

**History of Women, Gender, and Sexuality in Canada** (CRN 15913/55814, section A01, 6 credits)  
**HIST 3572, Fall 2018 and Winter 2019**

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.

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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.

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### Course Description: Or, Is This Course for You?

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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

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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

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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 Methods

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Due Date	Assessment Tool	Value of Final Grade
will take place at the beginning of each class	entry tickets	20%
26 November 2018	primary document analysis	10%

28 January 2019	annotated bibliography or literature review	15%
4 March 2019	final project	25%
during exam period	final exam	30%

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### 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, eds., *Rethinking Canada: The Promise of Women's History*. 6<sup>th</sup> ed. Don Mills, ON: Oxford University Press, 2016.
- 2) Backhouse, Constance. *Carnal Crimes: Sexual Assault Law in Canada, 1900–1975*. Toronto: Irwin Law, 2008.
- 3) Bell, Meghan, ed. *Making Room: Forty Years of Room Magazine*. Toronto: Caitlin Press, 2017.

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### 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!

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### Copyright Statement

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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.

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### We Expect You To...

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

Date	Required Readings	Evaluation/Action
Sept. 10, 2018		introduction and syllabus design
Sept. 17, 2018	<i>Rethinking Canada</i> , Introduction & Chapter 1	
Sept. 24, 2018	<i>Rethinking Canada</i> , Chapters 2 & 3	
Oct. 1, 2018	<i>Rethinking Canada</i> , Chapters 4 & 5	

<b>Date</b>	<b>Required Readings</b>	<b>Evaluation/Action</b>
Oct. 8, 2018	holiday: no class	
Oct. 15, 2018	<i>Rethinking Canada</i> , Chapters 6 & 7	visit to Archives of Manitoba/Hudson's Bay Company Archives
Oct. 22, 2018	<i>Rethinking Canada</i> , Chapters 8 & 9	
Oct. 29, 2018	<i>Rethinking Canada</i> , Chapters 10 & 11	visit to Oral History Centre
Nov. 5, 2018	<i>Rethinking Canada</i> , Chapters 12 & 13	visit to University of Manitoba Archives and Special Collections
Nov. 12, 2018	fall term break	
Nov. 19, 2018	<i>Carnal Crimes</i> , Chapters 1 & 2	
Nov. 26, 2018	<i>Carnal Crimes</i> , Chapters 3 & 4	primary source analysis due
Dec. 3, 2018	<i>Carnal Crimes</i> , Chapters 5 & 6	
Jan. 7, 2019	<i>Carnal Crimes</i> , Chapters 7 & 8	
Jan. 14, 2019	<i>Carnal Crimes</i> , Chapters 9, 10 & 11	
Jan. 21, 2019	<i>Rethinking Canada</i> , Chapters 14 & 15	
Jan. 28, 2019	<i>Rethinking Canada</i> , Chapters 16 & 17	annotated bibliography or literature review due

Date	Required Readings	Evaluation/Action
Feb. 4, 2019	<i>Rethinking Canada</i> , Chapters 18 & 19	
Feb. 11, 2019	<i>Rethinking Canada</i> , Chapters 20 & 21	
Feb. 18, 2019	Louis Riel day and Winter Term Break	
Feb. 25, 2019	<i>Rethinking Canada</i> , Chapters 22 & 23	
Mar. 4, 2019	<i>Rethinking Canada</i> , Chapter 24	final project due
Mar. 11, 2019	<i>Making Room</i> , chapters TBA	
Mar. 18, 2019	<i>Making Room</i> , chapters TBA	
Mar. 25, 2019	<i>Making Room</i> , chapters TBA	revised version of final project due
Apr. 1, 2019	<i>Making Room</i> , chapters TBA	
Apr. 8, 2019	course wrap up, exam review	

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### Expectations for Assignments, General Policies and University Information

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#### Expectations for Assignments

Evaluation of term work (weekly entry tickets and primary document analysis) will be provided before the voluntary withdrawal date of January 18, 2019. 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. 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](http://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 one of us 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 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\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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.



## Student Services: ALC, SAS, Student Counselling Centre

The **Academic Learning Centre** (ALC) offers services that 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.) The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling to follow during the course.

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 201 Tier Building.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

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.

Contact the **Student Counseling Centre** (SCC) 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. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Contact the **Student Support Case Management** team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

Contact **University Health Service** (UHS) for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Contact **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. <http://umanitoba.ca/student/advocacy>

### **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 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 instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

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## **Assignment Descriptions**

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### **1. Entry Tickets**

**GOAL:** These assignments are designed to encourage you to read carefully, think deeply, and write analytically and succinctly about the course materials and be prepared to discuss them with the group. The entry tickets 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:** We will begin most classes with one or two questions posed to the entire group. You will have 15 minutes to respond in writing to the question(s) with your books closed. Entry tickets should be written in full sentences and paragraphs (not in point form) and directly respond to the question(s) posed.

**SUBMISSION GUIDELINES:** To be handed in during class immediately following the assignment.

**EVALUATION CRITERIA:** Entry tickets will be graded on a 3-point scale: does not meet expectations (1), meets expectations (2), exceeds expectations (3). If you get all 3s, you will get an A+ on this assignment. If you get all 2s, you will get a B on this assignment. If you get all 1s, you will get a D or F on this assignment. Combinations will be evaluated in between these given letter grades.

### **2. Primary Document Analysis**

**GOAL:** The purpose of this assignment is to show that you have located, examined, and analyzed a primary source pertaining to the history of women, gender, and sexuality in Canada's past. It meets the intended learning outcome of examining primary documents critically using the tools of gender history. Your primary document will be the basis of your final project for this course.

**PROCEDURE:** You will write a 5–6 page analysis of a primary source or set of primary sources, including: a description of the primary source or sources (character of the source, explanation of its creator, content of the source, its location, any barriers to its use); and an analysis of what the source offers for the history of women, gender, and sexuality in Canada's past. This analysis will become a critical component of your final project.

**FURTHER INFORMATION:** 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. There are many kinds of primary sources. 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, a film, an autobiography, material culture, a government report, a series of paintings, state records, a diary, or an oral history (collected by you or someone else). Here are some suggestions:

- Archives are full of primary sources. Nearby archives include the University of Manitoba Archives (2<sup>nd</sup> floor, Dafoe library), the City of Winnipeg Archives, the Provincial Archives of Manitoba, and the Hudson's Bay Company Archives. There are collections of artefacts and material culture at the Manitoba Museum.
- Some archival collections are digitized (for example, the Manitoba Gay and Lesbian Archives at <http://digitalcollections.lib.umanitoba.ca/islandora/object/uofm%3Amla> and <http://www.bac-lac.gc.ca/eng/Pages/home.aspx> or <https://www.collectionscanada.gc.ca/posters-broadsides/026023-2000-e.html>).
- Visual material such as film, television and ads are available online in places like the National Film Board archives (<https://www.nfb.ca>) and CBC's digital archives (<https://www.cbc.ca/archives>). You can read about fine art collections here: <https://libguides.lib.umanitoba.ca/c.php?g=297482>.
- The Oral History Centre at the University of Winnipeg has helpful tools for locating collections of oral interviews: <http://www.oralhistorycentre.ca/>. 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](http://umanitoba.ca/admin/governance/governing_documents/research/373.html).
- Many primary sources are published. Many autobiographies, diaries, journals, letters, and novels are published in book form and held in the Dafoe library. Some locally relevant ones are digitized on open access platforms such as Peel's Prairie Provinces (<http://peel.library.ualberta.ca/index.html>) or Manitoba <https://digitalcollections.lib.umanitoba.ca/islandora/object/uofm%3Amanitobia>.
- The University of Manitoba libraries give you access to a number of collections of primary sources. These include Early Canada Online available at <http://www.canadiana.org/>; 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/>; Early Encounters in North America at <http://solomon.eena.alexanderstreet.com.proxy1.lib.umanitoba.ca/>; and Archives of Gender and Sexuality: LGBTQ History Since 1946 at <http://gdc.galegroup.com.uml.idm.oclc.org/gdc/artemis?p=AHSl&u=univmanitoba.ca>
- Newspapers from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century are rich primary sources. You can access digitized versions of the *Winnipeg Tribune*, the *Globe and Mail* and other newspapers through the University of Manitoba's library website, or on microfilm in the library. The *Winnipeg Free Press* archives can be accessed on terminals at Dafoe or through the Winnipeg Public Library. Popular magazines are also good sources, and Maclean's magazines are digitized from 1905-2015.

**SUBMISSION GUIDELINES:** See "Expectations for Assignments" on page 7.

**EVALUATION CRITERIA:** See rubric on page 14.

### 3. Annotated Bibliography/Literature Review

**GOAL:** This assignment is designed to demonstrate that you have undertaken the secondary research necessary for your final project. It meets the intended learning objectives of accessing scholarly literature to think critically about how colonialism, class, race, ethnicity, region and religion have shaped the history of women, gender, and sexuality in Canada.

**PROCEDURE:** You will begin by identifying what secondary literature you need to adequately analyse your primary sources, and access how scholars have addressed related topics. 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 the one maintained by the Canadian Committee on Women’s History website <http://www.cha-shc.ca/ccwh-cchf/New%20Website/bibliography.htm> and Shekon Neechie: <https://shekonnechie.ca/features/bibliography/>.

You can submit a review of the secondary literature OR an annotated bibliography. For advice on annotated bibliographies, see <https://www.trentu.ca/history/how-write-annotated-bibliography>. A literature review is more polished than an annotated bibliography, bringing together the literature in more of an essay style than does an annotated bibliography. In that way, it is more work than the annotated bibliography, but this is work that you will need to do eventually for your final project and so you might want to do it sooner rather than later. The amount of secondary literature required will depend on topic, but most will consult around 4 or 5 books, or 6 to 10 essays/chapters, or a combination of the two. The review of the secondary literature or annotated bibliography should be approximately 4–5 pages in length.

**SUBMISSION GUIDELINES:** See “Expectations for Assignments” on page 7.

**EVALUATION CRITERIA:** See rubric on page 14.

### 4. Final Project

**GOAL:** The final project is a culmination of the primary source analysis and the annotated bibliography/literature review, and an opportunity for you to demonstrate your knowledge of the specific topic within the context of the course material. The assignment meets the intended learning outcomes of examining primary documents critically, accessing scholarly literature, and writing a clearly argued and properly cited essay or alternative format.

Students may choose an essay, or they can also choose to present their research in a small-scale museum exhibit or a podcast. Please discuss these options in person with Adele and/or Jocelyn before the end of January of 2019.

**PROCEDURE:** 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 the history of women, gender, and sexuality in Canada. Your essay should be 10–12 pages in length. Students may have the option of submitting a revised version of their final project after receiving comments from us.

**SUBMISSION GUIDELINES:** See “Expectations for Assignments” on page 7.

**EVALUATION CRITERIA:** See rubric on page 15.

## 5. 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.

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### Discussion Starters

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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, document, 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...

**Primary Document Analysis Rubric**

	<b>Does not meet expectations (F to D)</b>	<b>Meets expectations (C to B)</b>	<b>Exceeds expectations (B+ to A+)</b>
<b>CONTENT</b>			
Clearly identifies primary source that is appropriate for an essay on the history of women, gender, and sexuality in Canada.			
Provides an accurate description and a convincing analysis of the primary source.			
<b>STRUCTURE/STYLE</b>	<b>Does not meet expectations</b>	<b>Meets expectations</b>	
Paper’s sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct.			
Analysis is the proper length (5–6 typed, double-spaced pages in 12-point font).			
Analysis uses a recognized system of documentation consistently and correctly.			

**Literature Review/Annotated Bibliography Rubric**

	<b>Does not meet expectations (F to D)</b>	<b>Meets expectations (C to B)</b>	<b>Exceeds expectations (B+ to A+)</b>
<b>CONTENT</b>			
Analyzes or annotates an appropriate number and range of secondary sources.			
Identifies and accurately summarizes key work in the areas relevant to the final project.			
<b>STRUCTURE/STYLE</b>	<b>Does not meet expectations</b>	<b>Meets expectations</b>	
Review or annotated bibliography is the proper length (4–5 typed, double-spaced pages in 12-point font).			
Literature review or annotated bibliography has a clear structure.			

Sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct.			
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**Final Project Rubric**

	<b>Does not meet expectations (F to D)</b>	<b>Meets expectations (C to B)</b>	<b>Exceeds expectations (B+ to A+)</b>
<b>CONTENT</b>			
Project addresses an aspect of the history of women, gender, and sexuality in Canada.			
Project make a clear and convincing argument about its topic.			
Project makes excellent use of primary and secondary sources and cites them properly.			
<b>STRUCTURE/STYLE</b>	Does not meet expectations	Meets expectations	
Project is the proper length. Essays should be (10–12 typed, double-spaced pages in 12-point font).			
Project is clearly and effectively presented.			
Prose is clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct.			