



**HIS 2182: Women in Canada
Fall 2014**

Course Description

This course will survey the history of girls and women in Canada from both a chronological and a thematic perspective. There will be lectures along with interactive learning activities and discussions based on assigned readings. There will also be a focus on primary documents. Students will be encouraged to engage in social media tools for their projects and use technology to facilitate learning and enhance their research processes.

Course Information

Professor: Dr. J. M. McCutcheon
Office: Room 9119, Desmarais (DMS), 55 Laurier Avenue East
Office Hours: Fridays, 10:30 am to 12:00 pm or by appointment/adobe connect
Phone: 613.853.1867
Email: jomac@uottawa.ca
Location: LPR 155
Class Times: Wednesdays @ 10:00 am to 11:20 am
Fridays @ 8:30 am to 9:50 am

Summary of Student Evaluation = 100%

Evaluation/Assignments	Date Due	%
Evaluating Digital Tools and Resources	September 26, 2014	10
Historical Thinking: Identity/Life Course/Life Cycle Analysis	October 24, 2014	15
Participation/Reflection: Workshops & Seminars	Ongoing	20
Canadian History - Canadian Fiction: Depicting Girls and Women	November 21, 2014	25
Final Summative Research Project /CSL Learning Project	December 17, 2014	30

Textbook: Benjamin Books, 122 Osgoode Street, 613.232.7495

Mona Gleason, Tamara Myers and Adele Perry. *Rethinking Canada: The Promise of Women's History* (Oxford University Press, 2011).

Course Culture and Expectations

Students will be expected to use the internet, digital tools and a number of websites to complete major assignments. [Blackboard](#) will be an important tool and resource for students. Please check for announcements and updates regularly. An important objective of this course requires you to learn to evaluate on-line and digital resources. News articles, radio reports and digital resources will be regularly uploaded as part of class discussions and as tools for assignments. To facilitate using these resources, the course has a [Facebook](#) page. See Blackboard for more information.

Students who may be used to a more traditional lecture format may not be comfortable with the interactive nature of this class. Communicating interests, challenges, and successes is an important part of this class. Students can maintain an ongoing dialogue using [Lecture Tools](#) in addition to traditional means of communication. Please consider your learning style, your extra-curricular activities and your work commitments carefully to determine whether or not you will be able to keep up with work load outlined in this course. Please touch base with any questions you may have regarding course material.

Learning Objectives:

1. To be able to describe how the lives of girls and women of diverse identities, classes, and cultures have changed over time using life course analysis.
2. To evaluate a diversity of historical texts, literary texts, primary sources, and digital tools placing them in their historical context as they relate to girls and women in Canada.
3. To be able to identify relevant course material and resources and integrate them into your project work. To learn inside and outside the classroom environment.
4. To demonstrate your analytical skills and critical reading of secondary and primary sources in-class and on-line in a respectful and professional manner.

Resources for Students

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

Written work will be judged in part on writing ability including spelling, grammar, syntax, and style (readability and flow). Like any skill, good writing takes effort and practice and knowledge. Students are encouraged to read the History Essay Guide at the following address: http://www.history.uottawa.ca/pdf/history_essay_guide.pdf. At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

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Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via [Blackboard](#) and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
<p>1. Historical Knowledge: Students will learn and understand a basic chronological narrative of girls and women in Canadian history from the earliest available evidence to the turn of the twenty-first century. Students will identify and establish significance for major social, cultural, political, and economic developments affecting the lives of girls and women in Canada.</p>	<p>Course lectures, supplemented by readings and primary documents from the assigned textbook and readings from Blackboard. In-class discussions, workshops and debates. The comparative analysis of the lives of girls of women will examine change over time and be layered with social, political and cultural changes.</p>
<p>2. Applying historical thinking: Students completing this course will be able identify and evaluate sources and patterns of change and continuity across time. Students will learn to use research tools and develop critical thinking skills to analyze the influence of past developments on people, events, movements, organizations, and other important trends to girls and women in Canadian history. Students will identify, compare and assess multiple explanations and historical trends.</p>	<p>Students will be encouraged to raise contemporary issues facing girls and women in Canada and we will take time each class to consider the historical roots of a number of issues. Evaluating and using on-line tools and resources will be the first assignment students complete. Studying women as depicted in fiction will also require students to apply historical thinking.</p>
<p>3. Evaluating historical sources: Students will evaluate primary documents, the ‘raw materials’ of history, as evidence to support historical analysis. Students will have an opportunity to evaluate and use primary sources, such as newspapers, court records, census records, magazines, letters, archaeological evidence, photographs, and diaries among others primary sources. Students will consider how historical sources are preserved and how historians use them, and will think about the value, limitations and possible bias of these sources. Students will also use their study of history to think about “other” voices in order to identify gaps or differences in previous research.</p>	<p>All final research projects will have some consideration of historical sources and may even include a consideration of who writes and documents the history of girls and women in Canada. The traditional history project using GUMCH will be a clear evaluation of primary sources. All projects must consider this learning outcome. The assigned textbook also incorporates primary sources into chapters and themes. These primary documents will also be discussed in seminars.</p>
<p>4. Generating history: Students will demonstrate their ability to write clearly, paying attention to grammar and style and provide evidence that demonstrates an understanding of the material covered for all assignments. Writing well requires a lot of work and practice. Depending on a student’s choice of assignment, projects may require a public presentation, during which students will orally communicate their knowledge, understanding and analytical work.</p>	<p>Final research projects are intended to provide students with the opportunity to generate history for an internal (me) or external audience (CSL/social media users). Integrating digital resources into coursework. Assistance is always available.</p>

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Outline of Lectures and Discussions

Date	Topics	Notes
September 3	Introduction, syllabus, CSL Presentation	Information Survey
September 5	Research, Sources and Methods	Questions, follow-up - testing technology
September 10	First Women - Indigenous Women	Lecture/Primary Sources
September 12	Women in New France	Lecture/Primary Sources
September 17	Workshop	Digital tools and resources; editing Wikipedia;
September 19	Women's Work in British North America	Introduction to Seminar Discussions
September 24	Seminar: Reading Secondary Sources	Seminar - see syllabus reading list
September 26	Women and the public order	Lecture/Primary Sources Due - Girls and Women On-line - evaluating sources 10%
October 1	Continuity and Change in Work: Industrial Capitalism	Lecture/Primary Sources
October 3	Women's Sphere	Lecture/Primary Sources
October 8	Workshop	Life cycle, life course analysis; family — kinship
October 10	The 'Woman Movement'	Lecture/Primary Sources
October 12-18	Reading Week/Study Break	Reading Week/Study Break
October 22	Marching into the 20th Century	Lecture/Primary Sources
October 24	Film - <i>The Oldest Profession</i>	Due: Historical Thinking: Identity and Life Course/ Life Cycle Analysis - 15%
October 29	Seminar: Reading Secondary Sources	Seminar - see syllabus reading list
October 31	New Opportunities, Old Obstacles: Corporate Economy	Lecture/Primary Sources
November 5	Testing the Boundaries	Lecture/Primary Sources
November 7	Training Women and Public Life	Lecture/Primary Sources
November 12	Workshop	Canadian Fiction - Depicting Women
November 14	Seminar: Reading Secondary Sources	Seminar Discussion
November 19	New Trends and Old Issues in Women's Work	Lecture/Primary Sources
November 21	Changing Lives & Reorganizing for Change	Due: Depicting Women Due Via Blackboard 30%
November 26	The Personal Becomes Political	Lecture/Primary Sources
November 28	Final Seminar and Workshop	Final Projects/Readings

Schedule of Lectures, Required Readings and Discussion Topics

All readings are from Gleason *et al. Rethinking Canada: The Promise of Women's History*. Chapter material is assigned weekly to keep up with reading and themes. Students are expected to be able to discuss the primary source identified and considered other primary sources relevant to the topic. Students should also read the Editors' introduction before each article as it provides additional context.

September 3

Introduction to the class and syllabus provided to student. Information sheet completed.
Introduction to Lecture Tools
CSL Presentation (10:30 am)

September 5

Researching, studying and understanding the lives of girls and women in Canada: challenges and opportunities
Introduction to Zotero and online resources and tools
Primary Sources

September 10: First Women - Indigenous Women

Preserving material and documenting the lives of girls and women
Chapter 1: Primary Document - Speech of Good Peter, 1788
Kathryn Magee. "They Are the Life of the Nation': Women and War in Traditional Nadouek Society."

September 12: Women in New France

Chapter 2: Primary Document - An Eighteenth-Century Visit to New France, 1752
Jan Noel. "'Nagging Wife' Revisited: Women and the Fur Trade in New France"

September 17: Workshop

Studying girls and women using on-line resources and digital tools
This workshop will help you with the first assignment due September 26th, 2014.
See Blackboard for additional instructions.

September 19: Women's Work in British North America

Modelling Seminar Discussions - What role did religion play in women's lives?

Chapter 3: Primary Document - The *Coutume de Paris*, c. 1841 Version
Josette Brun. "Gender, Family, and Mutual Assistance in New France: Widows, Widowers, and Orphans in Eighteenth-Century Quebec"
Chapter 4: Primary Document - Margaret Mountain ver Michael Mountain, 1834
Willeen Keough. "The 'Old Hag' Revisits St. Brigid: Irish Newfoundland Women and Spirituality on the Southern Avalon."
See Blackboard for additional instructions.

September 24: Seminar Discussion

Readings: Discussion in-class of chapters 1 to 4.
Please see Blackboard for reflection and writing assignment.

September 26: Women and the Public Order

Due: Evaluating online tools and resources - see Blackboard for grading rubric and further instructions.

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October 1: Continuity and Change in Work: Industrial Capitalism

Chapter 5: Primary Document - Photograph of Historical Plaque, 2009
Afua Cooper. "Acts of Resistance: Black Men and Women Engage Slavery in Upper Canada, 1793 to 1803."

October 3: Women's Sphere

Chapter 6: Primary Document - Deposition of Marie [Mary] Burke, 1832
Mary Anne Poutanen. "Bonds of Friendship, Kinship and Community: Gender, Homelessness, and Mutual Aid in Early Nineteenth-Century Montreal."

October 8: Workshops - Historical Thinking: Identity and Life course and life cycle analysis

This workshop will help to prepare you for the next assignment due October 24, 2014.
Please see Blackboard for additional instructions.

October 10: The 'Woman Movement'

Chapter 8: Primary Document - Voter's List, Montreal, 1832
Bettina Bradbury. "Women at the Hustings: Gender, Citizenship, and the Montreal By-Election of 1832."
Chapter 12: Primary Document - Dr. Grace Ritchie-England's Letter Endorsing Sir Wilfrid Laurier
Tarah Brookfield. "Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election."

October 12-18: Reading Week

October 22: Marching into the 20th Century

Chapter 10: Primary Document - Notes from a Mountain Charge, 1902
Lynne Marks. "'A Fragment of Heaven on Earth': Gender and Family in Turn-of-the Century Canadian Church Periodicals."

October 24: Film *The Oldest Profession*

Due via Blackboard - Historical Thinking: Identity, life course and life cycle analysis.

October 29: Seminar - Reading Secondary Sources

Chapters 5 to 12 (Students responsible for reflecting on 4 of 8 articles)

Chapter 7: Primary Document - Nlha7ka'pmx Rock Paintings, c. 1893
Mary C. Wright. "The Women's Lodge: Constructing Gender on the Nineteenth-Century Pacific Northwest Plateau."
Chapter 9: Primary Document - Blondeau Tea Cozy, c. 1913 and Charles Napier Bell, 1871
Sherry Farrell Racette. "Sewing for a Living: The Commodification of Metis Women's Artistic Production."
Chapter 11: Enakshi Dua. "Exclusion through Inclusion: Female Asian Migration in the Making of Canada as a White Settler Nation."

October 31: New Opportunities, Old Obstacles: Corporate Economy, 1918 to 1939

See Blackboard: Jane Nicholas, "Beauty Advice for the Canadian Modern Girl in the 1920s."

November 5: Testing the Boundaries

Chapter 13: Primary Document: *Saskatoon Star-Phoenix*, 1962
Constance Backhouse. "Sexual Assault and Disability: Saskatchewan, 1942."

November 7: Training Women to Keep their Place and Proving Themselves in Public Life

Chapter 14 Primary Document: Unidentified Nursing Sister Storing Supplies, 1943
Cynthia Toman. "Front Lines and Frontiers: War and Legitimate Work for nurses, 1939-1945."

November 12: Workshop - Canadian Fiction and Canadian History - Depicting the Lives of Girls and Women

See Blackboard for additional instructions.

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November 14: Seminar Discussion

Chapters 13-16

Chapter 15: Primary Document “Repatriation to Japan: Slocan, BC, June 1946”

Pamela Sugiman. “Passing Timing Moving Memories: Interpreting Wartime Narratives of Japanese-Canadian Women.”

Chapter 16: Primary Document - *Canadian Business*, 1944

Jennifer A. Stephen. “Balancing Equality for the Post-War Woman: Demobilising Canada’s Women Workers after World War Two.”

November 19: New Trends and Old Issues in Women’s Work

Chapter 20: Primary Document - Lili St Cyr

Becki Ross and Kim Greenwell. “Spectacular Striptease: Performing the Sexual and Racial Other in Vancouver, B.C., 1945 to 1975.”

Chapter 23: Primary Document - *Voices from the Front Lines: Three Sites of Struggle against Precarious Labour in Canada*, 2007

November 21: Changing Lives in a Changing Society, 1940 to 1995 and Reorganizing for Change – Post-War to the Present

Due via Blackboard - Canadian Fiction, Canadian History: Depicting Girls and Women in Canada

Chapter 17: Primary Document - Food Customs of New Canadians

Franca Iacovetta. “Recipes for Democracy? Gender, Family and Making Female Citizens in Cold War Canada.”

Chapter 18: Primary Document: *FLASH*, 18 December 1954

Elise Chenier. “Rethinking Class in Lesbian Bar Culture: Living the Gay Life in Toronto, 1955 to 1965.”

Chapter 19: Primary Document - Brief to the Royal Commission on the Status of Women, 1968

Sean Mills. “*Quebecoises deboutte!* Nationalism and Feminism in Quebec, 1969 to 1975.”

Chapter 21: Primary Document - *Toronto Daily Star*, 31 March 1967

Heather Howard. “Women’s Class Strategies as Activism in Native Community Building in Toronto, 1950 to 1975.”

November 26: The Personal Becomes Political

Primary Document: *The Birth Control Handbook*, 1971

Chapter 22: Christabelle Sethna. “The Evolution of the *Birth Control Handbook*: From Student Peer-Education Manual to Feminist Self-empowerment, 1968 to 1975.”

Chapter 23: Sedef Arat-Koc. “Whose Social Reproduction? Transnational Motherhood and Challenges to Feminist Political Economy.”

Chapter 24: Primary Document: United Nations Human Rights Committee Decision on the Lovelace Case, 1979

Joanne Barker. “Gender, Sovereignty, and the Discourse of Rights in Native Women’s Activism.”

November 28: Final Workshop and Seminar

Fifty percent (50%) of class time devoted to discussion/support regarding your final research project and fifty percent (50%) of class time will be a final discussion of textbook readings.

Plagiarism & academic integrity:

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

Course Requirements and Evaluation

Participation (20%)

Student participation and communication will be evaluated throughout the term. There will be opportunities for students to submit reflections on readings, workshops and course content. This work will be submitted using Blackboard. Life is busy and full of challenges. Participation, while most effective when provided in-class with colleagues and for immediate feedback, will be evaluated based on a diversity of activities. Students will get more understanding from attending workshops and discussions, but may participate using tools provided during this course on-line.

Evaluating Digital Resources and Tools: Girls and Women in Canada on-line (10%) Submit via Blackboard by September 26, 2014.

Given the importance of the Internet as a source of information, you will write a short evaluation of at least **750** words and no more than **1000** words assessing a website related to the history of girls and women in Canada. You will identify the website(s) for your assignment by the 19th of September via Blackboard.

Depending on the topic you will be selecting for your final research project, you may select sites that will be relevant to your research. Some students use assignments as building blocks to their final projects. This approach is not mandatory. You will clearly establish the criteria that you used in your analysis and explain why these web sites are credible sources of information for history students. You may select an on-line exhibition, teaching website, repository of primary sources, or a historical society website for example. Your paper must include secondary sources from the [Centre for History and New Media](#). The grading rubric and additional information for this assignment is available via Blackboard.

Suggested Resources:

<http://chnm.gmu.edu/digitalhistory/>

Daniel J. Cohen and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web*

Wikipedia - what women have been noted? gaps?

Sex and Race in Toronto - <http://interracialintimacies.org>

Dictionary of Canadian Biography: www.biographi.ca
How well are women represented and how are they represented?

Library and Archives Canada: www.collections.gc.ca

Canadian Museum of History: <http://www.civilization.ca/exhibitions/online-exhibitions/online-exhibitions>

Canadian War Museum: <http://www.warmuseum.ca/exhibitions/online-exhibitions/>

**Thinking Historically: Identity and Life Course and Life Cycle Analysis
15% - Submit via Blackboard by October 24, 2014**

The objective of this assignment is to think historically, analytically and critically about the lives of girls and women and consider change over time in terms of their identities paid and unpaid employment/ethnicity, family member/daughter, sister, mother/grandmother and etc., to describe how their lives have changed over time. Your assignment should be at least **1000** words and not more than **1500** words excluding your footnotes and bibliography. You may include images, excerpts from texts and links to websites if appropriate.

You will select an identity and compare three periods in history including a contemporary consideration. Consider both similarities and differences. Time and place are important and can be incorporated in your description - pre-Contact, New France, pre and post Confederation; decade specific and a specific region, colony, province or community may be considered. Family may consider ties, kinship, relationships, number of children, the place of a girl or woman in the family; work - occupation and the skills and knowledge needed for paid and unpaid labour or volunteer activities. Lifelong relationships, marriage, spinsters, married to 'God', widowhood, remarriage, formal and informal marriages, contracts and agreements may also be considered. Women's sexuality is also important to consider. Women of different abilities and with identified illnesses may be considered. You may also consider war as deep moments of change. World War 1, World War 2, international conflict that pushed families to seek refuge in Canada. Finally, you may consider legislative changes like the right to vote for all women at the Federal level except Indigenous women.

A point of departure for this assignment might be to consider these table and to create a table or diagram that suits your consideration of the topic and then provide your analysis of this assignment using to prepare a table of your subject:

Identity - Personal	Time 1	Time 2	Time 3
girlhood			
education			
religion			
courting/marriage			
motherhood			
grandmotherhood			

Identity - Legal/Political	Time 1	Time 2	Time 3
Education			
Jurisdiction (Municipal/ Federal)			
Lawyers			
Jurists			
Politicians			

Depicting Women: Using Literature to Learn 25% - Submit via Blackboard by November 21, 2014

Expectations

This assignment should be a minimum of **2000** words excluding your bibliography, footnotes and block quotations and not more than **2500** words. Your assignment must be typed using the *Chicago Manual of Style* (CMS) footnoting and a properly formatted bibliography. By using footnotes in this assignment, you will be preparing for footnotes required in your major research paper. Your assignment must have a title page with your name, student number and an assignment title that is descriptive and linked to your topic and analysis.

References from Wikipedia or non-accredited websites will not be accepted. Assignments that extensively use these websites will be returned as incomplete. You may use this source as a point of departure.

Objectives

The primary objective of this assignment is to select a novel set in Canada and complete a detailed analysis, considering time, place and themes in the history of girls and women in Canada. This research and analytical assignment provides you with an opportunity to use fiction as a source to understand the past as they often provide a more intimate portrait of individuals and groups that are sometimes difficult to access in historical documents.

Students should place the novel in its historical context. The list of novels has a notation regarding place and themes. Students should also demonstrate their understanding of who is represented in the novel. Finally, students should provide an analysis of what is learned about the time and place represented in the novel. The list of novels is available via Zotero and will be linked to Blackboard.

Students may suggest a book for consideration until September 26, 2014. See Blackboard for additional instructions and the grading rubric.

Final Summative Research Project 30% - Submit via Blackboard by December 17, 2014

Students will have three options for the major summative work in this course. All work should be submitted by December 17th, 2014. This work is considered an examination of your contribution and knowledge regarding the history of women in Canada. Students may always submit their work in advance of the final date to accommodate their personal schedules. The **first option** is to write a traditional history paper based on primary sources and using the Great Unsolved Mysteries in Canadian History (GUMCH) to evaluate primary sources and a specific topic in Canadian history. The **second option** is the completion of a Community Service learning project. The **third option** is to meet with the professor to develop a project that may be completed as an individual or in a group. All students who select the third option will have their projects approved and will submit regular updates if they chose to complete a group project.

Option 1: Research Paper – Great Unsolved Mysteries in Canadian History (30%)

Torture and the Truth: Angélique and the Burning of Montreal

<http://www.canadianmysteries.ca/sites/angelique/indexen.html>

The Redpath Mansion Mystery

<http://www.canadianmysteries.ca/sites/redpath/indexen.html>

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Aurore: They Mystery of the Martyred Child

<http://www.canadianmysteries.ca/sites/gagnon/accueil/indexen.html>

Who Discovered Klondike Gold?

<http://www.canadianmysteries.ca/sites/klondike/home/indexen.html>

Students who select this option will complete a research paper using primary and secondary sources and material related to one of four Canadian mysteries that span Canadian history temporally and geographically. A focus on women, gender and/or the family is expected. Students will be expected to have a title for their paper, a thesis statement supported by sound arguments and evidence. Students will also be expected to cite primary documents as directed and to consider some challenges with the evidence, with historical interpretations and with evidence that is no longer available or that was never recorded. Students may be directed to find secondary sources that will further assist with the research topics. Your completed paper should be between **2500** and **3000** words, excluding your bibliography and footnotes.

Please see Blackboard for the details and outline of the assignment expectations.

Option 2: Community Service Learning Project (30%)

Students will work 30 hours in a voluntary organization and focus their experience and learning on women in Canada. Students will submit a short description of their placement and describe how it is related to the history of women in Canada. This description should not be more than **500** words. Students will then submit any work, writing, or presentation they completed as part of this placement. If there is no final project, students will submit a short of no more than **1000** words that is a reflection on their placement that evaluates the value of this experience as an alternative learning activity.

Option 3: Final Summative Research Project (30%)

Students are encouraged to follow their interests and creativity with regard to the topic of girls and women in Canada. Some students who are at the upper level may wish to form a small group and complete a group project that may include:

- A social media analysis using Twitter, Facebook, or a blogging site;
- Architecture for a website about a specific topic related to women in Canada;
- A project related to Wikipedia and women in Canada like completing adding to information about missing and murdered women; women in Canada and their contributions; evaluating digital tools as they related to women in Canada;
- Heritage sites and women in Canada;
- Museums and women in Canada;
- Art/multi-media/music;
- A group project that will entail both self and peer evaluation;
- Using an alternative website/archive collection to write a primary source paper;
- Using the University of Ottawa archives collection to write a primary source paper;
- An option not listed in the syllabus.