

University of Guelph
College of Arts
Department of History
Fall 2016

HIST*2930*01: Women and Cultural Change (0.5 credits)

Wednesdays, 7:00-9:50pm, GRHM, Room 2310

Instructor: Dr. Rebecca Beusaert
Email: rbeusae@uoguelph.ca
Office: 1018, MacKinnon Building Extension
Phone: 519-824-4120 ext. 58064
Office Hours: Wednesdays, 5:00-6:30, or by appointment

Teaching Assistant: Kelly Doig
Email: kdoig@uoguelph.ca
Office: TBD
Office Hours: TBD

Pre-requisites: 2.0 credits

Course Description:

Using gender and ethnicity as the main categories of analysis, this course examines the history of women in North America, beginning in the 15th century and concluding in the later 20th century. The roles women have played in political, economic, and private life will be emphasized. Major historical events which prompted significant cultural change, such as colonization, the witch trials, slavery, Victorianism, suffrage, wartime, and reproductive rights will be explored. Significant attention will be paid to important social history paradigms such as race/ethnicity, sexuality, age, religion, and class.

Learning Outcomes:

At the end of the course, students should be able to:

- Identify the major social, cultural, political, economic, and religious events that shaped women's history and lives in Canada and the United States
- Explain why using women/gender as categories of analysis are important for studying the past and understanding other major cultural milestones
- Analyze popular images of women and be able to distinguish historical fact from fiction
- Demonstrate diverse ways that primary sources and secondary sources can be analyzed, interpreted, and evaluated for obvious biases, limitations, and usefulness to the study of women's and gender history
- Apply newly acquired research and writing skills, as well as modes of analysis, in written assignments and examination answers

Required Texts: (available from the campus bookstore)

Harriet Jacobs (writing as Linda Brent), *Incidents in the Life of a Slave Girl*. London: Signet Classics, 2010.

All other required course materials will be available on the HIST*2930 CourseLink page

Suggested Texts (only if you need/want more historical background)

Sara M. Evans, *Born for Liberty: A History of Women in America*. New York: Free Press Paperback, 1997. [available at the library]

Gail Cuthbert-Brandt, et. al. *Canadian Women: A History*, 3rd edition. Toronto: Nelson Education, 2011. [this and earlier editions available in the library]

Course Evaluation:

Participation: 15%

- Each week, students are expected to have read assigned course materials and be willing to engage in class discussions. The last 30-45 minutes of every class will be devoted to a tutorial-style discussion where students are expected to discuss pre-circulated questions about course readings with their peers and the Instructor. You must contribute to the discussions in order to receive a passing grade.

Primary Source Analysis: 20%

- Using *Incidents in the Life of a Slave Girl*, students will write an 800-1000 word (roughly four page) analysis of its content, exploring the extent to which it offers an important perspective on the slave trade, from the viewpoint of an enslaved woman. Further details and information can be found in an instruction sheet posted on CourseLink.
- ***Due Date: October 12th at the beginning of class***

Essay Proposal: 10%

- In preparation for writing the research essay, students choose a topic relevant to the course's content. You should identify the main questions and issues you will address about your chosen topic, including a tentative thesis statement and outline. You will be required to provide a bibliography of at least six relevant scholarly articles or books and one key primary source, and provide bibliographic annotations describing how these sources are relevant to your paper. Your proposal must be approved before you can begin writing your research essay.
- ***Due Date: October 19th at the beginning of class***

Research Essay: 25%

- An investigative paper of 2500 to 3000 words (approx. 10-12 pages), typed, double-spaced, with appropriate citations and bibliography. Further details will be provided in an essay handout posted on CourseLink.
- **Due Date: November 30th at the beginning of class [will be handed back at the final exam]**

Final Exam: 30%

- A cumulative two-hour examination covering the course’s major themes and topics. Examination format will be discussed at a later date.
- **Date/Time: TBD**

Weekly Schedule:

Week	Class Date	Focus/Topic	Readings/Activities
1	September 14	Introduction to HIST*2930; Why Study Women’s History?	No readings
2	September 21	Preface: Women in the Late Middle Ages/Early Modern Era	Judith M. Bennett and Shannon McSheffrey, “Early, Erotic, and Alien: Women Dressed as Men in Late Medieval London,” <i>History Workshop Journal</i> 77 (February 2014): 2-25. Jennifer Evans and Sara Read, “‘before midnight she had miscarried’: Women, Men, and Miscarriage in Early Modern England,” <i>Journal of Family History</i> 40 (1) (2015): 3/23.
3	September 28	Pre- and Post-Contact Indigenous Women in North America	Sylvia Van Kirk, “The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830,” <i>Frontiers: A Journal of Women Studies</i> 7 (3) (1984): 9-13. Jane T. Merritt, “Cultural Encounters along a Gender Frontier: Mahican, Delaware, and German Women in Eighteenth-Century Pennsylvania,” <i>Pennsylvania History</i> 67 (4) (Autumn 2000): 502-531.

4	October 5	Women on the Move: Migrants to New France, Acadia, and the New England Colonies	<p><i>Excerpts from Word from New France: The Selected Letters of Marie de L'Incarnation</i>, translated and edited by Joyce Marshall (Oxford University Press, 1967)</p> <p>Lyle Koehler, "The Case of the American Jezebels: Anne Hutchinson and Female Agitation during the Antinomian Turmoil, 1636-1640," <i>The William and Mary Quarterly</i> 31 (1) (Jan. 1974): 55-78.</p>
5	October 12 *Primary Source Analysis Due	Witches, Heretics, and the Law	<p>Elizabeth Reis, "The Devil, the Body, and the Feminine Soul in Puritan New England," <i>The Journal of American History</i> 82 (1) (June 1995): 15-36.</p> <p>Marion Gibson, "Retelling Salem Stories: Gender Politics and Witches in American Culture," <i>European Journal of American Culture</i> 25 (2) (2006): 85-107.</p>
6	October 19 *Essay Proposal Due	The 'Peculiar Institution': Enslaved Women	<p>Inge Dornan, "Masterful Women: Colonial Women Slaveholders in the Urban Low Country," <i>Journal of American Studies</i> 39 (3) (Dec. 2005): 383-402.</p> <p>Sharony Green, "Mr Ballard, I am compelled to write again': Beyond Bedrooms and Brothels, a Fancy Girl Speaks," <i>Black Women, Gender + Families</i> 5 (1) (Spring 2011): 17-40.</p>
7	October 26	Early Women's Social and Political Activism	<p>Bettina Bradbury, "Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832," in <i>Rethinking Canada: The Promise of Women's History</i>, 6th ed.</p> <p>Angela G. Ray, "What Hath She Wrought? Woman's Rights and the Nineteenth-Century Lyceum," <i>Rhetoric & Public Affairs</i> 9 (2) (2006): 183-214.</p>

8	November 2	Women, Work, and Industrialization	<p>Bettina Bradbury, "Pigs, Cows, and Boarders: Non-Wage Forms of Survival among Montreal Families, 1861-91," <i>Labour/Le Travail</i> 14 (Fall 1984): 9-46.</p> <p>Caitlin Leary, "Gold Watches and Old Maids: The Lowell Offering's Role in the Emerging Consciousness of 19th Century Factory Girls, 1840-1845," <i>Atlanta Review of Journalism History</i> 10 (1) (2012): 26/40.</p>
9	November 9	The Victorian/Edwardian Woman	<p>Miriam Rich, "The Curse of Civilised Woman: Race, Gender and the Pain of Childbirth in Nineteenth-Century American Medicine," <i>Gender & History</i> 28 (1) (April 2016): 57-76.</p> <p>C. Joseph Genetin-Pilawa, "'All Intent on Seeing the White Woman Married to the Red Man': The Parker/Sackett Affair and the Public Spectacle of Inter-marriage," <i>Journal of Women's History</i> 20 (2) (Summer 2008): 57-85.</p>
10	November 16	Women at War	<p>Katharine McGowan, "'A Question of Caste and Colour': The Displacement of James Bay Native Soldiers' Wives During the First World War, Soldiers' Family Support, and the Maintenance of Pre-War Canadian Society," <i>Native Studies Review</i> 21 (1) (2012): 103-123.</p> <p>Kimberly Jensen, "A Base Hospital is Not a Coney Island Dance Hall: American Women Nurses, Hostile Work Environment, and Military Rank in the First World War," <i>Frontiers: A Journal of Women Studies</i> 26 (2) (2005): 206-235.</p>
11	November 23	Women, Families, and Reproductive Rights in the Interwar and Postwar Eras	<p>Joan Sangster, 'Queen of the Picket Line': Beauty Contests in the Post-World War II Canadian Labor Movement, 1945-1970," <i>Labor: Studies in Working-Class History of the Americas</i> 5 (4) (2008): 83-106.</p>

			Molly Ladd-Taylor, "Contraception or Eugenics?: Sterilization and 'Mental Retardation' in the 1970s and 1980s," <i>Canadian Bulletin of Medical History</i> 31 (1) (2014): 189-211.
12	November 30 *Essay Due	Conclusion: New Directions in Women's History/Exam Review	No readings

Course Policies:

Communication

When communicating with the Instructor and other students in your class/seminar, always be respectful and courteous. No form of racism, homophobia, sexism, ageism, or other prejudice will be accepted in this course.

Outside of class time and office hours, the best way to communicate with the Instructor and Teaching Assistant is through email. We will do our best to answer your emails as promptly as possible. In the subject line, please indicate that this is a question related to HIST*2930. Your email should contain a salutation with the Instructor's name, be properly composed (ie. not contain short forms or other language difficult to decipher), and concludes with your full name. Also, please avoid emailing about questions that can be easily answered by looking at the syllabus or conducting an online search. Please do not send an email the night before an examination or an assignment due date. The Instructor and Teaching Assistant cannot guarantee that a timely response will be sent, so make sure all questions are answered well in advance.

The lecture notes and images from PowerPoint slides for this class will not be posted online. If you miss a class, ask a fellow classmate if they would be willing to share their notes. Please do not email the Instructor requesting class notes as it is your duty to attend all classes.

Other Class Policies:

- In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

- If an assignment is late, the grade will be reduced by 5% for each day past the due date (excluding weekend days). Late penalties will be waived only in the event of a serious medical or family emergency, at the discretion of the Instructor. Assignments that are more than 7 days late (excluding weekend days) without prior authorization of the Instructor will not be accepted.
- If a student feels that a grade has been unjustly assigned, the student must contact the Teaching Assistant via email, indicating why they have an issue with the grade. This must happen within one week of receiving the grade. At this time, a request for a meeting (during the Teaching Assistant's office hours) should be made. After meeting, if the Teaching Assistant and student cannot agree on an outcome, the course Instructor will intervene and make the final decision.
- There are no "free" classes. Students are expected to attend and participate in all scheduled classes.

Department and College Policies:

E-mail Communication

As per University regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

The last date to drop one-semester Fall 2016 courses, without academic penalty, is **Friday, November 4, 2016**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates](#).

Copies of Out-of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact [Student Accessibility Services](#) at 519-824-4120 ext. 56208 or email sas@uoguelph.ca

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the [Undergraduate Calendar](#).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detention

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

General Campus Resources

If you are concerned about any aspect of your academic program:

Make an appointment with a [Program Counsellor](#) in your degree program.

If you are struggling to succeed academically:

There are numerous academic resources offered by the [Learning Commons](#) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a learning specialist.

If you are struggling with personal or health issues:

[Counselling services](#) offers individualized appointments to help students work through personal struggles that may be impacting their academic performance.

[Student Health Services](#) is located on campus and is available to provide medical attention.

For support related to stress and anxiety, besides Health Services and Counselling Services, [Kathy Somers](#) runs training workshops and one-on-one sessions related to stress management and high performance situations.

If you have a documented disability or think you may have a disability:

[Student Accessibility Services](#) (SAS) formerly Centre for Students with Disabilities can provide services and support for students with a documented learning or physical disability. They can also provide information about how to be tested for a learning disability.