

**The Gendering of Citizenship in Social Studies Curriculum by Jennifer Tupper**

This could be a useful resource for teachers, as it addresses the need to integrate minority groups who have been marginalized members of a nation throughout history into the Social Studies curriculum in an effort to uphold democratic citizenship. Specifically it focuses on women in Canada and their prevention from having full membership in a community and a nation by not having the right to vote. The curriculum neglects these issues. As the article outlines, in order to teach democratic citizenship neglected groups need to be acknowledged. Over the course of history citizenship has not been universally or equally bestowed to all members of the nation. This is exemplified by the application of universal emancipation to strictly male property owners. Thus, citizenship in the curriculum has become a masculine construction, which establishes inequalities in values of the private and public sphere and inaccurately defines what it means to be a citizen. The Social Studies curriculum needs to recognize that citizenship in Canada was not universal; it was universal in theory, but not in practice.

The curriculum also needs to acknowledge the private role of women in contributing to community. Their role and significance domestically has not been established within the curriculum and as the article outlines, there were other forms of participation in the public sector that characterized citizenship. Women had a large role in the public sector, which needs to be acknowledged in the curriculum. There needs to be recognition in Social Studies that citizenship was not universal, yet women remained contributors to a nation and their communities. There are many other ways citizenship can be represented besides voting and these forms should be taught in school. Citizenship is limited in its current definition and it is up to Social Studies teachers to influence change in the curriculum so women are no longer a marginalized group.