

**The University of Western Ontario**  
**Department of Women's Studies and Feminist Research and Department of History**

**WS 2140/ HIS 2140 Women in Canadian History:  
Changing Roles and Diverse Social Realities  
2012 - 2013**

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**Office Hours: TBA**

**Course Description**

This course is designed to be an overview of women's history in Canada from the first days of European settlement to the end of the 20th Century. Its focus is social history, or examining the realities of women's everyday lives. One of the most informative and evocative ways of understanding women of the past is through biography, which will be a key theme throughout the course. This course is taught online through Sakai.

**Course Objectives**

By the end of this course, students will be able to:

- Compare women's experiences over the course of Canadian history, and consider how their experiences have changed and what has remained the same;
- Identify the role that class and race have played in determining women's experiences;
- Critique the way that Canadian women's lives have been represented in historical and popular literature, and consider how to properly document women's experiences;
- Reflect on primary and secondary sources and engage in meaningful discussions with their peers;
- Craft an effective argument using historical examples from primary and secondary sources;
- Use historical analysis to discover new perspectives on the status of women in contemporary Canadian society.

**Required Texts**

All the readings in this course are available online on Sakai.

**Evaluation**

Online Discussion	15%
Oral History Assignment	20%
Biography Book Review	20%
Mid-Term Take-Home Essay	20%
Final Take-Home Essay	25%

**Online Discussion**

Students are required to post ongoing comments in response to the course material, readings and relevant online sources noted in the lecture notes. The students will be evaluated on the thoughtfulness of their comments, their interaction with their fellow students, and for their integration of course material into their comments. The Sakai bulletin board will be used for comments, and will be open for comments for two weeks. After two weeks, when the next unit begins, the comment board will be disabled. The students are expected to make at least two comments per week.

**Biography Book Review**

This assignment requires the student to write a book review of a biography written about a woman who was born before 1900. What does her life story tell you about the experiences of women during her lifetime?

**Due: October 26, 2012**

**Length: minimum of 1,250 words**

**Mid-Term Essay Assignment**

This essay assignment will require students to evaluate the material from Units 1 to 6, in order to craft an argument about Canadian women's experiences prior to 1900.

**Due: November 23, 2012**

**Length: minimum of 1,250 words**

**Oral History Assignment**

This assignment requires students to interview a woman who is over the age of 80, and then to write an essay reflecting on how women's lives have changed over the past 80 years. Students will be evaluated on the strength of their thesis, and their use of examples from the interview, as well as examples from the course material and readings, to support their argument.

**Due: February 8, 2013**

**Length: minimum of 1,250 words**

**Final Essay Assignment**

This essay requires students to compare the experiences of women examined in the course, and craft an argument about the history of women in Canada.

**Due: April 5, 2013**

**Length: minimum of 1,250 words**

*Detailed instructions about these assignments are available on Sakai, under the "Assignments" section.*

**Policies**

It is the expectation that students will submit assignments by, and sit tests and/or examinations on, the assigned dates; in the event that this expectation cannot be met, students are advised that the policies and practices of the Faculty of Arts and Humanities and the Faculty of Social Science will be followed.

Note: This outline is subject to change with reasonable notice.

**Accommodation for Medical Illness**

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Students must seek Academic Counselling within 28 days of the assignment due date. Academic accommodation cannot be granted by the instructor or department. For the UWO Policy on Accommodation for Medical Illness see:

<http://www.westerncalendar.uwo.ca/2011/pg117.html>

and <https://studentservices.uwo.ca/secure/index.cfm>.

**Prerequisites**

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.” (<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>)

Antirequisites are WS 2139 and HIS 2182. Normally students taking this course are required to have completed their first year.

**Turnitin.com:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between the University and Turnitin.com."

(<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>)

**Academic offences:**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.westerncalendar.uwo.ca/2009/pg113.html>

**Late Policy**

Assignments are due before midnight on the selected due date. Students will be deducted 3% per day for late assignments. In extraordinary circumstances, an extension may be granted prior to the due date, but no extensions will be granted after the due date without medical accommodation. Assignments will not be accepted two weeks after the due date.

## **Unit Schedule**

### **Sept. 10      Unit 1: Introduction to Women's History**

#### **Readings:**

- "Introduction." In *Rethinking Canada: The Promise of Women's History*, 3<sup>rd</sup> Edition, edited by Veronica Strong Boag and Anita Clair Feldman, 1-10. Toronto: Oxford University Press, 1997.
- Conrad, Margaret. "'Sundays always make me think of home,': Time and Place in Canadian Women's History." In *Rethinking Canada: The Promise of Women's History*, 1<sup>st</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 67-81. Toronto: Copp Clark Pittman, 1986.

#### **Discussion: Sept. 10 – Sept. 23**

Judy Chicago's *The Dinner Party*

[http://www.brooklynmuseum.org/eascfa/dinner\\_party/home.php](http://www.brooklynmuseum.org/eascfa/dinner_party/home.php)

### **Sept. 24      Unit 2: First Nations and European Contact**

#### **Readings:**

- Leacock, Eleanor. "Montagnais Women and the Jesuit Program for Colonization." In *Women and Colonization: Anthropological Perspectives*, edited by Mona Etienne and Eleanor Leacock, 25-42. New York: Praeger, 1980.
- Sleeper-Smith, Susan. "Women, Kin and Catholicism: New Perspectives on the Fur Trade." In *In the Days of Our Grandmothers: A Reader in Aboriginal Women's History in Canada*, edited by Mary-Ellen Kelm and Lorna Townsend, 26-55. Toronto: University of Toronto Press, 2006.
- Van Kirk, Sylvia. "'Women in Between': Indian Women in Fur Trade Society in Western Canada." In *Readings in Canadian History: Pre-Confederation*, 7<sup>th</sup> Edition, edited by R. Douglas Francis and Donald B. Smith, 64-76. Toronto: Thomas Nelson, 2007.

#### **Discussion: Sept. 24 – Oct. 7**

Based on the readings and lecture notes

### **Oct. 8      Unit 3: Acadia and New France**

#### **Readings:**

- Landry, Yves. "Gender Imbalance, Les Filles du Roi, and Choice of Spouse in New France." In *Canadian Family History: Selected Readings*, edited by Bettina Bradbury, 14-32. Toronto: Copp Clark Pittman, 1992.
- Noel, Jan. *Women in New France*. Ottawa: The Canadian Historical Association Historical Booklet No. 59, 1998.
- Plamondon, Lilianne. "A Businesswoman in New France: Marie-Anne Barbel, the Widow Fornel." In *Rethinking Canada: The Promise of Women's History*, 1<sup>st</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 45-58. Toronto: Copp Clark Pittman, 1986.

#### **Discussion: Oct. 8 – Oct. 21**

Based on the readings and lecture notes

**Oct. 22      Unit 4: Loyalists and Pioneers in the Maritimes and Upper  
Canada**

**Readings:**

- Hamilton, Sylvia. "Naming Names, Naming Ourselves: A Survey of Black Women in Nova Scotia." In *We're Rooted Here and They Can't Pull us Up': Essays in African Canadian Women's History*, edited by Peggy Bristow, 13-40. Toronto: University of Toronto Press, 1994.
- McKenna, Katherine M.J. "Laura Secord (1775–1868): United Empire Loyalist and Heroine." *Oxford Dictionary of National Biography*, Oxford University Press, 2004. Available online through the UWO library.
- McKenna, Katherine M.J. "Mary Brant (Konwatsi'tsiaienni Degonwadonti): "Miss Molly," Feminist Role Model or Mohawk Princess?" In *The Human Tradition in the American Revolution*, edited by Nancy L. Rhoden and Ian K. Steele, 183-201. Wilmington, DE: Scholarly Resources, 2000.
- Potter, Janice. "Patriarchy and Paternalism: The Case of the Eastern Ontario Loyalist Women." In *Rethinking Canada: The Promise of Women's History*, 2<sup>nd</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 59-72. Toronto: Copp Clark Pitman, 1991.
- Smith, Helen and Lisa Sullivan. "'Now That I Know How to Manage': Work and Identity in the Journals of Anne Langton." *Ontario History* 87, 3 (September 1995): 253-269.

**Discussion: Oct. 22 – Nov. 4**

Based on the readings and lecture notes

**Nov. 5      Unit 5: Loyalists and Pioneers in the Maritimes and Upper  
Canada**

**Readings:**

- Chambers, Lori. "Chapter 1: 'So Entirely under His Power and Control': the Status of Wives before Reform." In *Married Women and Property Law in Victorian Ontario*. Toronto: University of Toronto Press for the Osgoode Society for Canadian Legal History, 1997: 14-27.
- Errington, Jane. "Prologue: the Howling Wilderness and Fruitful Fields." In *Wives and Mothers, School Mistresses and Scullery Maids: Working Women in Upper Canada 1790-1840*. Montreal and Kingston: McGill-Queen's press, 1995: 3-24.
- McKenna, Katherine. "The Role of Women in the Establishment of Social Status in Upper Canada." *Ontario History* 83, No. 3 (1990): 179-206.
- McKenna, Katherine. "Women's Agency in Upper Canada: Prescott's Board of Police Record, 1834-1850." *Histoire Sociale/Social History* 36, No. 72, (2003): 347-70.

**Discussion: Nov. 5 – Nov. 18**

Based on the readings and lecture notes

**Nov. 19      Unit 6: The Settlement of the West**

**Readings:**

- Carter, Sarah. "Categories and Terrains of Exclusion: Constructing the 'Indian

- Woman' in the Early Settlement Era in Western Canada." In *Telling Tales: Essays in Western Women's History*, edited by Catherine Cavanaugh and Randi Warne, 60-81. Vancouver, UBC Press, 2000.
- Cavanaugh, Catherine. "Irene Marrat Parlby: An 'Imperial Daughter' in the Canadian West, 1896-1934." In *Telling Tales: Essays in Western Women's History*, edited by Catherine Cavanaugh and Randi Warne, 100-122. Vancouver, UBC Press, 2000.
- Scheinberg, Ellen. "Bringing 'Domestics' to Canada: A Study of Immigration Propaganda." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 336-342. Montreal and Kingston: McGill-Queen's University Press, 2001.
- Sundberg, Sara. "Farm Women on the Canadian Prairie Frontier: The Helpmate Image." In *Rethinking Canada: The Promise of Women's History*, 1<sup>st</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 95-106. Toronto: Copp Clark Pittman, 1986.

**Discussion: Nov. 19 – Dec. 3**

Based on the readings and lecture notes

**Jan. 7                    Unit 7: Victorian Middle Class Women and Social Reform**

**Readings:**

- McKenna, Katherine M.J. "'The Union Between Faith and Good Works': The Life of Harriet Dobbs Cartwright, 1808-1887." In *Changing Roles of Women Within the Christian Church in Canada*, edited by Elizabeth Gillian Muir and Marilyn Färdig Whitely, 284-298. Toronto: University of Toronto Press, 1995.
- Prentice, Alison et al. "Chapter 7: The 'Woman Movement.'" In *Canadian Women: A History*. 2<sup>nd</sup> Edition. Toronto: Harcourt Brace & Company, 1996: 189-213.
- Strong-Boag, Veronica. "'Ever a Crusader': Nellie McClung, First-Wave Feminist." In *Rethinking Canada: the Promise of Women's History*, 3<sup>rd</sup> Edition, edited by Veronica Strong Boag and Anita Clair Feldman, 271-84. Toronto: Oxford University Press, 1997.

**Discussion: Jan. 7 – Jan. 20**

**June 21                    Unit 8: Victorian Middle Class Women and Social Reform**

**Readings:**

- Bradbury, Bettina. "Women's Workplaces: The Impact of Technological Change on Working Class Women in the Home and in the Workplace in Nineteenth-Century Montreal." In *Rethinking Canada: The Promise of Women's History*, 3<sup>rd</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 154-69. Toronto: Oxford University Press, 1997.
- Myers, Sharon. "'Not to be Ranked as Women': Female Industrial Workers in Turn-of-the-Century Halifax." In *Rethinking Canada: The Promise of Women's History*, 3<sup>rd</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 216-37. Toronto: Oxford University Press, 1997.
- Strange, Carolyn. "City Work: Moral Dilemmas." In *Toronto's Girl Problem: The Perils*

*and Pleasures of the City, 1880-1930*. Toronto: University of Toronto Press, 1995: 21-52.

Sykes, Ella C. "Ella C Sykes, 1830-1939." In et al, eds. *Early Voices: Portraits of Canada by Women Writers, 1639-1914*, edited by Mary Alice Downie, 231-42. Toronto: Natural Heritage Books, 2010.

**Discussion: Jan. 21 – Feb. 3**

**Feb. 4 Unit 9: Breaking Through Barriers? Politics, Education and the World Wars**

**Readings:**

Crowley, Terry. "History and Human Agency: The Case of Agnes Macphail, Canada's First Woman Member of Parliament." *Labour/Le Travail*. 28 (1991): 12-15.

Prentice, Alison, et al, "Chapter 8: Marching Into the Twentieth Century." In *Canadian Women: A History*, 2<sup>nd</sup> Edition, edited by Alison Prentice et al, 214-41. Toronto: Harcourt Brace & Company, 1996.

Quiney, Linda J. "'Hardly Feminine Work!' Violet Wilson and the Voluntary Aid Detachment Nurses." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 289-94. Montreal and Kingston: McGill-Queen's University Press, 2001.

Wakewich, Pamela. "'The Queen of the Hurricanes: Elsie Gregory MacGill, Aeronautical Engineer and Women's Advocate In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 396-401. Montreal and Kingston: McGill-Queen's University Press, 2001.

Pamela Wakewich, Helen Smith and Jeanette Lyons. "Women's Wartime Work and Identities: Women Workers at Canadian Car and Foundry Co, Limited, Fort William, Ontario, 1938-1945. In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 409-16. Montreal and Kingston: McGill-Queen's University Press, 2001.

**Discussion: Feb. 4 – Feb. 24**

**Feb. 25 Unit 10: Women in Consumer Society**

**Readings:**

Bishop, Mary F. "Vivian Dowding: Birth Control Activist 1893-?" In *Rethinking Canada: The Promise of Women's History*, edited by Veronica Strong-Boag and Anita Clair Fellman, 200-7. Toronto: Copp Clark Pittman, 1986.

Pearson, Ruth Roach. "Sexuality." In *No Easy Road: Women in Canada 1920s to 1960s*, edited by Beth Light and Ruth Roach Pearson, 81-92. Toronto: New Hogtown Press, 1990, pp. 81-92.

Strong-Boag, Veronica. "Home Dreams: Women and the Suburban Experiment in Canada 1945-60." In *Rethinking Canada: The Promise of Women's History*, 3<sup>rd</sup> Edition, edited Veronica Strong-Boag and Anita Clair Fellman, 375-401.

Toronto:  
Oxford University Press, 1997.

Strong-Boag, Veronica. "Keeping House." In *The New Day Recalled: Lives of Girls and Women in English Canada, 1919-1939*. Toronto: Copp Clark Pittman, 1988: 113-34.

**Discussion: Feb. 25 – March 10**

**March 11 Unit 11: Issues of Race and Ethnicity**

Ayukawa, Midge. "Good Wives and Wise Mothers: Japanese Picture Brides in Early Twentieth-Century British Columbia." In *Rethinking Canada: The Promise of Women's History*, 3<sup>rd</sup> Edition, edited Veronica Strong-Boag and Anita Clair Fellman, 238-52. Toronto: Oxford University Press, 1997.

Bourassa, Carrie. "The Construction of Aboriginal Identity: A Healing Journey." In *Torn From Our Midst: Voices of Grief, Healing and Action from the Missing Indigenous Women Conference, 2008*, edited by A. Brenda Anderson et al, 75-85. Regina: Canadian Plains Research Centre, University of Regina, 2010.

Brand, Dionne. "'We weren't allowed to go into factory work until Hitler started the war.': The 1920s to the 1940s." In *'We're Rooted Here and They Can't Pull Us Up': Essays in African Canadian Women's History*, edited by Peggy Bristow et al, 171-91. Toronto: University of Toronto Press, 1994.

**Discussion: March 11 – March 24**

**March 25 Unit 12: The Second Wave of the Women's Movement**

Bashevkin, Sylvia. "Independence Versus partisanship: Dilemmas in the Political History of Women in English Canada." In *Rethinking Canada: The Promise of women's History*, 2<sup>nd</sup> Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 415-45. Toronto: Copp Clark Pittman Ltd. 1991.

Cumming, Judi. "Women, Peace Activism, and the Environment: Rosalie Bertell and the development of a Feminist Agenda, 1970s-1990s." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 259-262. Montreal and Kingston: McGill-Queen's University Press, 2001.

Kome, Penny. "I Too Was a Women's Libber." In *Feminist Journeys Voies Féministes*, edited by Marguerite Anderson, 198-202. Ottawa: Feminist History Society, 2010.

Loewen, Candace. "Making Ourselves Heard: 'Voice of Women' and the Peace Movement of the Early Sixties." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon Anne Cook, Lorna R. McLean and Kate O'Rourke, 248-51. Montreal and Kingston: McGill-Queen's University Press, 2001.

Robertson, Heather-Jane. "1973: Then and Now." In *Speaking Truth to Power: A Reader*

*on Canadian Women's Inequality Today*, edited by Trish Hennessey and Ed Finn, 81-90. Ottawa: Canadian Centre for Policy Alternatives, 2010.

Speers, Kimberley. "The Royal Commission on the Status of Women in Canada, 1967-1970: Liberal Feminism and Its Radical Implications." In *Framing Our Past: Canadian Women's History in the Twentieth Century*, edited by Sharon



Anne Cook, Lorna R. McLean and Kate O'Rourke, 252-6. Montreal and Kingston: McGill-Queen's University Press, 2001.

**Discussion: March 25 – April 7**

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays

because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford,  
Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or  
rdashfo@uwo.ca