

Gender History in Canada

HIST 4060/7750, 2017-8

Classroom: 129 St John's College

Tuesday, 8:30am-11:15am

Instructor: Adele Perry, 228 St John's College

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Office Hours: Monday, 12:30-1:30, or by appointment.

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Ojibwe, 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.

Instructor

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 feel free to send me a follow up email.

Format

One 145-minute seminar per week. Seminars will focus on discussion but will also include short lectures, in-class writing, student-led discussions, and audio-visual materials. Some classes will be held at the Archives of Manitoba/Hudson's Bay Company Archives or the University of Manitoba Archives and Special Collections. Students will be expected to lead or co-lead a seminar, participate fully in discussions and to present their research to the seminar.

Course Description

In this course we will explore the theory and practice of gender and women's history. Taking a decolonizing, intersectional feminist perspective, we will particularly pose two, interrelated questions:

- how does reading gender history, women's history, and the history of sexuality through and alongside the history (and present) of colonialism shift our understanding of those intertwined histories?
- How does taking gender, women's and non-binary peoples' experience seriously enrich and or alter how we understand colonialism?

Our focus will be on northern North America and Canada.

The object of this is to familiarize senior undergraduate and graduate students with the changing theoretical and historiographical terrain of gender history. We will read recent

secondary literature, with three scheduled “theory and method check-ins” distributed throughout the course.

The reading load will be substantial. All the books have been ordered in the bookstore and I will do my best to make sure they are on reserve in St John’s College Library. Each week has specified readings, which you are expected to have done for seminar. In addition, the syllabus lists some “additional” readings in text boxes. Students enrolled in History 7750 might consider drawing on these lists of additional readings, and all students might find them useful for developing response papers and/or bibliographies for your major research project.

Written work will be a reading journal, due in two instalments; a historiographical essay; a research essay proposal, and a research essay. Students working toward a Master’s degree by thesis are encouraged to submit a draft thesis proposal in lieu of a research essay, and students working toward a PhD are encouraged to submit a draft of their comprehensive exam major field with a short accompanying essay in lieu of a research essay. Students completing research papers should aim to have a version to present at the Fort Garry Lectures, the annual undergraduate and graduate student conference organized by the University of Manitoba/University of Winnipeg Graduate Students, or at Rising Up! , the annual conference held by University of Manitoba’s Native Studies graduate students.

Texts

Brenda Child, *Holding Our World Together: Ojibwa Women and the Community of Survival* (New York, Penguin, 2012) ISBN-13: 978-0143121596

Robert Alexander Innis and Kim Anderson, eds., *Indigenous Men and Masculinities: Legacies, Identities, Regeneration* (Winnipeg, University of Manitoba Press, 2015) ISBN 9780887557903

Harvey Imani Whitfield, *North to Bondage* (UBC Press, 2016) ISBN: 9780774832298

Sarah Carter, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (U of Manitoba Press, 2016) ISBN: 978-0-88755-818-4

Sarah Deer, *the Beginning and the End of Rape: Confronting Sexual Violence in Native America* (U of Minnesota Press, 2015) ISBN: 9780816696338

Mary Jane Logan McCallum, *Indigenous Women, Work and History 1940-1980* (Winnipeg: University of Manitoba Press, 2014) 978-0-88755-738-5,

Brenda Macdougall, *One of the Family: Metis Culture in Nineteenth-Century Northern Saskatchewan* (UBC Press, Vancouver 2010) ISBN: 978-0-7748-1730-1

Leanne Betasamosake Simpson, *Islands of Decolonial Love* (Winnipeg, ARP, 2013) ISBN 9781894037884

These books will be supplemented by articles available via umlearn and the University of Manitoba library.

Evaluation

Assignment	due date	Length	Value
3 response essays	Due during the weeks of the reading discussed, any time between 19 September 2017 and 9 January 2018	2-4 typed pages or 500 to 1000 words for 4060 students and 3-5 typed pages or 750-1,250 for 7750 students each.	15% each to a total of 45%
Major assignment proposal	5 December 2017 or 9 January 2018	2-3 typed pages or 500 to 750 words for 4060 students and 3-5 typed pages or 750-1,250 words for 7750 students.	10%
Major Written Assignment (research essay, draft MA thesis proposal on topic relevant to course material, or draft PhD comprehensive exam major field list & short explanatory essay on topic related to course material)	6 March 2018	15-20 typed pages or 3,750 to 5,000 words for 4060 students and 18-25 typed pages or 4,500 to 6,250 words for 7750 students.	30%
seminar participation, including show and tell	various dates – email Adele to notify her of your chosen seminar for show and tell.		15%

Evaluative feedback will be provided well before the voluntary withdrawal date, 16 January 2018.

I might penalize late assignments at the rate of 1% per day. Extensions will be given only in cases of serious illness or emergency. **No assignments will be accepted after the last class of each term.**

All written work submitted for this course must be original. Students are advised to consult the University of Manitoba regulations, as outlined in the section on Academic Integrity of the General Academic Regulations in the online Academic Calendar & Catalog, regarding plagiarism, cheating and impersonation. The common penalty in Arts for plagiarism in a written

assignment, test, or examination is F on the paper and F (DISC for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

Students who wish to appeal a grade given for term work must do so within TEN (10) working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Grade Distribution

A+: 88+	C+: 66-69
A: 80-87	C: 60-65
B+: 76-79	D: 50-59
B: 70-75	F: 49-

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.

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.

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 Technology

I would rather you use a pen and paper instead of a laptop to take notes in this class. Not only do the studies suggest that your notes will be more useful to you if you write them by hand, but also it is more difficult to get distracted by paper and a pen than by a laptop. 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 me 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. My 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.

I will occasionally communicate with you as a class through UM Learn and/or by email. The U of M requires that you have an official university email account and that I use that account to communicate with you. Please make sure your U of M email account is activated. Thanks!

Resources

As a student of the University of Manitoba there are a range of resources available to you.

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 behavior 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.) All Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at <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.

The **Indigenous Student Centre** (ISC) provides a wide range of services to First Nations, Metis, and Inuit students, including support and assistance with your studies and the transition to university and the city or province. The ISC is located in Migizii Agamiik and you can read more about it at <http://umanitoba.ca/student/indigenous/about.html>.

The **Dafoe Library**. The Library has a lot of books, but it also has helpful people and resources, including LibGuides on many topics, study spaces, subject guides, useful workshops, student computers and printing, and is the location for some of the ALC's Writing Tutors. You can read about Dafoe's services here: <http://libguides.lib.umanitoba.ca/dafoe/services>.

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>.

Seminar Schedule

12 September 2017: *Introduction and syllabus design*

19 September 2017: *Women, Family, and Kinship I*

- reading: Child, intro and chapter 1-3

ps: consider coming to hear Maureen Lux at the University of Winnipeg, on 23 September 2017.

26 September 2017: *Women, Family and Kinship 2*

- readings: Child, chapter 4-6

3 October 2017: *Women, Family, and Kinship 3:*

- readings: Whitfield

10 October 2017: *Women, Family, and Kinship 4:*

- Readings: Macdougall, intro, Chapter 1-3

ps: Consider attending the American Society for Ethnohistory Conference at the Fairmont hotel, 12-14 October 2017: <http://ethnohistory.org/index.php/annual-conference/>

17 October 2017: *Women, Family, and Kinship IV:*

- Macdougall, chapters 4-7 and conclusion

Additional readings for this cluster: Jarvis Brownlie and Valerie Korinek, eds., *Finding a Way to the Heart: Writings on Aboriginal and Women's History in Canada* (Winnipeg, University of Manitoba Press, 2012); Mona Gleason, *Small Matters: Canadian Children in Sickness and Health*. Montreal and Kingston: McGill-Queen's University Press, 2013); Jean Barman, *French Canadians, Furs, and Indigenous Women in the Making of the Pacific Northwest* (Vancouver, UBC Press, 2014); Rushford, Brett. *Bonds of Alliance: Indigenous and Atlantic Slaveries in New France* (Chapel Hill, University of North Carolina Press, 2012); Afua Cooper, *The Hanging of Angelique: Racette, Sherry Farrell*. "Sewing for a Living: The Commodification of Métis Women's Artistic Production," in Katie Pickles and Myra Rutherdale, ed., *Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past* (Vancouver: UBC Press, 2005) 17-46; Mawani, Renisa. *Colonial Proximities: Crossracial Encounters and Judicial Truths in British Columbia, 1871-1921* (Vancouver: UBC Press, 2009); Nicole St-Onge, Carolyn Podruchny, and Brenda Macdougall, eds., *Contours of a People: Metis Family, Mobility, and History* (Vancouver: UBC Press, 2010); Hyde, Anne F. *Empires, Nations and Families: A History of the North American West, 1800-1860* (Lincoln: University of Nebraska Press, 2011); Bradbury, Bettina. *Wife to Widow: Lives, Laws, and Politics in Nineteenth-Century Montreal* (Vancouver: UBC Press, 2011); Afua Cooper, *The Hanging Of Angelique: The Untold Story Of Canadian Slavery And The Burning Of Old Montreal* (Toronto, Harper Collins, 2006); Barrington Walker, ed., *The African Canadian Legal Odyssey: Historical Essays* (Toronto: University of Toronto Press, 2012)

24 October 2017: *Theory and Method Check In: Women's and Gender History*

- readings: Riley, Denise. "Does Sex have a History," *New Formations*, 1, Spring 1987, 35-45; Joan Scott, "Gender: A Useful Category of Historical Analysis," in *American Historical Review*, 91: 5 (December 1986) 1053-1075, <http://www.jstor.org.uml.idm.oclc.org/stable/pdf/1864376.pdf>; Eric Weitz, Joanne Meyerowitz, Heidi Tinsman, Maria Bucur, et al, "AHR Forum: revisiting 'gender: a useful category of historical analysis,'" *American Historical Review*, December 2008, 113:5, 1344-1345, <https://academic-oup-com.uml.idm.oclc.org/ahr/article-lookup/doi/10.1086/ahr.113.5.1344> Parr, Joy. "Gender and Historical Practice." *CHR* 76:3 ; Sylvia Van Kirk, "Women in Between': Indian Women in Fur Trade Society in Western Canada," *Historical Papers*, 12:1 (1977) 30-46; Patricia Monture, "Ka-Nin-Geh-Heh-Gah-E-Sa-Nonh-Yah-Gah," *Canadian Journal of Women and the Law*, 2 (1986) 159-1

Additional readings for this check-in: Donald Wright, *The Professionalization of History in English Canada*. Toronto: University of Toronto Press, 2005; See Richard White, "Here is the Problem: An Introduction," and contributions from Karen Halttunen, Philip J. Deloria, Jacquelyn Down Hall, John Demos, and Laurel Thatcher Ulrich, *Journal of American History*, June 2002 (89:1) 17-53; Antoinette Burton and Dane Kennedy, *How Empire Shaped Us* (London, Bloomsbury Academic, 2016); McCallum, Mary Jane Logan. "Indigenous Labor and Indigenous History," *American Indian Quarterly* 33: 4 (Fall 2009), 523–44.

31 October 2017: *Women, Work, Empire and Nation I*

- readings: Carter, Intro and Chapters 1-3

7 November 2017: *Women, Work, Empire and Nation 2:*

readings: Carter, Chapters 4-7 and conclusion

14 November 2017: *Women, Work, Empire and Nation 3:*

- readings: McCallum, Intro and Chapters 1-2

21 November 2017: *seminar cancelled*

28 November 2017: *Women, Work, Empire and Nation IV:*

- readings: McCallum, Chapters 3-4, conclusion.

Additional reading for this cluster: Adele Perry, *On the Edge of Empire: Gender, Race, and the Making of British Columbia, 1849-1871* (Toronto: University of Toronto Press, 2001); Marlene Epp, Franca Iacovetta, and Frances Swyripa. *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*. Second Edition (Toronto: University of Toronto Press, 2016); Laura Madokoro, Francine McKenzie, and David Meren, eds., *Dominion of Race* (2016); Constance Backhouse, *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. Toronto: University of Toronto, 1999); Elizabeth Vibert, *Traders' Tales: Narratives of Cultural Encounter in the Columbia Plateau* (Norman, Oklahoma, University of Oklahoma Press, 1997); Sarah Carter, *The Importance of Being Monogamous: Marriage and the Politics of Nation-Building in Western Canada to 1915* (Edmonton: Athabasca University Press, 2008); Karen Flynn, *Moving Beyond Borders: A History of Black Canadian and Caribbean Women in the Diaspora* (Toronto, University of Toronto, 2011); Allison Marshall, *Cultivating Connections: The Making of Chinese Prairie Canada* (Vancouver, UBC Press, 2015); Sarah Carter, *Capturing Women: The Manipulation of Cultural Imagery and Canada's Prairie West*. Montreal and Kingston: McGill-Queen's University Press, 1997.

5 December 2017: *Theory and Method Check in II: Gender, Colonization and Race:*

- Readings: Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," *Signs* 17:2 (Winter 1992); Ann Stoler, "Tense and Tender Ties: The Politics of Comparison in North American History and Post-Colonial Studies," *Journal of American History* 88 (December 2001): 829-865. Saidiya Hartman, "Venus in Two Acts," *Small Axe*, 26 (12:2) June 2008 1-14; Gayatri Spivak, "Can the Subaltern Speak,"? available at http://www.mcgill.ca/files/crclaw-discourse/Can_the_subaltern_speak.pdf; Iacovetta, Franca. "Gendering Trans/National Historiographies: Feminists Rewriting Canadian History." *Journal of Women's History* 19, 1 (2007): 206-13; Brenda Macdougall, "Speaking of Metis: Reading Family Life into Colonial Records," *Ethnohistory* 61:1 (Winter 2014): 27-56; Anjali Arondekar, Ann Cvetkovich, et al, "Queering Archives: A Roundtable Discussion," *Radical History Review*, 2015, 125, 211-231.

Additional readings for this check in: Patrick Wolfe, "Land, Labor, and Difference," *American Historical Review*, 106: 3 (June 2011), 865-906; Durba Ghosh, "Decoding the Nameless: Gender, Subjectivity, and Historical Methodologies in Reading the Archives of Colonial India," in Kathleen Wilson, ed., *A New Imperial History: Culture, Identity, and Modernity in Britain and the Empire, 1660-1840* (Cambridge: Cambridge University Press, 2004). Julia V. Emberly, "A Gift for Languages": Native Women and the Textual Economy of the Colonial Archive," *Cultural Critique* 17 (1990-1): 21-50; Chris Andersen and Jean M. O'Brien, eds., *Sources and Methods in Indigenous Studies* (London: Routledge, 2016)

9 January 2018: *The Politics of Gender, Settler Colonialism and Indigenous North America I*

- readings: Deer, Intro and Chapters 1-4

16 January 2018: *The Politics of Gender, Settler Colonialism and Indigenous North America II*

- readings: Deer, Chapters 5-10 and conclusion

23 January 2018: *The Politics of Gender, Settler Colonialism and Indigenous North America III*

- readings; Anderson and Innis, Introduction and Parts 1 and 2

30 January 2018: *The Politics of Gender, Settler Colonialism, and Indigenous North America IV*

- Readings: Anderson and Innis, Parts 3-4 and conclusion

6 February 2018: *The Politics of Gender, Settler Colonialism and Indigenous North America V*
Readings: Simpson

13 February 2018: *Theory and Method Check-in 3: Indigenous Feminist Futures and Pasts*

- Sarah Nickel, "I am not a Women's libber, although sometimes I sound like one': Indigenous Feminism and Politicized Motherhood in British Columbia, 1950s to 1980s,"; Audra Simpson, "Whither settler Colonialism," *Settler Colonial Studies*, 6:3, 2016, 438-445; Mary Jane Logan McCallum, "Starvation, Experimentation, Segregation and Trauma," *Canadian Historical Review*, 98:1 (March 2017): 96-113; Dian Million, "Felt Theory: An Indigenous Feminist Approach to Affect and History," *Wicazo Sa Review*, v24 n9, Fall 2009; Eve Tuck and K Wayne Yang "Decolonization is not a Metaphor," *Decolonization, Indigeneity, Education and Societies*, 1:1 (2012) 1-40;
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- Additional readings for this cluster AND check-in: Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham, North Carolina, Duke University Press, 2014); Chris Andersen, *'Metis': Race, Recognition and the Struggle for Indigenous Peoplehood* (Vancouver: UBC Press, 2014); Joanne Barker, *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies* (Duke, 2017); Mark Rifkin, *When Did Indians Become Straight? Kinship, the History of Sexuality, and Native Sovereignty* (Oxford, Oxford University Press, 2011); Quo-Li Driskill, "Douubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies," *GLQ: A Journal of Lesbian and Gay Studies*, 16:1-2 (2010) 69-92; Glen Coulthard, *Red Skin, White Masks: Rejecting the Colonial politics of Recognition* (Minneapolis, University of Minnesota Press, 2014); Leanne Simpson, *Dancing on our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence* (Winnipeg, ARP, 2011)

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20 February 2018: *Louis Riel Day and Reading weeeeeek*

27 February 2018: *research week! Meet at archive TBA*

6 March 2018: *research week 2 and paper due*

13 March 2018: *conference 1*

20 March 2018: *conference 2*

27 March 2018: *conference 3*

3 April 2018: *course wrap-up and historical potluck* 😊