COURSE OUTLINE

This seminar course examines key themes in gender history in Canada. The course will introduce students to gender theory and historical practice. In seminar discussions, students will examine how the intersection of race, class, and gender shaped women’s and men’s lives in the past and how gender relations shaped colonialism, concepts of nation, work, social policy, and culture. Students will write a major term paper based on original archival research.

REQUIRED TEXTS

There are no texts for the course. All readings are posted on Blackboard.

COURSE REQUIREMENTS AND GRADE DISTRIBUTION

Seminar Participation: 25%
Archival Record Analysis/Prospectus: 15%
Book Review (oral presentation and written): 10%
Presentation of Final Paper: 10%
Term Paper: 40%

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

Seminar Participation

Student participation is essential to a successful seminar. Students should take careful reading notes in preparation for class. Identify the common themes in the articles, historiographical debates, and developments in methodological approaches to the subject. Be prepared to discuss the argument, sources, and the strengths and weaknesses of each article. Think about questions that will stimulate class discussion. In the seminar meetings, I will call upon a student to introduce a reading to the class before we discuss it as a group. This includes a brief discussion of the argument, the sources, and how it contributes to the field.

Book Review (500 words)

Students will write a book review (2 pages) of one of the books listed in the syllabus. During the seminar, students will present their review to the class (8-10 minutes). The presentation will be based on the book review, but should also explain how the book contributes to the development of the field. The book review is due on the same day of the presentation.

Archival Records Analysis/Prospectus (1250 words)
Due: October 6

Students will write a 5 page methodological paper based on the archival collection that you will read for your final paper. It is important to go to the archives early in the semester because working in archives is slower than using secondary sources. The Glenbow Library and Archives are open to the public Tuesday to Thursday 10:00 to 5:00.

The purpose of this assignment is to encourage you to think critically about the documents you will use for your research paper. Once you have defined your research topic, ask the following questions about the records:

- How is this collection useful for my research topic?
- What are its limitations? What questions can’t be answered and why?
- What do the documents reveal about historical constructions of gender, race, class, and/or sexual identity?
- Did the people who left these documents challenge assumptions about gender, race, class and sexual orientation? If so, how? If not, why?
- How can this collection add to historical knowledge?
- What else can be done with this collection?
- What does this collection reveal about gender roles and gender relations in the era when they were created?

The paper should begin with a definition of the research question, and a discussion of the available literature. I don’t expect you to have read your entire bibliography at this point, but you should be able to identify the important debates in the literature. Most of the paper should discuss the collection. Give a brief synopsis of the contents of the collection, and then provide your analysis.
**Paper Presentation (10 minutes)**

Students will present their research in class. The presentation will be 10 minutes long. One of your classmates will read the draft of your paper before class and will present a short critique of it after your presentation. This will be followed by questions.

The purpose of this assignment is to provide you with feedback to help you improve your final paper. You must provide a draft of your paper to the instructor and to the person who will critique your paper no later than the Friday before your presentation. I will be grading the presentation, not the paper, so the draft need not be polished. It should, however, be as complete as possible.

**Oral Critique of Paper**

Students will prepare a careful critique of the draft paper of one other student, and will present it after the author has given the paper in class. You will discuss the strengths of the paper as well as make suggestions to improve the final paper.

**Term Paper (4500-5000)**
**Due: December 8 by 4 pm**

Students will write a term paper based on primary research conducted at the Glenbow Archives. The final paper will be 18-20 pages long. This assignment will be discussed in class on September 15 when we visit the Glenbow. Students must pay careful attention to proper footnoting and bibliography. Consult *The Department of History Essay Guide* on the Department of History home page or *The Chicago Manual of Style* in the reference section of the library.
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.

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.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Excellent/superior performance</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Good/above average</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Satisfactory/basic understanding</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>56-59</td>
<td>Minimal pass</td>
</tr>
<tr>
<td>D</td>
<td>50-55</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
</tr>
</tbody>
</table>
SEMINAR SCHEDULE AND READINGS

Week 1 (September 8): Introduction

Week 2 (September 15): Masculine Identities in the Fur Trade

Note: Class will meet at the Glenbow Archives 130 – 9 Avenue S. E. Room TBA


Week 3 (September 22): Family and Gender Relations in the Contact Zone


Note: This book is available on-line.

Books to Review:

Sarah Carter, The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1912 (Edmonton: University of Alberta Press, 2008).


Week 4 (September 29): Gender, Empire, and Nation

Allan Greer, “The queen is a whore!” Chapter 7 in The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada (Toronto: University of Toronto Press, 1993) 189-218


**Books for Review:**


**Week 5 (October 6): Gender, Class, Ethnicity, and Youth**

Prospectus Due

Craig Heron, “Boys will be Boys: Working-Class Masculinities in the Age of Mass Production,” *International Labor and Working-Class History* 69 (Spring 2006): 6-34.


Stacey Zembryzcki, “‘There Were Always Men in Our House’: Gender and the Childhood Memories of Working-Class Ukrainians in Depression-Era Canada,” *Labour/Le Travail* 60 (Fall 2007): 77-105

**Books to Review:**


**Week 6 (October 13): Thanksgiving Holiday**

**Week 7 (October 20): Gender and Work**


**Books to Review:**


**Week 8 (October 27): Gender and Consumption**


**Books to Review:**


**Week 9 (November 3): Constructing Sexual Deviance in Postwar Canada**


Books for Review:


**Week 10 (November 10): Reading Day**

**Week 11 (November 17): Paper Presentations**

**Week 12 (November 24): Paper Presentations**

**Week 13 (December 1): Paper Presentations**