

Instructor: Sally Mennill

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This course examines the history of women in Canada from precontact to the industrial age, with a particular focus on Canadian women's lives, work and place in the historical record. It examines the experiences of women within the family, the labour force, and religious, political, social and cultural movements. It investigates the intertwining constructions of gender ideology and sexual identity, exploring the diversity of women's experiences, and interrogating how class, race, ethnicity, age, and region shaped the contours of women's lives in different historical periods in Canada. Topics to be considered include the role of gender in Aboriginal-settler relations, women in European colonization, family economies and the gendered impact of industrialisation and campaigns for moral reform.

You will encounter different sources, methods, and theories for accessing, understanding, and interpreting women's lives in specific historical context. You will learn to read critically, both "primary" historical documents and "secondary" scholarly analyses. You will also hone your critical thinking, writing, and oral communication skills through a series of participation, presentation, writing, and exam assignments.

### **Required Texts:**

*Rethinking Canada: The Promise of Women's History*. **FIFTH EDITION ONLY**. Edited by Mona Gleason and Adele Perry. Toronto: Oxford University Press, 2006.

Various articles available online through the UBC library.

### **Course Requirements:**

Students are required to attend every class and must successfully complete all of the following assignments and exams in order to receive a passing final grade. All assignments are to be typewritten double-spaced in 12 point Times New Roman font with 1" margins on all sides. Late assignments will not be accepted.

#### Four Critical Assessments: 15% each

You will be responsible for four critical assessments of maximum four pages each. These assessments are to reflect on class readings, lectures, tutorials and activities with reference to a specific question (see below). Each week has a question except for the first and last. You **MUST** hand in at least one assessment in each of September (due no later than October 6), October (due no later than November 3) and November (due no later than December 1). If you wish, you may write more than four and I will include the four with the highest marks in your final grade.

This assignment is designed to encourage you to write critically and effectively within strict word limits. Your writing must be concise, clear and well-organized. You will be graded on content as well as structure, grammar and spelling. Please consult *The Chicago Manual of Style* when referencing and footnoting sources. Assessments are due the week following that which you are assessing.

**Course Attendance and Contribution: 10%**

This is a small class, centred around lectures and tutorials. The success of the group relies on everyone doing the week's readings; please come to class prepared. This means carefully reading the required texts, taking notes on the readings, and developing questions and comments for class discussion. You will be marked most significantly on the quality of your contribution in class. You must make it evident that you have done the assigned readings, thought critically about them, and have come prepared to discuss them.

Students will be forgiven ONE missed class. Remaining absences will affect your grade.

**Oral Presentation: 5%**

Each Thursday small groups of students will make a ten minutes presentation to the class on the topic of that week's primary source reading assignment. You will present the reading to the class in the context of that week's topic as well as the broader course themes. Your presentation should end with two or three poignant questions for discussion relating the reading to the article for that week and the lecture from the previous Tuesday.

**Final Exam: 25%**

To be discussed later in the semester.

**Plagiarism Policy:**

Plagiarism is cheating and will not be tolerated in any form.

The UBC Calendar defines plagiarism as follows:

“Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.”

(<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>).

If you are unclear on what constitutes plagiarism, and for ideas on how to avoid it, please speak with me and consult the UBC Plagiarism Resource Centre at <http://www.library.ubc.ca/home/plagiarism/>.

**Weekly Schedule:****Week 1 (Sept 8, 10): Gender in the research and writing of history**

Introduction to course. Discussion of course expectations, historical thinking and interpretation, how to write a historical paper.

## Readings:

- Mona Gleason and Adele Perry, “Introduction” (*Rethinking Canada*), 1-9.
- Jeffrey W. Alexander, UBC History Department Writing Centre, [www.history.ubc.ca/writingcentre](http://www.history.ubc.ca/writingcentre) (in particular, sections on primary and secondary sources)

Week 2 (Sept 15, 17): Early Contact Aboriginal Canada

## Readings:

- Nancy Shoemaker, “Kateri Tekakwitha's Tortuous Path to Sainthood” (*Rethinking Canada*) 10-25.
- “Letter of Father Claude Chauchetière, Respecting the Iroquois Mission of Sault St. Francois Xavier, Near Montreal,” 1682, from *The Jesuit Relations and Allied Documents*, ed. S.R. Mealing, 86-7.
- Paul Le Jeune, “So Blind and Ignorant,” from the *Jesuit Relations*, 1634, in *A Few Acres of Snow*, 2<sup>nd</sup> edition, ed. Thomas Thorner, 18-23.

Critical Assessment: What were the roles of indigenous women in the communities before 1800?

Week 3 (Sept 22, 24): Women and Families in New France

## Readings:

- Jan Noel, “‘Nagging Wife’ Revisited: Women and the Fur Trade in New France,” *French Colonial History* 7 (2006): 45-60.
- “Narrative of the Heroic Deeds of Madeleine de Verchères (1678-1747) aged 14 years against the Iroquois 22-30, 1692”, Supplement to the Report of the Public Archives of Canada for 1899 <http://www.fawi.net/ezine/vol3no3/Vercheres.html>.

Critical Assessment: Were women in New France *femmes favorisées*?

Week 4 (Sept 29, Oct 1): British North America: Transition, Migration, Work

## Readings:

- Maureen Elgersman Lee, “Slavery in Early Canada: Making Black Women Subject,” (*Rethinking Canada*) 45-60.
- Underground Railway Heritage Minute. <http://www.histori.ca/minutes/minute.do?id=10166>

Critical Assessment: Use the lecture, readings, and heritage minute to reflect on (im)migration and privilege in British North America.

Week 5 (Oct 6, 8): British North America: Public and Private

## Readings:

- Rusty Bitterman, “Women and the Escheat Movement: The Politics of Everyday Life on Prince Edward Island” (*Rethinking Canada*), 61-72.
- Excerpt from ‘A Thorough Housewife,’ *The Dominion Cookbook* (Toronto: A. Miller, 1868) available at Early Canadiana Online <http://www.canadiana.org/eco.php>. Cover and pp. 7-23.

Critical Assessment: What constitutes women's work in colonial Canada? Why?

Week 6 (Oct 13, 15): Citizenship, the Law, and the State

Readings:

- Bettina Bradbury, "Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832" (*Rethinking Canada*) 73-94.
- Film: "Breaking the Ice: The Mary Ann Shadd Story" (an episode of *Scattering of Seeds*)

Critical Assessment: Did region affect gendered experiences of Canadian life in the mid-nineteenth century? If so, how? If not, why not?

Week 7 (Oct 20, 22): Western (Re)Settlement and Colonial Contact Zones

Readings:

- Sylvia Van Kirk, "From 'Marrying-In' to 'Marrying-Out': Changing Patterns of Aboriginal / Non-Aboriginal Marriage in Colonial Canada" (*Rethinking Canada*), 115-123.
- Selections from *Two Months in the Camp of Big Bear* introduction, chapter five, chapter twelve. <http://peel.library.ualberta.ca/bibliography/1457.html>
- In-class film: *Women in the Shadows*, Norma Bailey (director), National Film Board, 1991 (in class).

Critical Assessment: Reflect on the changing nature of colonial relationships for women in the nineteenth-century West.

Week 8 (Oct 27, 29): Industrialization, Urbanization, and Women's Work

Readings:

- Magda Fahrni, "'Ruffled Mistresses' and 'Discontented Maids': Respectability and the Case of Domestic Service, 1880-1914," *Labour / Le Travail*, no. 39 (1997): 69-97.
- Excerpts from *Canada Investigates Industrialism: the Royal Commission on the Relations of Labor and Capital* (Toronto: University of Toronto Press, 1973). Pages 222 – 235.

Critical Assessment: Reflect on changes wrought by industrialization and urbanization on women's public and private lives.

Week 9 (Nov 3, 5): Moral Panic and Reform

Readings:

- Lynne Marks, "'A Fragment of Heaven on Earth'? Religion, Gender, and Family in Turn-of-the-Century Canadian Church Periodicals," (*Rethinking Canada*), 124-143.
- Excerpt from *Why and how : a hand-book for the use of the W.C. T. unions in Canada. Montreal, 1884*, pages 5-12. (access through Early Canadiana Online <http://www.canadiana.org/eco.php>).

Critical Assessment: How did moral reform help and/or hinder women's lives?

Week 10 (Nov 10, 12): Gendering culture in the late 19<sup>th</sup> century

Readings:

- Veronica Strong-Boag, “‘A Red Girl’s Reasoning’: E. Pauline Johnson Constructs the New Nation,” in Mary Ellen Kelm and Lorna Townsend, eds., *In the Days of our Grandmothers: A Reader in Aboriginal Women’s History in Canada* (Toronto: University of Toronto Press, 2006), 367-396.
- Pauline Johnson, “A Cry from an Indian Wife” (1885), in *The White Wampum* (Toronto: Copp Clark, 1895), 15-17.

Critical Assessment: Was women’s contribution to Canadian culture constrained by Victorian values?

#### Week 11 (Nov 17, 19): Womanhood and Motherhood at the Turn of the Century

Readings:

- Diane Dodd, “Advice to Parents: The Blue Books, Helen MacMurchy, MD, and the Federal Department of Health, 1920-34” *Canadian Bulletin of Medical History* 8:2 (1991) 203-230. Available online: <http://www.cbmh.ca/archive/00000225/>.
- George Henry Napheys, “The Wife: The Wedding Night,” in *The Physical Life of Woman: Advice to the Maiden, Wife and Mother* (Toronto: MacLear, 1871), 74-76.

Critical Assessment: Discuss the positive and negative ramifications of state-sponsored parenting campaigns.

#### Week 12 (Nov 24, 26): World War One

Readings:

- Linda J. Quiney, “‘Bravely and Loyal They Answered the Call’: St. John Ambulance, the Red Cross, and the Patriotic Service of Canadian Women During the Great War,” *History of Intellectual Culture* 5, no.1 (2005): 1-19 (available online through UBC Library)
- Nellie McClung, “What do women think of war? (not that it matters), in *In Times Like These* (Toronto: University of Toronto Press, 1972 [1915]), 21-27.

Critical Assessment: Did WWI change or intensify gender relations in Canada?

#### Week 13 (Dec 1, 3): (Early 20<sup>th</sup> century) First Wave of Feminism and Women’s Suffrage

Readings:

- Janice Fiamengo, “Rediscovering Our Foremothers Again: Racial Ideas of Canada’s Early Feminists, 1885-1945” (*Rethinking Canada*), 144-162.
- Edith Maude Eaton (Sui Sin Far), ‘Leaves from the Mental Portfolio of an Eurasian’ (1912) in *The Heath Anthology of American Literature*, v. 2. Paul Lauter, ed.