

**The University of Western Ontario
Department of History**

History 2182A: The Social History of Women in Canada

Monday 9:30am – 12:30pm
Somerville House 3305

M. McCargar

Email: mmccarg@uwo.ca

Office Hours: Monday 12:30pm – 1:30pm

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. At the end, students will have a sense of how women's diverse experiences have changed throughout Canadian history, and which issues Canadian women continue to face today.

Required Texts

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

Evaluation

Short Research Essay	25%
Oral History Assignment	25%
Response Posts (x 3)	15%
Final Exam	35%

Short Research Essay

A course website will be used by all students to explore the issues examined in this course, add to the course material, and reflect upon the issues discussed in the readings. Students will write a short research essay related to the unit they are assigned (Units 2 to 12). The essay will be then be posted on the website for review by the other students. A list of suggested topics, including prominent Canadian women, historical events, issues concerning women, and photo analyses, will be provided but students are welcome to suggest topics as well. Students will be assigned a due date during the first class.

Due: Thursday of the assigned week

Length: minimum of 750 words

Response Posts

Students are responsible for 3 response posts on the course website. Students can reflect on the content of the lectures, the readings, or respond to the essays posted by other students. Students are encouraged to incorporate comparisons to the readings from

different units and to modern society, and to include links to news articles, studies, or appropriate blogs. Students will be assigned responses to 3 units during the first class.

Due: Friday of the assigned week

Length: minimum of 250 words each

Oral History Assignment

This assignment requires students to interview a woman who is over the age of 70, and then to write an essay reflecting on how women's lives have changed over the course of her lifetime. 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 thesis.

Due: March 24, 2014

Length: minimum of 1,500 words

Final Exam

The final exam will be 3 hours and will be scheduled during the April exam period.

Detailed instructions about these assignments are available on the "Assignments" section of the course page on OWL.

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 Social Science will be followed.

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

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/crsout.pdf>, and the 2007 Western Academic Calendar, p. 19.) Normally students taking this course are required to have completed their first year.

Scholastic 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.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Plagiarism is defined as "The act or an instance of copying or stealing another's words or

ideas and attributing them as one's own." Excerpted from Black's Law Dictionary, West Group, 1999, 7th ed., p. 1170. It includes submitting any parts of an assignment already submitted to Western or another institution.

"Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website."

Late Policy

Assignments are due by 5:30pm on the selected due date. Students will be deducted 3% per day for late assignments. No assignments will be accepted two weeks after the due date. It is the expectation, however, 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 Department of History follows the policies and practices of the Faculty of Social Science. Extensions will be granted only with a note from Academic Counseling.

Academic Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and /or assignments must apply to the Academic Counseling office of their home Faculty, and provide documentation. The instructor or department cannot grant academic accommodation. For UWO Policy on Accommodation for Medical Illness, see <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

Email Policy

Students are welcome to submit brief questions to the instructor via email. The instructor will respond to emails within 24 hours during the week and by Monday on a weekend or holiday. However, students are encouraged to visit the instructor during office hours or make an appointment to discuss any issues that cannot be described in two sentences or less.

Unit Schedule

Jan. 6 Unit 1: Introduction to Women's History

Readings:

"Introduction." In, eds. *Rethinking Canada: The Promise of Women's History*, 3rd 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*, 1st Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 67-81. Toronto: Copp Clark Pittman, 1986.

Jan. 13 Unit 2: First Nations and European Contact

Readings:

- 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*, 7th Edition, edited by R. Douglas Francis and Donald B. Smith, 64-76. Toronto: Thomas Nelson, 2007.

Jan. 20 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, Lillianne. "A Businesswoman in New France: Marie-Anne Barbel, the Widow Fornel." In *Rethinking Canada: The Promise of Women's History*, 1st Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 45-58. Toronto: Copp Clark Pittman, 1986.

Jan. 27 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. "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.
- 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.

Feb. 3 Unit 5: Gender and Class on the Frontier

Readings:

- 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.

Feb 10 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.

Feb. 24 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.
- Strong-Boag, Veronica. “‘Ever a Crusader’: Nellie McClung, First-Wave Feminist.” In *Rethinking Canada: the Promise of Women’s History*, 3rd Edition, edited by Veronica Strong Boag and Anita Clair Feldman, 271-84. Toronto: Oxford University Press, 1997.

March 3 Unit 8: Women’s Work Outside the Home

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*, 3rd Edition, edited by Veronica Strong-Boag and Anita Clair Fellman, 154-69. 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.

March 10 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.
- 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.

March 17 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*, 3rd 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.

March 24 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*, 3rd 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.

March 31 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*, 2nd 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.

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.

April 7 Conclusion and Review

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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 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