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Dr. Richard Vanderlee  
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Dear Dr. Vanderlee,

I write in response to your recent advertisement for a tenure-track appointment at the rank of Assistant Professor in Canadian History. I have already had the pleasure of working with the faculty and students at Nipissing University and I am, therefore, most excited about this opportunity. My research interests are in oral history, women and gender, modern Canada, immigration, and social history. Please find enclosed my curriculum vitae, teaching philosophy, research agenda, and teaching evaluations for your consideration.

My dissertation, "Working Lives and Simple Pleasures: Single, Employed Women in a Depression-Era City," was a multi-ethnic study of women's work experiences, leisure time, and family lives in 1930s Toronto. Though employed women were major players in Toronto's economic and social landscape during the Depression, their stories have remained unexplored in Canadian histories of the thirties. Rather historians have portrayed the Depression as a time defined by the unemployment of men. This has not only sidelined the history of women but skewed their representation as either suffering domestic drudges (in popular memory and popular history) or, in the limited feminist historiography, as targets of abuse for stealing men's jobs. By drawing upon more than one hundred interviews collected from African-Canadian, Anglo-Celtic, Jewish and Italian women and looking at traditional sources in social and cultural history (census data, newspaper advertisements, and radio programs), my dissertation uncovered the Depression as a period in which work, family, and leisure were sources of oppression and exploitation, as well as emotional support and self-expression for women. Further this project highlighted how women in different class, religious, familial, racial, and ethnic locations found different ways to negotiate the trials of life in the Depression. An article based on this research appeared in the Spring 2005 issue of *Labour/Le Travail*.

Building on my interest in oral history, my next research project will examine the experiences and recollections of German immigrant women in central and western Canada from 1920 to 1950. This study will open an important window into the history of women's immigration, an undeveloped area in Canadian History. Through Social Science and Humanities Research Council initiatives on the history of the north, I also hope to begin an oral history project about women from northern Ontario. Spatially rather than temporally framed, this research would involve senior students at Nipissing and contribute interviews to the Institute for Community Studies and Oral History.

In my role as an educator over the last six years, I have developed the skills and knowledge base essential to teach a wide range of courses. This year I will teach five courses at Nipissing, which range from a seminar in oral history to a general survey course, *Canada in the Twentieth Century*. In 2004, I designed and taught a third-year class, *The Dynamics of Gender in Canadian History*, at the University of Toronto. Several students from this course enrolled in my 2005 course, *Immigrants and Race Relations in Canadian History*. In addition to these classes, I have taught and conducted research on various topics in American History; this has provided me with the necessary background to teach in this field as well.

Drawing upon my training in the Bachelor of Education program, I have constantly sought to foster and to develop a high level of critical thinking and analysis in students. This has involved designing course materials, evaluations, and workshops that promote active learning and support the unique cultures of students, whether these be indigenous or immigrant. I have achieved this in a number of ways in the classroom - interactive lecturing, talking circles, debates - and in my selection of course topics. In particular, I strive to expose students to a history of Canada that is diverse in location and experience. When evaluating students, I have always provided detailed comments that clearly explain assigned marks. Constructive criticism and positive feedback about research, writing, and analytical skills are important to the future success of learners. My teaching evaluations indicate that students find my approach thoughtful, innovative, and challenging.

In addition to my research and teaching, I have been an active participant in the academic community. In 2003, I designed, organized, and facilitated a one-day workshop, *Gender and National Academic Cultures in International and Interdisciplinary Comparison*. Inspired by recent scholarly investigations of transnationalism and globalization, this meeting drew together graduate students, established academics, and interested members of the public to discuss questions of national differences in academic culture and their influence on specific research styles, publications, and discussions within gender history. In addition, I have initiated conference panels at the Canadian Historical Association and other meetings, acted as a mentor to incoming graduate students, and served on departmental search committees. I am presently the Ontario Regional Representative for the Canadian Committee on Women's History. I look forward to participating in such community-based initiatives and organizational work as an Assistant Professor at Nipissing University.

I hope that I will have the opportunity to discuss my teaching and research interests with you and members of the History Department. I have arranged for Professors Carolyn Strange, Kathryn MacPherson, and Michael Wayne, as well as former student Alison Jenkins, to send letters of reference directly to you.

Sincerely,

Katrina Srigley