Instructor: Dr. N. Janovicek
Office: SS 612
Phone: 403-220-6403
E-mail: njanovic@ucalgary.ca
Office Hours: Wednesday 1:00-4:00

Class Meetings: T/R 2:00-3:15
ENA 101

COURSE DESCRIPTION

This course examines women in Canadian society from contact between First Nations peoples and newcomers to the present. We will discuss the changing roles of women in different economic and social contexts, and how race, class, age, social status, and sexual orientation shaped women’s lives. The lectures will introduce students to key themes in women’s history, as well as historiographical and theoretical debates in the field. In class discussions and written assignments, students will analyze some of the methods and sources that historians use to examine women’s lives.

COURSE TEXTS


GRADE DISTRIBUTION

Essay 1: Oral History Methodology (5 pages) 20%
Essay 2: Research Paper (10-12 Pages) 35%
Final Exam 25%

All assignments and the examination must be completed to pass the course. Late papers will be penalized.
**ASSIGNMENTS**

All assignments are to be double-spaced and written in Times New Roman 12 point font. I will not accept assignments that are submitted as an e-mail attachment. All assignments must be submitted in class, or in the Red Box in the History Department on the 6\(^{th}\) floor of the Social Sciences Building. Do not submit your essays to the administrative staff in the history department office. Leave them in the Red Box. I will receive them at the end of the day or the next morning.

Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 0.5 of the 4.00 grade point system per day.

**ESSAYS**

**ESSAY 1: **_Obachan’s Garden: Oral History Methodology Assignment (5 pages)_
**Due: February 12**

The purpose of this assignment is to teach students to think critically about the evidence of oral history. One of the challenges of writing women’s history is the lack of textual sources. Because there are so few documents written by women, feminist historians were strong advocates for oral history. In the 1970s, women’s historians used the evidence of oral history somewhat uncritically. Many practitioners thought that oral history was the most reliable record of women’s lives because women themselves took a part in producing these new historical sources. By the 1980s, oral historians, influenced by the literature about the construction of memory, began to analyze how women’s reinterpretation of their past sheds light on gender, race, and class relations.

Students will write a short paper that answers the following question: Oral historians argue that gender, race, and class shape memory. How do the differences between Asayo Murakami’s (Obachhan) memory and the historical record help us to understand women’s experiences of oppression and the social relations that shaped Murakami’s account of her life?

On **Tuesday, February 3**, we will discuss the articles listed below. Students will begin watching _Obachan’s Garden_ after the discussion on and will finish watching the film on **Thursday, February 5**.

Read:

**TERM PAPER (10-12 PAGES)**
**Due: March 26**

Students will write a term paper (10-12 pages) that examines a topic in Canadian women’s history. Suggested essay topics will be posted on Blackboard, and I will distribute a sign-up sheet in class on Thursday, January 29. To ensure that students will have access to the resources, no more than two students may sign up for a topic. If you are interested in a topic that is not on the list, please consult me by the end of January.
Students must use a minimum of 10 scholarly sources, and must include primary sources. On-line secondary sources are discouraged because they are not usually peer-reviewed works. There are many good documents and primary sources available on-line, and students are welcome to use documents that are available on historical databases.

**Plagiarism**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not.

As noted in the *Department of History Guide to Essay Presentation*, plagiarism may take several forms:

1. Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
2. Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
3. Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
4. The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in The University of Calgary Calendar.

**Academic Accommodations**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

**Grading Scheme:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Excellent; exceeds course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Superior work that meets course requirements</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>74-76</td>
<td>Above average; meets, but does not exceed</td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Satisfactory, but does not meet requirements</td>
</tr>
<tr>
<td>C</td>
<td>64-66</td>
<td>Acceptable</td>
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<tr>
<td>C-</td>
<td>60-63</td>
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<td>D+</td>
<td>55-59</td>
<td>Passable</td>
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<tr>
<td>D</td>
<td>50-54</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td>Fail</td>
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LECTURE SCHEDULE

Week 1 (January 13 & 17): Introduction to the Course and Aboriginal Women and Contact with Europeans
Read: “Introduction” and Shoemaker, “Kateri Tekakwitha’s Tortuous Path to Sainthood” in Rethinking Canada

Week 2 (January 20 and 22): Women in Colonial Contexts: New France and British North America

Week 3 (January 27 and 29): Political and Legal Status

Week 4 (February 3 and 5): Obachan’s Garden Paper
Read Oral History Essays from Blackboard for Feb 3 Discussion
Feb 5: View Obachan’s Garden

Week 5 (February 10 and 12): Women in the Contact Zone
Essay 1 Due February 12

Reading Week: February 16-20

Week 6 (February 24 and 26): Women’s Work in Industrializing Canada
Read: pp. 1-87 of Discounted Labour

Week 7 (March 3 and 5): Women’s Reform Movements
Read: Janice Fiamengo, “A Legacy of Ambivalence” and Little “Claiming a Unique Place”

Week 8 (March 10 and 12): The Impact of Women’s Reform and the Welfare State on Women
Read: pp. 91-157 of Discounted Labour

Week 9 (March 17 and 19): Courtship, Marriage, and Motherhood

Week 10 (March 24 and 26): Women’s Sexuality in Postwar Canada
- Term Paper Due March 26
Week 11 (March 31 and April 2): Postwar Suburban Dreams?

Week 12 (April 7 and 9): The Contemporary Women’s Movement and International Connections

Week 13 (April 14 and 16): Challenges and Future Directions for Women’s Organizing
• April 17: Review Questions for Final Examination

Social Science Faculty Rep.: Phone: 220-6551/Rm. MSC 251
SAFEWALK/Campus Security: 220-5333