

History of Women, Gender, and Sexuality in Canada (CRN 15913/55814, section A01, 6 credits) HIST 3572, Fall 2017 and Winter 2018

Department of History, Faculty of Arts, University of Manitoba

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. This commitment and these principles will frame our course, and we will explore aspects of the colonial history that led us to the present moment. An understanding of what took place on the territory we now inhabit is necessary to decolonized relationships among Indigenous and non-Indigenous peoples and lands.

Class time: Mondays, 2:30–5:15pm
 Classroom: St. John's College, room 129
 Instructors' names: Adele Perry and Jocelyn Thorpe
 Email addresses: adele.perry@umanitoba.ca
jocelyn.thorpe@umanitoba.ca
 Office locations: 228 St John's College (Adele)
 114k Isbister Building (Jocelyn)
 Office hours: Mondays, 12:30-1:30 or by appointment (Adele)
 Mondays, 1–2 or by appointment (Jocelyn)

From Adele: Please call me Adele, or, if you would prefer, Dr. Perry. Most people call me Adele. You are welcome to come to my office hours, or contact me via email. If I haven't replied within 2 days, please feel free to send me a follow-up email.

From Jocelyn: Please call me Jocelyn. Dr. Thorpe is also okay. My preferred form of communication is face-to-face. Office hours are great for talking about ideas and for getting to know each other. Please email me only for matters that we can deal with quickly (for instance, to set up a meeting). I will return your emails within 24 hours.

Table of Contents

Course Description: Or, Is This Course for You?	2
Course Goals	2
Intended Learning Outcomes	2
Course Evaluation	2
Due Dates and Assignment Values	2
Expectations for Assignments	3
Extensions and Late Submissions	3
Style Guidelines	3
Religious Holidays, End-of-Term Work	3
Grade Distribution	4
Course Materials	4
Course Technology	5
Copyright Statement	5
We Expect You To...	5
You Can Expect Us To...	6
Class Schedule	6
U of M Student Rights, Responsibilities, Services and Supports	8
Assignment Descriptions	10
1. Reading Responses	10
2. Research Essay Proposal	10
3. Research Essay	11
4. Final Exam	12
5. Participation	12
Discussion Starters	12
Reading Response Rubric	13
Research Essay Proposal Rubric	14
Research Essay Rubric	15

Course Description: Or, Is This Course for You?

From the University of Manitoba Course Catalog: This course examines the history of women, gender, and sexuality in Canada's past and how gender and sexuality have structured the histories of Indigenous people, English and French colonization, nation-building, immigration and urbanization, politics, war, and protest.

Prerequisite and condition: a grade of "C" or better in six credit hours of history or written consent of the department head. Students may not hold credit for both HIST 3572 and the former HIST 3570.

Course Goals

The goal of this course is to introduce students to the rich scholarship on the history of women, gender, and sexuality in Canada and to the methodological challenges of studying the past. We will work from an intersectional and decolonizing feminist perspective that recognizes that gender is lived through and in combination with colonialism, race, ethnicity, nation, sexuality and class. We will read scholarly texts, first-person accounts, and primary sources drawn from Indigenous, colonial, and national phases of Canadian history. In class we will work collaboratively, emphasizing interpretation of primary sources and the critical analysis of secondary scholarship. Some classes might be held off-campus in local archives.

Intended Learning Outcomes

At the end of the course, students should be able to:

- think critically about how colonialism, class, race, ethnicity, region and religion have shaped the history of women, gender, and sexuality in Canada
- articulate how the categories of gender and sexuality vary across time, place and social location
- use the research methodology of gender history to explain the idea of gender as a category of historical analysis, examine primary documents critically, access scholarly literature, and write a clearly argued and properly cited essay.

Course Evaluation

Due Dates and Assignment Values

Due Date	Assessment Tool	Value of Final Grade
on or before October 2, 2017	reading response 1	10%
on or before October 30, 2017	reading response 2	10%

on or before November 27, 2017	reading response 3	10%
December 4, 2017	research essay proposal	10%
March 5, 2018	research essay	20%
during exam period	final exam	30%
throughout the term	participation (including 10 in-class reflections)	10%

Expectations for Assignments

Evaluation of term work (3 reading responses) will be provided before the voluntary withdrawal date of January 16, 2018. Please submit assignments at the beginning of the class on the day they are due. Please double-space all written assignments and print them in standard 12-point font with regular (approx. 1 inch) margins. Include your name and the assignment's title at the top of the paper (no separate title pages necessary). If possible, please print on both sides of the page and use recycled paper. Please hand in hard rather than electronic copies of assignments.

Extensions and Late Submissions

We will consider granting extensions if you see one of us about it at least two weeks before the due date and have a good reason for asking for an extension. Otherwise, assignments handed in later than the due date without a documented reason (due to illness, death in the family or a religious obligation, for example) will be penalized 5% per day that it is late to a maximum of one week late. We will not accept assignments handed in more than one week late. In-class reflections should be handed in at the end of class the day you write them. (We will accept email copies of in-class reflections immediately after class if you prefer to type than to write by hand.) **No assignments will be accepted after the last class of each term.**

Style Guidelines

Please write analytically (rather than descriptively) and clearly, using proper citations, including a bibliography. You may use Chicago, MLA or APA style, whichever you prefer. For help with various styles, click on libguides.lib.umanitoba.ca/content.php?pid=356868&sid=2918540.

Religious Holidays, End-of-Term Work

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. Please notify me at least three weeks in advance of any accommodation you will need for religious reasons. Any term work that has not been claimed by students will be held for four months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures of disposal.

Grade Distribution

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Grade Appeals

Students who wish to appeal a grade given for term work must do so within ten working days after the grade for the Term work has been made available to them.

Academic Integrity

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Visit the Academic Integrity Site for tools and support:

<http://umanitoba.ca/academicintegrity/>. Arts-specific information is available here:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. FYI (and, YES, this is meant to scare you away from plagiarism!), the common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F DISC (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F DISC for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Unreturned Work

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction 4 months after the end of term.

Course Materials

Please bring copies of the readings required for each week to class that week. During class, we will engage in consistent close readings of article passages.

- 1) Campbell, Lara, Tamara Myers and Adele Perry. *Rethinking Canada: The Promise of Women's History*. 6th ed. Don Mills, ON: Oxford University Press, 2016.
- 2) Chacaby, Ma-Nee and Mary Louisa Plummer. *A Two-Spirit Journey: The Autobiography of a Lesbian Ojibwa-Cree Elder*. Winnipeg: University of Manitoba Press, 2016.
- 3) Demerson, Velma. *Incorrigible*. Waterloo: Wilfrid Laurier University Press, 2006.
- 4) Possible additional primary sources; links provided through UM Learn.

Course Technology

Studies suggest that handwriting your notes is more effective for learning than typing them. Please consider using a pen and paper instead of a laptop to take notes in this class. If you absolutely must take notes on your laptop, please do not use it during class for any other purpose, including Facebook, email, Twitter or the million other captivating things you can find on the internet, because this is distracting not only for you, but also for students not using laptops. Please put your phone away during class. If there is some emergency and you need to have your phone with you, please let us know before class begins and please leave the class (rather than checking your phone in class) if you need to deal with what is going on. Our hope and expectation is that we will all try to be present in the classroom and to keep away from devices that take us away from one another and from our course content.

We will use UM Learn in this course and may occasionally contact you by email. The U of M requires that you have an official university email account and that we use that account to communicate with you. Please make sure your U of M email account is activated. Thanks!

Copyright Statement

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, we do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without our prior permission. If you would like to record any part of the course, please see one of us during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason, and what you plan to do with it afterwards. Also, please keep in mind that the University of Manitoba, Adele Perry and Jocelyn Thorpe hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

We Expect You To...

- prepare for each class by having your assigned readings complete. We do not expect you to understand fully or to agree with everything you read, but we do expect you to...
- be prepared to discuss what you have read and to share your thoughts and ideas in class orally and in writing. Some of our class time will be spent in small- and large-group discussions and we will have in-class writing assignments. The success of the class will depend on your active engagement in it as talkers and as listeners.
- bring to class questions you have about your readings. Sometimes the best thing you can bring to class is a good question, and we will do our best to find answers through our discussions. We have included a list of discussion starters on page 10 of the syllabus. It is meant to provide you with a way into thinking about course materials. If you find yourself stuck on or thoroughly confused by a reading, try answering a few discussion starters.
- listen respectfully to what your peers and profs have to say. Respectful listening means trying your best to grasp what others are saying and engaging with their ideas. It means focusing on the speaker rather than on thinking about what you might want to say next or on what someone else is doing beside you. We are all going to be “trying on” ideas in this class, and I hope that together we can create an atmosphere where we feel comfortable practising new ideas without fear of recrimination. Let’s take as a starting point that we are all coming from a good place, and try to challenge each other without damaging each other.
- treat everyone, including yourself, with respect, kindness and patience.

- challenge yourself in this course. This will mean different things to each of you. To some it will mean speaking more than usual, while for others it will mean listening more than usual or aiming to be on time for each class. We'd appreciate it if you took a few moments now, as you're reading over the syllabus, to think about what challenging yourself in this course might mean for you. Aim to challenge yourself at least once per class.
- have your cell phones and your laptops put away. (See above section called "Course Technology.")
- be present in body and (open) mind.

You Can Expect Us To...

- respect the principles we established on the first day about how best to facilitate your learning, including by: creating a comfortable classroom environment that makes you want to exchange ideas; trying to implement humour (ha ha...); avoiding picking on individual students; being well organized and passionate about course ideas; staying on topic, while also allowing for differing perspectives; and showing that we care about you, your learning and the course.
- start class on time and be generally cheerful and enthusiastic about the material and about teaching.
- be prepared for each class by planning our time in a way that facilitates your learning. Our teaching strategies will vary depending on the readings and on what works well for our class, and we are always open to suggestions about what you might find helpful for your learning.
- be available to meet with you. If you are unable to come to our office hours, please email to set up an alternative time to meet.
- return graded material to you in a timely fashion with comments designed to help you improve the quality of your work. By "timely fashion," we mean that we aim to have all written work back to you within two weeks of your handing it in, but we guarantee that it will be returned within three weeks of your handing it in.
- treat you with respect, kindness and patience.
- challenge ourselves in this course. For us, this means doing our very best to facilitate your learning, including listening and responding to your ideas and suggestions. It also means remaining open to having our ideas challenged and our minds changed by you.
- be present in body and (open) mind.

Class Schedule

This schedule is subject to change at my discretion and/or based on your learning needs. We will discuss any change to the schedule in class and I will post it on UM Learn at least two days before the change comes into effect.

Date	Required Readings	Evaluation/Action
Sept. 11	none	design syllabus
Sept. 18	<i>Rethinking Canada</i> , Introduction and Chapter 1	
Sept. 25	<i>Rethinking Canada</i> , Chapters 2 and 3	

Date	Required Readings	Evaluation/Action
Oct. 2	<i>Rethinking Canada</i> , Chapters 4 and 5	last day to hand in reading response 1
Oct. 9	Holiday: No class	
Oct. 16	<i>Rethinking Canada</i> , Chapters 6 and 7	
Oct. 23	<i>Rethinking Canada</i> , Chapters 8 and 9	
Oct. 30	<i>Rethinking Canada</i> , Chapters 10 and 11	last day to hand in reading response 2
Nov. 6	<i>Rethinking Canada</i> , Chapters 12 and 13	
Nov. 13	Holiday: no Class	
Nov. 20	<i>Rethinking Canada</i> , Chapters 14 and 15	
Nov. 27	<i>A Two-Spirit Journey</i> , chapters 1–6	last day to hand in reading response 3
Dec. 4	<i>A Two-Spirit Journey</i> , chapters 7–11	research essay proposal due
Jan. 8	<i>Incorrigible</i> , whole book	meetings in office hours re: research essay proposals
Jan. 15	<i>Rethinking Canada</i> , Chapter 16	
Jan. 22	<i>Rethinking Canada</i> , Chapter 17	
Jan. 29	<i>Rethinking Canada</i> , Chapter 18	
Feb. 5	<i>Rethinking Canada</i> , Chapter 19	
Feb. 12	<i>Rethinking Canada</i> , Chapter 20	
Feb. 19	Holiday: No Class	
Feb. 26	<i>Rethinking Canada</i> , Chapter 21	

Date	Required Readings	Evaluation/Action
Mar. 5	catch up week	research essays due
Mar. 12	<i>Rethinking Canada</i> , Chapter 22	
Mar. 19	<i>Rethinking Canada</i> , Chapter 23	
Mar. 26	<i>Rethinking Canada</i> , Chapter 24	
Apr. 2	none	exam review

U of M Student Rights, Responsibilities, Services and Supports

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Please become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The **Academic Calendar** (<http://umanitoba.ca/student/records/academiccalendar.html>) is one important source of information. Please note in particular the sections *University Policies and Procedures* and *General Academic Regulations*, some of the content of which is included below in this syllabus. First, the University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate, respectful manner. Policies governing behaviour include these: **Respectful Work and Learning Environment** (http://umanitoba.ca/admin/governance/governing_documents/community/230.html), **Student Discipline** (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html), **Intellectual Property** (http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf), and **Violent or Threatening Behaviour** (http://umanitoba.ca/admin/governance/governing_documents/community/669.html).

If you experience **Sexual Assault**, or know a member of the University community who has, please know that there are supports and resources available to you whether or not you choose to report the assault. The University of Manitoba wants to be a safe and supportive place for people to disclose sexual assault and receive the best care and referral possible. Information and resources can be found at the Sexual Assault site (<http://umanitoba.ca/student/sexual-assault/>), and the **Sexual Assault** policy may be found here: http://umanitoba.ca/admin/governance/governing_documents/community/230.html.

Please contact an **Academic Advisor** within your faculty, college or school for questions about your academic program and regulations: <http://umanitoba.ca/academic-advisors/>. Please contact Student Advocacy (<http://umanitoba.ca/student/advocacy/>) if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

The **Academic Learning Centre** (ALC) services may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, as well as test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 business hours to return your paper with comments.) Anthony Tomlin will be available for history students specifically from 2–4pm every Wednesday beginning September 20th. His office is 451 Fletcher Argue and you can make appointments with him through the Academic Learning Centre website: <http://umanitoba.ca/student/academiclearning/>. You can also talk to a member of the Academic Learning staff by calling (204) 480–1481 or by dropping in at 205 Tier Building.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student-run organization that seeks to establish a sense of community for students studying all facets of history, and to provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group (<https://www.facebook.com/groups/422932261087799/>) or by emailing us at umhisau@gmail.com.

The University of Manitoba is committed to providing all students equal access to learning opportunities. **Student Accessibility Services** (SAS) is the office that works with students who have permanent, chronic, or temporary disabilities to provide and/or arrange reasonable accommodations. If you have or think you may have a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical or temporary), you are invited to contact SAS to arrange a confidential discussion: (204) 474–7423 (V), (204) 474–9790 (TTY) or Student_accessibility@umanitoba.ca. If you are registered with SAS and have a letter requesting accommodations, please contact me early in the semester to discuss the accommodations outlined in their letter. Additional information is available at the Student Accessibility Services website: <http://umanitoba.ca/student/saa/accessibility/>.

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Please contact the **Student Counselling Centre** (<http://umanitoba.ca/student/counselling/index.html>) if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. The centre offers crisis services as well as individual, couple, and group counselling. Please contact **Student Support Case Management** (<http://umanitoba.ca/student/case-manager/index.html>) if you are concerned about yourself or another student and don't know where to turn. People there help connect students with on and off campus resources, provide safety planning, and offer other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Please contact the **University Health Service** (<http://umanitoba.ca/student/health/>) for any medical concerns, including mental health concerns. Please contact our **Health and Wellness Educator** <http://umanitoba.ca/student/health-wellness/welcome.html> or Katie.Kutryk@umanitoba.ca) if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. For comprehensive information about the full range of health and wellness resources available on campus, visit the **Live Well @ UofM** site: <http://umanitoba.ca/student/livewell/index.html>.

Assignment Descriptions

1. Reading Responses

GOAL: These papers are designed to encourage you to think deeply and write analytically and succinctly about the course materials. The papers meet the intended learning outcomes of: thinking critically about how colonialism, class, race, ethnicity, region and religion have shaped the history of women, gender, and sexuality in Canada; and articulating in writing how the categories of gender and sexuality vary across time, place and social location.

PROCEDURE: Response papers are due in class on the day we discuss the reading you are writing about. You may choose which weeks to hand in response papers as long as you hand them in on or before the dates indicated in the class schedule. Response papers should each be 2 to 3 pages long and should engage with main themes of the reading you are writing about. Remember that you do not need to summarize the reading, but rather to engage with it thoughtfully and critically. Questions you might consider answering in your response include: What main ideas does the writer introduce and why are these ideas important? How does the reading shape your understanding of gender, race and other categories of identity, as well as of the past? Do you agree or disagree with the perspective of the author(s), and why? You may also choose a creative option for one or more reading response. For example, your response might take the form of a letter to the editor, a PowerPoint presentation, or a short story. If you're not sure about a creative idea you have, please feel free to run your idea by one of us first.

SUBMISSION GUIDELINES: See "Expectations for Assignments" on page 3.

EVALUATION CRITERIA: See marking rubric on page 13.

2. Research Essay Proposal

GOAL: This proposal is designed to help you prepare to write a research essay in the area of gender history by giving you the opportunity to think through your essay and to receive comments on your initial ideas and plans.

PROCEDURE: You will write a 3 to 5 page proposal that includes a **description of a major primary source** you plan to use for your essay, a **preliminary bibliography** of secondary sources you plan to use to support your argument (4 to 6 essays or 2 to 3 books or a combination, for example 1 book and 2 or 3 essays), a **preliminary thesis statement**, and a **preliminary essay outline**. To receive credit for this assignment, you need also to meet in early January with Adele or Jocelyn to discuss and refine your proposal.

The primary source you use can be any primary source that provides a window into the history of women, gender, and sexuality in Canada's past. The proposal should describe the character of the source or document (a letter, a photograph, etc.), its author(s) and/or creator, its basic content, its location (library, archives, etc.) and note if there are any restrictions on or barriers to its use. There are many kinds of primary documents. Pick one that interests you and that has enough material on which to base a research essay. Good options include a series of letters, a novel, a group of newspaper articles, cartoons, an autobiography, a government report, a series of paintings, a diary, or an oral history (collected by you or someone else). Students can locate interesting documents at University of Manitoba Archives (2nd floor, Dafoe library), the City of Winnipeg Archives, the Provincial Archives of Manitoba, and the Hudson's Bay Company Archives.

Many primary sources are published. Older bibliographies of primary documents, such as Beth Light and Veronica Strong-Boag's *True Daughters of the North: Canadian Women's History: An Annotated Bibliography* (Toronto, OISE Press, 1980) and Mary Kinnear and Vera Fast's *Planting the Garden: An Annotated Archival Bibliography of the History of*

Women in Manitoba (Winnipeg, University of Manitoba Press, 1987) might also prove useful for finding a source. Many autobiographies, diaries, journals, letters, and novels are published in book form and held in the Dafoe library. Newspapers from the 19th and early 20th century are on microfilm in Dafoe's newspaper collection. There are many useful documents available online at trustworthy websites. Here are some places to start: "Early Canada Online" available at <http://www.canadiana.org/>; "The Virtual Museum of Metis History and Culture" at <http://www.metismuseum.ca/exhibits/voices/index.php>; "Women and Social Movements in the United States" at (<http://asp6new.alexanderstreet.com.proxy2.lib.umanitoba.ca/wam2/wam2.index.map.aspx>); "North American Women's Letters and Diaries" at <http://solomon.nwld.alexanderstreet.com.proxy2.lib.umanitoba.ca/>; the "CBC Archives" at <http://www.cbc.ca/archives>; the "National Film Board" at www.nfb.ca; Early Encounters in North America" at <http://solomon.eena.alexanderstreet.com.proxy1.lib.umanitoba.ca/>; and "Manitoba Gay and Lesbian Archives" at <http://digitalcollections.lib.umanitoba.ca/islandora/object/uofm%3Aamgla>. If your source is an oral history that you will be collecting, you will need to follow the University of Manitoba's policy on "The Ethics of Research Involving Humans" which can be found at http://umanitoba.ca/admin/governance/governing_documents/research/373.html.

Your primary research essay demands that you situate your analysis within the relevant secondary scholarship. Your proposal should identify scholarly works that you plan to consult. The secondary literature you utilize should include only material which is specific to the question being addressed (do not "pad" your bibliography with irrelevant or overly general texts), material which is new (avoid outdated material that is no longer considered relevant) or "classic," and material that is scholarly (do not use mass circulation magazines, textbooks, or encyclopaedias). Search engines such as "America: History and Life" available online and at Dafoe library should be useful, as should bibliographies such as Diana Pederson's *Changing Women, Changing History: A Bibliography of the History of Women in Canada*, Second edition. More recent work is included on the Canadian Committee on Women's History website, found at <http://www.cha-shc.ca/ccwh-cchf/New%20Website/bibliography.htm>.

SUBMISSION GUIDELINES: See "Expectations for Assignments" on page 3.

EVALUATION CRITERIA: See marking rubric on page 14.

3. Research Essay

GOAL: This essay is meant to allow you to write a research essay in the area of gender history. The assignment meets the intended learning outcomes of examining primary documents critically, accessing scholarly literature, and writing a clearly argued and properly cited essay.

PROCEDURE: You will write a 7 to 10 page research essay based on your proposal. The essay will combine your analysis of your primary source(s) with support for your argument using the secondary sources you identified in your proposal. Your essay must have a thesis, make a convincing argument, and focus on an area of gender history.

SUBMISSION GUIDELINES: See "Expectations for Assignments" on page 3.

EVALUATION CRITERIA: See marking rubric on page 15.

4. Final Exam

GOAL: The exam is meant to allow you to demonstrate your comprehension of and ability to think critically about course materials. It is not meant to trick you.

PROCEDURE: The exam will take place during the exam period and we will work collaboratively to design possible questions and to practice answering them.

5. Participation

GOAL: The purpose of this assignment is to encourage your active engagement in class, since you learn best when you participate.

PROCEDURE: Participation includes your contribution to small- and large-group discussions, your careful attention during class and your respectful attitude toward course materials, your peers and your professors. We will also spend the last 15 minutes of each class on reflection writing. You must write for 15 minutes (not 12, not 10) at the end of each class. You are required to hand in 10 (more are welcome!) reflections by the end of the course.

SUBMISSION GUIDELINES: A reflection must be handed in on the day you write it. We will not accept late reflections because these assignments are meant to reflect the work you did on a particular day in class. If you are not in class on a certain day, you may not hand in an assignment for that day. We will accept email copies of in-class reflections if you prefer to type than to write by hand. Please email them to Adele or Jocelyn (we will let you know which for each class) as soon as class ends.

EVALUATION CRITERIA: Reflection writing will be graded on a three-point scale (3 – exceeds expectations, 2 – meets expectations, 1 – does not meet expectations). Otherwise, you will do well in participation if you attend class consistently, try your best to make sense of the materials, and check your understanding of materials by speaking and listening attentively in class.

Discussion Starters

We hope these discussion starters help you to think about the material you are reading. Sometimes, when a reading is difficult, it is tempting to say “I am not getting *anything* out of this article or book. I have no idea what the author is talking about!” This sheet is designed to help you consider even articles you find challenging so that you come up with something else to say about the reading. Who knows? You might just start an excellent discussion!

1. Who is the intended audience for this essay, book, or document?
2. What is the intended purpose of this essay, book, or document?
3. When and where was this essay, book, or document produced?
4. What main idea does the author introduce?
5. Do I agree or disagree with this author’s perspective, and why?
6. I would have explored this issue differently, and this is why...
7. I suspect there may be an important point here, but I can’t find it. Can anyone help?
8. The text is a product of its period. It is/is not relevant today because...
9. The writer has chosen this form/this tone/this kind of language because...
10. If the author were here right now, this is what I would ask/want to say...
11. I wonder whether my reading of this article has more to do with the author’s ideas or with me because...

Reading Response Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Paper clearly explains the main ideas raised in the reading you write about			
Paper uses a balance of abstract concepts and specific examples to show your ability to evaluate the reading analytically			
Paper shows your ability to extend the argument of the reading to consider the themes of the course			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Paper is the proper length (2–3 pages, double-spaced, regular margins, 12 pt. font)			
Paper has a clear and effective structure			
Paper's sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct			

Grading scheme

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Research Essay Proposal Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Proposal clearly describes the primary source you plan to write about, and the primary source is appropriate for an essay on gender history in Canada			
Proposal includes a bibliography of appropriate primary sources (4 to 6 essays or 2 to 3 books or a combination, for example 1 book and 2 or 3 essays)			
Proposal includes a preliminary thesis statement, a preliminary essay outline and you have met with Adele or Jocelyn to discuss the proposal			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Paper is the proper length (3–5 pages, double-spaced, regular margins, 12 pt. font)			
Proposal has a clear and effective structure			
Paper's sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct			

Grading scheme

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Research Essay Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Essay makes a clear argument about gender history based on primary document research			
Essay uses a balance of abstract concepts, specific examples and secondary sources to make a clear and convincing argument			
Essay makes excellent use of primary and secondary sources and cites them properly			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Essay is the proper length (7–10, double-spaced, regular margins, 12 pt. font)			
Essay has a clear and effective structure			
Essay's sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct			

Grading scheme

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)