. 28 Sept. 30	Women in New France: religious women, habitantes and others Seminar Three: Women and work in New France
Oct. 05 Oct. 07	Women in New France: habitantes and others; Women and law in New France Seminar Four: Women, Law, and Status in New France
Oct. 12 Oct. 14	Women in British North America and in the Fur Trade Seminar Five: Women and Religion
Oct. 19 Oct. 21	MIDTERM , 90 minutes Film: <i>Mistress Madeleine</i>
Oct. 26 Oct. 28	Women in British North America: the cult of domesticity, the public sphere Seminar Six: African-Canadian Women in British North America
Nov. 02 Nov. 04	Women in British North America: industrialization RESEARCH PROPOSAL DUE Seminar Seven: Social Welfare in 19th Century British North America
Nov. 09 Nov. 11	Women in British North America: childbirth and obstetrics Remembrance Day, no class
Nov. 16 Nov. 18	Women in British North America: medicine and religion Seminar Eight: Aboriginal Women

Nov. 23	Women and Politics: Social reform	
Nov. 25	Seminar Nine: Racialization	
Nov. 30	Aboriginal women and resistance	RESEARCH ESSAY DUE
Dec. 02	Seminar Ten: First-Wave Feminism and Law	
Dec. 07	Women's gains, women's losses	EXAM REVIEW
Dec. 09	Seminar Eleven: First Wave Feminism continued	

5. Basis of Student Assessment (Weighting)

Written Assignments	Due Date
10% -- Critical Article Review	Ongoing
05% -- Research Essay Proposal	November 2
25% -- Research Essay	November 30
Exams	
15% -- Midterm Exam	October 19
20% -- Final Exam	During exam period
Other	
15% -- Seminar Participation	Ongoing
10%-- Seminar Presentation	Ongoing

6. 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
I	<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.
IP	<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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)

CW	<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.
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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.

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.

The Library gives you access to thousands of articles through online databases.

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.

HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised June 2010)

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

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

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 the argument and 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].¹

Provide a linkage between argument and 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 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.

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

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** 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: Choose just one aspect of a woman's life. You might focus on a topic such as work, courtship, marriage, motherhood, law, or the relationships between people or groups. You might 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. Choose one or two letters from this collection. I have a copy, which you may sign out as an overnight loan. There is also a copy on reserve at the Camosun library.
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 19th century. Choose a chapter or excerpt from this book, which is on reserve at the Camosun library. You can also read this book on line at <http://digital.library.upenn.edu/women/moodie/roughing/roughing.html>.
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.gutenberg.org/ebooks/13559>.
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 Live 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 at the Camosun library.
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. This document set compares an oral history of Kwakwala marriage customs with Indian Agent William May Halliday's view of Kwakwala marriage. As well, the document set contains Agnes (Ack-koo) Alfred's account of a potlatch, the arrests etc. A copy of the book will be placed on reserve.
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. An electronic copy is available 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 19th 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. Choose one document from this collection and come to check your choice with me. 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 book is on reserve.

History 204 Seminar Reading List

For each seminar read the assigned chapter in *Rethinking Canada* and consider the questions at the end of the chapter. How do any additional readings fit into the topic? What do they add to your understanding of the period at the time? Look backward to earlier readings. If the topic is similar to an earlier topic, are there similarities or differences between groups of women? Bring at least two questions and your ideas to class.

Seminar One: Indigenous Women

Anderson, Karen. "Commodity Exchange and Subordination: Montagnais-Naskiapi and Huron Women, 1600-1650." *Signs: Journal of Women in Culture and Society* 11, 1 (1985): 48-62. <http://www.jstor.org/stable/3174286>.

Gleason, Mona, Adele Perry, Tamara Myers eds. "Chapter One," *Rethinking Canada: the Promise of Women's History* 6th Edition. Don Mills ON: Oxford University Press, 2011, 11-24.

Seminar Two: French Women and the Impact of the Catholic Reformation

Choquette, Leslie. "Ces Amazones du Grand Dieu": Women and Mission in Seventeenth-Century Canada," *French Historical Studies* 17, 3 (Spring, 1992): 627-655. <http://www.jstor.org/stable/286565>.

Woidat, Caroline M. "Captivity, Freedom, and the New World Convent: The Spiritual Autobiography of Marie de l'Incarnation Guyart," *Legacy: a Journal of American Women Writers* 25, 1 (2008): 1-22. <http://muse.jhu.edu/journals/legacy/v025/25.1.woidat.pdf>.

Seminar Three: Women and work in New France

Gleason et al. "Chapter 2," 25-37.

France. Archives nationales, Fonds des Colonies. Série C11A. Correspondance générale, Canada, vol. 23, fol. 343-346v, Saint-Père, Agathe de, Letter on the goods produced in Canada, October 13, 1705. <http://www.canadianmysteries.ca/sites/angelique/contexte/lasociete/montrealaises/2279en.html>.

Archives nationales du Québec, Centre de Montréal, Greffe de notaire, CN601, S339, Raimbault de Piedmont, Joseph-Charles, Kitchen equipment typically used by a merchant family, extract from the inventory of community property of Jean-Antoine Magnan dit Lespérance and Louise Lecomte Dupré, July 28, 1736. <http://www.canadianmysteries.ca/sites/angelique/contexte/laville/feu/2385en.html>.

Seminar Four: Women, Law, and Status in New France

Gleason et al. "Chapter 3," 38-56.

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