COURSE DESCRIPTION

This graduate seminar will introduce students to the theories and methodologies of gender history. Students will consider how the field of gender history had influenced Canadian historiography, how international debates have influenced Canadian scholarship, and how Canadian scholars have contributed to international debates.

COURSE GRADING

Response Papers ................................................................. 20%
Seminar Participation .......................................................... 30%
Historiographical Essay ......................................................... 50%

COURSE REQUIREMENTS

Response Papers:

Each student will write four short response papers (500-750 words) during the semester. A response paper is not summary or book review. It is a short essay that addresses questions about historiography, theory, methodology, and evidence. In other words, you will analyze the choices and decisions that historians make when they plan a research program and assess the strengths and weaknesses of their evidence, methodology, and argumentation. Students should consider the book’s contribution to the field of gender and history in Canada as well as the book’s engagement with international debates. The response paper should focus on the book that is the core reading of the week, but the other articles that are assigned for that week will help your analysis. Reading book reviews will also help you analyze the influence that the book has had on the development of the field.

Consider the following questions for your response papers and for seminar discussions:

1. What is the author’s argument and how does it contribute to the field? Note, that when you are assessing older books, it is important to consider why it was important at the time of publication, and how it influenced later work.

2. How does the book/article contribute to the historical debate? Does it address international debates? How have other historians responded to the argument?
3. Does the book introduce innovative methodological and theoretical perspectives to the field?

4. What evidence supports the argument? How does the historian justify the choice of materials and research strategy? Are there limitations to the sources that the author decided to use, and how does the author address the possibilities and limitations of archival sources?

5. Does the author read evidence differently than previous studies had? Does reading the evidence to understand gender, class, colonizing and/or race relations change how historians understand this material?

6. What theories influence the work? Is the author writing against a particular theoretical perspective? How does the author use gender as a category of analysis?

7. Does the author use methodological and theoretical insights from other disciplines?

8. Is the author trained as an historian? What insights does training in another field bring to the historical research? What, if anything, might a trained historian find unsatisfying about the work?

9. If the work is a regional study, what does it contribute to both the regional debates and how does it address national questions? If the book is a microhistory, how does the author justify the methodology, and what connections does she/he make to the national historiography?

10. Does the book raise new questions for future study?

The response papers are due by noon on Monday, and should be submitted to the instructor by e-mail. The essays will be posted on Blackboard so that the other students can read each others’ work in order to facilitate discussion and debate during the seminar.

My final assessment of the response papers will be cumulative. By the end of the term, I will expect more sophisticated analysis once you have become familiar with the important themes in gender history and Canadian social history.

Participation:

Student participation is crucial to the success of a seminar. Students must come to class prepared to engage in a discussion about the books and articles. All students must read the response papers, and be prepared to ask a student to expand on ideas that you find intriguing, or with which you disagree. I expect debate, but remind you that critiques of each others’ work must be respectful and productive.

Students, working in pairs, will be responsible for leading the seminars. By the end of the term, each student will have led three seminars. The assessment of seminar leadership will be included in the participation grade.

Historiography Paper:

Each student will write a historiographical paper (4,000-4,500 words) that deals with an issue in gender and history in Canada. Students may write about one of the topics that we discuss in class, or may choose a topic that is complements his or her research interests. While students
are encouraged to read the international literature, the paper must focus on Canadian literature. You should consider how authors are positioning themselves in international debates. The paper is due on Monday, April 28.

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.

SEMINAR SCHEDULE

* Students can download these articles. All other supplemental readings are available on blackboard.

**Week 1: Class organization**

**Week 2: Theory and Debate (Led by N. Janovicek)**

All students submit response paper.


GENDER, COLONY, AND EMPIRE

Week 3: Fur Trade and Traders:


Week 4: Gender Race, and Nation-Building


Week 5: Migration, Empire, and Transnational Approaches


GENDER AND WORK

Week 6: Breadwinners and Family Strategies


Week 7: WWII and Women’s Work


GENDER, LAW, AND REGULATION

Week 8: Gendered Violence


Week 9: Family Regulation


**Week 9: Youth, Delinquency, and Play**


**Week 10: Regulating Queer Identity**


**Gender and the Welfare State**

**Week 11: Foundations**


**Week 12: Reconstruction, Domesticity, and Gender Relations**

