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|  | <p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 204-01 Canadian Women: 1600-1920 2012F</p> |
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COURSE OUTLINE

1. Instructor Information

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| (a) | Instructor: | Susan Johnston |
| (b) | Office Hours: | Tuesday: 9:50—10:20, 1:30—2:20; Wednesday: 2:30—3:00, 5:20—5:50; Thursday: 1:30—2:20; Friday 12:00 – 12:20; Other times available 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/index.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

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| (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 seminar readings available online through the History 204 D2L site. |

4. Course Content and Schedule

CLASS HOURS/LOCATION: Tuesday 10:30-12:20 in Young 317; Thursday: Section A, 10:30-11:20 in Young 316; Section B, 11:30-12:20 in Young 317.

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 meet to discuss selected readings from *Rethinking Canada* and from the library Hist204 course reserve page. Seminar participation will make up **25%** of your grade. **10%** will be given for oral participation in seminar, and **15%** for facilitating a seminar. 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 10% participation mark.**

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?

In order to facilitate discussion, students should be prepared to ask as well as to answer questions. On days when there are no student facilitators for the seminar, each student must 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. These questions will form the foundation for the seminar.

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 Tuesday October 16 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. Further instructions for both assignments are appended to this document. The first assignment is to write a 250 word critical review of a seminar article (**10 marks**). This article review must accompany your group's seminar facilitation. 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 October 30 (5 marks).

Final essay: The completed essay is due on Tuesday November 27 (25 marks).

Writing style: Essays will be marked for grammar, clarity of writing, organization, content, and level of 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 below).

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 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 6 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.

- Sept. 04 Introduction: What is women's history?
Reading: Gleason, Mona, Adele Perry, Tamara Myers eds. "Introduction," *Rethinking Canada: the Promise of Women's History* 6th Edition. Don Mills ON: Oxford University Press, 2011, 1-10.
- Sept. 06 Seminar Introduction and presentation instructions and schedule
- Sept. 11 First Nations women before contact
- Sept. 13 **Seminar One: Indigenous Women**
Anderson, Karen. "Commodity Exchange and Subordination: Montagnais-Naskapi 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.
- Sept. 18 Women in the fur trade: Film *Ikwe*
- Sept. 21 **Seminar Two: Elite Women in Acadia and Quebec**
Lane Jonah, Anne Marie, and Elizabeth Tait. "Filles d'Acadie, Femmes de Louisbourg: Acadian Women and French Colonial Society in Eighteenth-Century Louisbourg," *French Colonial History* 8, (January 2007): 23-51, <https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=25063641&login.asp&site=ehost-live>.
Noel, Jan. "Caste and Clientage in an Eighteenth-Century Québec Convent," *Canadian Historical Review* 82, 3 (September 2001):465—490, <https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hma&AN=510069146&login.asp&site=ehost-live>
- Sept. 25 Women in New France: religious women, habitantes and others
- Sept. 27 **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>.
- Oct. 02 Women in New France: habitantes and others; Women and law in New France
- Oct. 04 **Seminar Four: Women, Law, and Status in New France**
Gleason et al. "Chapter 3," 38-56.
Savoie, Sylvie. "Women's Marital Difficulties: Requests of Separation in New France," *History of the Family* 3, 4(1998): 473-486. <https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=1550475&login.asp&site=ehost-live>.

- Oct. 09 Women in British North America and in the Fur Trade
- Oct. 11 **Seminar Five: Women and Religion**
 Gleason et al. "Chapter 4," 57-67.
 Gleason et al. "Chapter 10," 155-173.
- Oct. 16 **MIDTERM**, 90 minutes
- Oct. 18 Film: *Mistress Madeleine*
- Oct. 23 Women in British North America: the cult of domesticity, the public sphere
- Oct. 25 **Seminar Six: African-Canadian Women in British North America**
 Drew, Benjamin. Excerpts from *The Narratives of Fugitive Slaves in Canada Related by Themselves* (1855):
http://ocawlonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme_primarysources_Slavery_14.html.
 Gleason et al. "Chapter 5," 68-79.
 Yee, Shirley J. "Gender ideology and black women as community-builders in Ontario, 1850-70," *Canadian Historical Review* 75, 1 (March 1994): 53-73.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hma&AN=509661135&login.asp&site=ehost-live>
- Oct. 30 Women in BNA: industrialization, education **RESEARCH PROPOSAL DUE**
- Nov. 01 **Seminar Seven: Social Welfare in Nineteenth-Century British North America**
 Gleason et al. "Chapter 6," 80-98.
 Hinde, John R. "'Stout Ladies and Amazons': Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14," *BC Studies* 114 (Summer 1997): 33-57.
<http://prophet.library.ubc.ca/ojs/index.php/bcstudies/article/viewFile/1711/1757>.
- Nov. 06 Women in British North America: higher education, childbirth and obstetrics
- Nov. 08 **Seminar Eight: Aboriginal Women**
 Gleason et al. "Chapter 7," 99-112. Gleason et al. "Chapter 9," 135-154.
- Nov. 13 Women in British North America: childbirth cont., medicine and religion
- Nov. 15 **Seminar Nine: Racialization**
 Gleason et al. "Chapter 11," 174-193.
 Carter, Sarah. Chapter 5, "In Sharp Relief: Representations of Aboriginal Women in the Colonial Imagination." In, *Capturing women: the manipulation of cultural imagery in Canada's Prairie West*. McGill-Queen's University Press, c1997. <http://hdl.handle.net/2027/heb.03485.0001.001>.
- Nov. 20 Women and Politics: Social reform
- Nov. 22 **Seminar Ten: First-Wave Feminism and Law**
 Dubinsky, Karen, and Franca Iacovetta. "Murder, Womanly Virtue, and Motherhood: The Case of Angelina Napolitano, 1911-1922." *Canadian Historical Review* 72, no. 4 (December 1991): 505-531.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hma&AN=509559637&login.asp&site=ehost-live>.
 Glasbeek, Amanda. "Maternalism Meets the Criminal Law: The Case of the Toronto Women's Court," *Canadian Journal of Women & the Law* 10, 2(1998): 480-502.
<http://web.ebscohost.com/ehost/detail?vid=16&hid=125&sid=35ae5665-db15-48e3-b457-07b4ecaee74f%40sessionmgr110&bdata=JmxvZ2luLmFzcCZzaXRIPWVob3N0LWxpdmU%3d#db=a9h&AN=11077195>.
- Nov. 27 Aboriginal women and resistance **RESEARCH ESSAY DUE**
- Nov. 29 **Seminar Eleven: First Wave Feminism continued**
 Gleason et al. "Chapter 12," 194-213.
 Nancy Forestell and Maureen Moynagh, "Mrs. Canada Goes Global: Canadian First Wave Feminism Revisited," *Atlantis* 30, 1(2005): 7-20,
<http://journals.msvu.ca/index.php/atlantis/article/view/855/848>
- Dec. 04 Women's gains, women's losses
- Dec. 06 **EXAM REVIEW**

5. Basis of Student Assessment (Weighting)

Written Assignments

10% -- Critical Article Review
 05% -- Research Essay Proposal
 25% -- Research Essay

Due Date

Ongoing
 October 30
 November 27

Exams

15% -- Midterm Exam
 15% -- Final Exam

October 16
 During exam period

Other

10% -- Seminar Participation
 15% -- Seminar Facilitation

Ongoing
 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. |

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

Purpose of assignment: Identify the historian's thesis, show how s/he used historical evidence and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis.

Format: double-space, 1" margins, 12 point font. Maximum Length: 250 words (excluding footnotes and bibliography). **Use simple past tense.** Include a title page and bibliography.

Footnoting and Bibliography: Use the History Style Guide format for footnotes and bibliography. **You must footnote when directly quoting or paraphrasing the author's words.**

CONSTRUCTING THE REVIEW: This short essay will consist of two paragraphs, each about 5-6 sentences in length.

PARAGRAPH 1 – identify the author's thesis (or main points or argument)

Read the first and last few paragraphs in the article and 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 not worry if it takes more than one read! Think again about the question s/he may be answering then formulate a thesis statement or argument by answering the question. A historian may also identify part of her/his 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 and include it in your thesis statement if appropriate.

PARAGRAPH 1 format - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that..." – then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

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.

PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

Remember to attach a cover page and bibliography.

HISTORY 204 RESEARCH ESSAY INSTRUCTIONS

THE ASSIGNMENT: 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: You will use 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 and scholarly monographs about a past event. You may use the Internet to download primary sources but not secondary sources. If you are unsure whether you have found a primary or secondary 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 from the list below and sign up for the topic on the sheet placed by my office. Only 2 people may write on each topic unless you have my written permission to also choose that topic so choose your topic early. 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, *Canadian Women a History* 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.

ESSAY PROPOSAL: Topics must be chosen and your proposal received by October 30 (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. 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.

Attach a properly formatted annotated bibliography which includes the document, course readings pertinent to your topic, and a minimum of four other scholarly sources 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.

DEFINING THE TOPIC: Choose one aspect of a woman's life. Examples include 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. Usually, your choice of document will define your topic, but some documents could be used for many topics and you will have to narrow your topic.

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 1002 words long—over one half 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. *The Female Emigrant's Guide, and Hints on Canadian Housekeeping*: another book by Catherine Parr Traill. This book can be found at Early Canadiana Online: <http://www.canadiana.org/ECO/ItemRecord/41417?id=&Language=en>.
6. *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.
7. *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.
8. *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.
9. *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.
10. *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 Kwakwaka'wakw marriage customs with Indian Agent William May Halliday's view of Kwakwaka'wakw marriage. As well, the document set contains Agnes (Ack-ko) Alfred's account of a potlatch, the arrests etc. A copy of the book will be placed on reserve.
11. *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.
12. *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.
13. *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.
14. "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.
15. "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.
16. "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.
17. 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.
18. *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.

19. 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.
20. 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.
21. 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.
22. Klippenstein, Laverna. "The Diary of Tina Schulz." Peters, Tina H. "Remedies." In *Mennonite Memories: Settling in Western Canada*. Edited by Lawrence Klippenstein and Julius G. Toews. Winnipeg MB: Centennial Publications, 1977, 219-232, 240-247. <http://content.lib.sfu.ca/cdm/compoundobject/collection/gc/id/3674>. Note: the electronic version starts with the book cover as page one, so the numbering for this topic starts at page 233.
23. Denyse Beaugrand-Champagne and Léon Robichaud. "Torture and the Truth: Angélique and the Burning of Montreal." *Great Unsolved Mysteries in Canadian History*. <http://www.canadianmysteries.ca/sites/angelique/indexen.html>. This site contains a number of primary sources and documents. Please come and see me if you wish to explore this topic.
24. Topic of your choice. You may not do this topic without first having discussed sources and approaches with the instructor before October 16.

SEMINAR PRESENTATION/FACILITATION INSTRUCTIONS

Students will be divided in groups to prepare and give a seminar presentation which incorporates all the assigned readings for that week, prepare discussion questions for the class, and run the seminar. Each individual will also write a critical article review on one of the week's articles.

Part 1: worth 5%

The week before the presentation, each group will meet with the instructor. The group will bring a typed description of the presentation, the questions to be presented for discussion, and a plan to facilitate discussion. I will go through the plan with you and suggest changes or give the go ahead. This initial process will allow each group time to meet and incorporate suggested changes before the seminar.

Part 2: worth 10%

On the day of the seminar, students will have no more than ten minutes to present the topic before facilitating class discussion. This presentation must be creative not academic. Groups who simply stand up and explicate the argument or discuss the general themes of the articles will receive a poor grade. Instead, create diaries, plays, newspapers, paintings, songs, games, videos etc. as a presentation tool. Have fun with the material. **Note: power point presentations usually bore students silly unless they are accompanied by food and even then....**

Part 3: worth 10%

On the day of the seminar, each individual will hand in a critical article review. You will be marked as an individual on your article review.

SEMINAR PRESENTATION FAQs

1. I always end up doing all the work in my group. How will I maintain my good grades if I have to work with a bunch of slackers?

Often students like to work alone because they do not trust that other students will work to their standards. As well, students find it difficult to build in an extra meeting or two into their busy schedules. This exercise is designed to imitate real life. You will always have to work with other people unless "hermit" is your career choice. You will always have to work with people who may not share your values and work ethic. Each person already has a set task to write an article review. So you can divide the work between the members of the group. Have each member commit to coming up with discussion questions about that article.

2. What if we can't agree on a presentation style?

You need to find a way to agree. It helps if each person has read all the articles but focused on the one s/he will review. Have each person explain that article to the group. Then brainstorm how to put those topics together into a presentation. Have each person come up with at least three ideas. Compromise!

3. What if one member of the group does not show up to meetings or consistently does not produce the required questions or other work?

Try to contact that group member and work it out. Make sure you all agree on meeting time and places well in advance. If the group member still does not make an effort, you may fire that group member.

4. How do I fire a group member?

You don't, I do. Come and see me and explain how you have tried to solve your group dynamics. If it seems clear that the member has left the class or will not work with you, then I will allow the remaining members of the group to put together a presentation without the absentee member. That may require you to deal with an extra article but you will not have the frustration of trying to contact and work with an absentee member of your group. You will not be responsible for the absentee member's article review. I will inform the fired member of his or her status and ask them to come and see me to discuss this situation.

5. What if I'm fired from my group? How do I receive marks for presentation?

When you come and see me, you will be assigned another seminar date. On that date you will present by yourself unless you can find someone else to join you. There may be someone else who has also been "fired" and who wants to work with someone. Your presentation will incorporate all that week's assigned articles, and you will develop discussion questions on all the articles. You will be responsible for running the seminar yourself. You will hand in an article review on one article from that week's readings.

6. How is that fair? I end up doing extra work for the same 15%.

The extra work is a logical consequence of your actions. You did not choose to be a responsible group member. As a responsible group member you can share the work. You chose not to participate or help resolve interpersonal problems in the group. You therefore have to present by yourself or lose the 15 percent presentation mark.