

History 2335 WAO: History of Women in Canada from the Beginning of Time to  
Confederation and the End of the Great War  
Tuesdays and Thursdays, 2:30-4 pm, HP0003  
2010 Winter Semester

Instructor: Dr. Jonathan Anuik

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Office Hours: Mondays and Wednesdays from 1-3 pm or by appointment

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**Course Description:**

History 2335 offers a survey of the diverse experiences of women in Canada from the 1600s through to Confederation in 1867 and until the end of the Great War in 1918. It emphasizes the ways in which race/ethnicity, class, gender, and sexuality shaped the lives of women in Canada.

**Required Texts:**

Errington, Elizabeth Jane. *Women and their Work in Upper Canada*. Ottawa: Canadian Historical Association, 2006.

Prentice, Alison et al. *Canadian Women: A History*. 2<sup>nd</sup> ed. Toronto: Harcourt Brace Canada, 1996.

Perry, Adele and Mona Gleason. *Rethinking Canada: The Promise of Women's History*. 5<sup>th</sup> ed. Don Mills: Oxford University Press, 2006.

-The Errington booklet and the Perry and Gleason textbook are on-reserve at the Orillia Campus Library.

All required texts are available from the Lakehead University Bookstore, Orillia Campus (Manticore Books). Please notify me if you experience any difficulties with obtaining textbooks.

There is articles on-reserve in the Orillia Campus Library that you will need for this course. Follow along with the course timetable for when you need to read these articles.

**Grade Breakdown:**

Reflective Journal Entries

Mid-term submission	5%
Final submission	5%
Total	10%

Tutorials

Attendance	5%
Participation	5%
Total	10%

Book Review 10%

Term Paper Proposal and

Bibliography	5%
Mid-term Exam	10%
Term Paper	30%

Final Exam	25%
Total	100%

## Details of Assignments

### *Reflective Journal*

I want you to write entries regularly on your reflections on each class and tutorial meeting as well as thoughts related to the course. You may also comment on your class readings, term paper research, relationships with me and your fellow classmates, or experiences relevant to the course. While the format for the journal entry is flexible because the entries are based on your thoughts, I have a few suggestions for you to consider as you write your journal entries:

1. Focus on one specific question or thought—for the first entry, I want you to discuss your expectations for the course and locate yourself in terms of the course material. Base your entries on previous scholarly work (i.e. courses taken), academic and non-academic work experiences, region of origin, racial, ethnic, gender, sexual orientation, or religious backgrounds. The aforementioned list is not exhaustive so please do feel free to write on what you believe is relevant to the course.
2. Write no more than 500 words
3. Avoid identifier information when commenting on classroom discussions (i.e. names, gender, place of residence)
4. Consider how your thoughts and entries affect others even if you do not share your thoughts with your classmates
5. Try to use gender-neutral language and avoid racist, sexist, heterosexist, ageist, or any other language that you think may offend others
6. Introduce your entry with a particular question, comment, or argument and close with the same question, comment, or argument. This way there is a symmetry which makes it easy for you to follow as you review your entries prior to submission for evaluation.
7. Reference arguments or thoughts that are not your own
8. Use 'I' as these entries are about your thoughts and feelings about the course
9. Share knowledge you have gained from your interactions with members of the surrounding community, your family, classes you have taken and are taking, and any other information that you think may enable you to write a clear, concise, and lucid entry.
10. Your suggestions...

I have placed an article on reserve in the library for you to review. Remember that the article is a guide for you. I hope each of you will develop, over the term, your own unique writing style for the reflective journal entries.

Bissoondath, Neil. "Selling Illusions: The Cult of Multiculturalism in Canada." Santi V. Buscemi et al, eds. *75 Readings Plus*. First Canadian Edition. Toronto: McGraw Hill, 2002. 371-375.

**-You do not need to answer the questions at the end of the reading.**

You may also consider the following formats for journal entries: artwork, a fact sheet, journal entry, letter, or any other format that you think would enable you to comment on the course.

You will submit your journal twice over the course of the term. **The first set of entries is due on Thursday, February 11<sup>th</sup>, 2010. Late journals are not accepted.** The purpose of the exercise is for you to write in your journal regularly and not retroactively. I will expect at least **9 (nine) entries**. Handwritten entries are acceptable provided there are not excessive corrections or deletions, and the entries are easy for me to read. Use your judgment!! **Final submission of the journal is due on the last day of class: Thursday, April 1<sup>st</sup>, 2010.** At the end of the term, I will expect at least **18 (eighteen)** entries in your journal. **As with the first set of entries, there are no extensions on submission of journals and no exceptions! Please do not revise the first set of journal entries in preparation for the submission of the entire journal.**

I will grade your entries on originality and clarity; I will check for stylistic issues. I will focus on one entry that is your best, in my opinion. However, I will also assess the overall quality of the entries. It is important for you to pay attention to my comments and improve on them.

Please ensure your journal is bound in a binder or duo tang. Stapled papers or folders are unacceptable.

### *Tutorials*

Every fourth class, we will meet for a tutorial. The goal of the tutorial is to discuss an assigned reading and its effect on our class and the larger history of women in Canada from the beginnings of time to Confederation and until the end of the Great War. Our tutorial schedule is in the lecture and tutorial schedule below.

I expect you to be prepared to discuss the questions asked by the author of the assigned reading, the sources used, and your own response. Please take notes on the reading that pertain to the questions asked by the author of the assigned reading, and the sources used as well as your own response to the assigned reading. Do not simply highlight passages as your only means of tutorial preparation. **You will find that highlighting only will be ineffective for discussion of the assigned reading in the tutorial!!** You will need to complete the assigned reading and organize your notes in order to participate effectively in our tutorial meetings. I expect you to attend every tutorial, and I take attendance.

Your tutorial participation is highly subjective. Therefore, please do not feel pressured to speak all of the time. If there are any concerns about your tutorial participation, please see me! After every tutorial, please write a journal entry. I believe that you will find that as you reflect on the tutorials, you will become better able to prepare your comments for subsequent tutorials.

### *Book Review*

Students must select a book from the following list. When reviewing a book, students must find the question the author asks and discuss the sources used. It is necessary to understand the book in terms of works with a similar chronological or thematic thrust. If you wish to read examples of first-rate book reviews, see the 'Reviews' section of any *Canadian Historical Review* or *Labour/Le Travail*.

The book review is due **Tuesday, January 19<sup>th</sup>, 2010**. **Late papers will be penalized an automatic 10%, and no book reviews will be accepted after 4:30 pm on Tuesday, January 26<sup>th</sup>, 2010.**

Books for Review:

Morgan, Cecilia. *Public Men and Virtuous Women*.

Mitchinson, Wendy. *The Nature of their Bodies: Women and Their Doctors in Victorian Canada*.

Cohen, Marjorie. *Women's Work: Markets and Economic Development in Nineteenth-Century Ontario*.

Kinnear, Mary. *Women's Work in Manitoba*.

Dubinsky, Karen. *Improper Advances*.

Bradbury, Bettina. *Working Families: Age, Gender and Daily Survival in Industrializing Montreal*.

Danylewycz, Marta. *Taking the Veil: An Alternative to Marriage, Motherhood, and Spinsterhood in Quebec, 1840-1920*.

Perry, Adele. *On the Edge of Empire: Gender, Race, and the Making of British Columbia*. Toronto: UTP, 2001.

Van Kirk, Sylvia. *Many Tender Ties: Women in Fur Trade Society, 1670-1870*. Winnipeg, 1999.

Potter-MacKinnon, Janice. *While the Women only Wept*.

Anderson, Karen. *Chain her by One Foot*. London, 1991.

Light, Beth, ed. *Pioneer Gentlewomen of British North America, 1713-1867*. Toronto: Hogtown Press, 2008.

*Telling Tales: Essays in Western Women's History*. Eds. Catherine A. Cavanaugh & Randi R. Warne. Vancouver: UBC Press, 2000.

Noel, Janet. *Canada Dry*.

*In the Days of Our Grandmothers: A Reader in Aboriginal Women's History in Canada*. Mary-ellen Kelm and Lora Townsend, eds. Toronto: UTP, 2006.

Another book chosen in consultation with the instructor.

*Term Paper Proposal and Bibliography and Term Paper*

You will write **1 (one)** term paper of **10-12 pages (ten-twelve pages)** based on secondary sources. The objective of the exercise is to establish an argument, share evidence to support your claim, and reconcile the argument with the evidence in a conclusion. I expect you to locate yourself in the research—you need to share your assumptions, prejudices, and biases as they affect how you research and write your paper. **The paper is due on Tuesday, March 16<sup>th</sup>, 2010, and late papers will be penalized an automatic 10%, and the last day for submission of term papers will be 4:30 pm on Monday, April 5th, 2010.**

Writing is a process and takes time, and that is why you must **submit a paper proposal and bibliography by Tuesday, January 26<sup>th</sup>, 2010.** A well-crafted paper proposal identifies your question, provides me with a tentative thesis statement, identifies **2-3 (two-three) supporting points for the thesis statement**, and provides me with a tentative bibliography. Your term paper must have at least **4 (four)** sources not including the assigned textbooks and articles. However, you may draw from the assigned textbooks and articles to support your argument(s). The paper proposal is an opportunity to share with me your assumptions, prejudices, and biases that you bring into the research for your paper. Treat the paper proposal as a notification to me of your intent to write a research paper. Therefore, the thesis, supporting evidence, and bibliography are not final. **Late proposals are not accepted, and no extensions are given on this assignment!**

Internet resources are generally unacceptable for university-level work, but there are some exceptions to this rule. The majority of scholarly journals (and some books) are published online and do not count as ‘internet’ resources. Other acceptable resources that may be downloaded from the internet include the following: websites maintained by any level of government (and any reports available for downloading on their websites), news media (although **it is unacceptable to use any media as one of your four minimum sources**), universities and technical colleges (and any reports available for downloading on their websites), and non-governmental organizations (NGOs) (again, **reports and fact sheets from NGOs may not be used as one of your four minimum sources for the term paper**). In sum, we, as professors, expect you to use resources that have been reviewed by individuals other than the author which is why we discourage you from drawing excessively off internet sources. Please contact me if you have any questions or concerns about internet resources (i.e. send me the website, and I shall let you know what I think of the resource(s)).

You are expected to cite all arguments and any facts that are not your own. Historians use the Chicago Manual of Style. Your university bookstore (Manticore Books) carries the following style guide in case you do not have one:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

Please also see Lakehead University’s Department of History “History Essay Guide” available at <http://history.lakeheadu.ca/uploads/essayguide.pdf>.

Feedback on the aforementioned style guide and the “History Essay Guide” is welcome so please do feel free to suggest alternative resources as well revisions to the existing Department of History essay guide.

If you have any questions about referencing or style, please see me.

You are to choose one of the following questions to answer. **You may create your own question, but you must share your question with me before you pursue it further. No more than four students may sign up to answer a question.** The sign-up sheet is on my office door, and you must select a paper topic by **Thursday, January 21st, 2010.**

1. Discuss how women contributed to Pre-Confederation fur trade society in Canada. Was the fur trade a chance for women to advance their prescribed roles in Aboriginal and European societies?
2. Is lesbianism in Canada a recent phenomenon or are there historic roots for what is now largely accepted as a normal variation of human sexuality?
3. Why were moral reformers in nineteenth-century Canada concerned for the health and safety of Canadians? Who were the moral reformers, and what steps were taken by them to ensure the women and men ‘behaved?’ How did gender, race, and class affect the campaigns undertaken by moral reformers?
4. How did women contribute to the burgeoning leisure and tourist culture of nineteenth-century Canada?
5. Were women active in the political and justice systems of Canada? If yes, in what roles were women active and if not, why were women not active? Was participation contingent on a being of a particular class or race or belonging to a certain family?
6. What were the forms of wage labour available to women in nineteenth-century Canada? Were women in control of their earnings?
7. What alternatives were available for women who did not desire marriage and motherhood?
8. How were women able to seek justice when they were victims of crime? What criminal activities were women the victims of and in what forms of criminal activity were women involved?
9. By the end of the nineteenth century, British women and not Aboriginal women were the preferred marital partners of fur trade elites and labourers? What happened to change marital preferences?

Students may devise a question. The instructor must approve the proposed topic.

### *Mid-term Examination*

There will be **1 (one)** mid-term exam on **Thursday, February 11<sup>th</sup>, 2010.** The format for the mid-term will be one essay question based on the course material. You will have a choice of three questions. Remember the following as you prepare for the mid-term exam:

- No aids are allowed

- Write your response as an essay with a clear thesis, at least three points to support your argument, and a concluding paragraph that summarizes your thesis and evidence
- Pay attention to spelling, grammar, and style—you are graded on these aspects of your exam!
- Therefore, quality is important—a longer response does not guarantee a higher grade!
- Organize your thoughts before you start writing!

**There are no make-up exams for missed mid-term exams and no exceptions!**

### *Final Exam*

There will be a three-hour final exam in April. There will be three parts to the exam. Every part will require you to write an essay in response to a question, and you will have a choice of at least two questions to answer per part.

### A Note about Academic Honesty

The following information on academic honesty is from the Lakehead University Department of History website: (<http://history.lakeheadu.ca/uploads/essayguide.pdf>) and quoted from the Lakehead University Calendar which is available online at <http://www.lakeheadu.ca/calendar/>:

“The University takes a most serious view of offences against academic honesty such as plagiarism (see side panel), cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. A copy of the “Code of Student Behaviour and Disciplinary Procedures” including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar. The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course, will be a zero for the work concerned.
- b) A candidate found guilty of cheating on a formal examination or a test, or of a serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive a zero for the course and may be expelled from the University. Students disciplined under the “Code of Student Behaviour and Disciplinary Procedures” may appeal their case through the judicial panel.”

### Class Environment

I believe that we need a set of guidelines to follow in our class. The first class is dedicated not only to the introduction to the course objectives but also to the discussion of the environment that we need to have in order to learn. I follow the teachings of Anishinaabe literacy practitioner Ningwakwe George and Early Childhood Educators Jessica Ball and Alan Pence who believe that teachers, instructors, and professors must build an environment where learners feel safe and proud—cultural safety. The following are what Ball and Pence identify as the processes necessary for cultural safety to operate:

- Reciprocal teaching and learning
- Respect for knowledge “all ways”
- Unlearning of expert-presumption of universal validity of knowledge and expertise.<sup>1</sup>

All of us have knowledge to share, and I look at this course as an opportunity to share our respective knowledge and generate new perspectives and conclusions. Therefore, I encourage all of you to share with me, on a regular basis, your perspectives, conclusions, biases, assumptions, and prejudices. I want you to locate yourself in the material that we will be investigating in this course.

I have two more suggestions for our class to run well:

- I expect you to attend every class
- Please feel free to speak up in class—even in lectures!! We can break into discussion at any point in the course and not only in the tutorials. We walk on a tight rope between having a solid format for every class and having enough flexibility in every class to ensure that we may adequately discuss the course material.
- Your suggestions...

## Lecture and Tutorial Schedule

Lecture One: Tuesday, January 5<sup>th</sup>

- Introduction to the course
- Our expectations for the class and course work
- Developing a class environment

Journal Entry Assignment (Entry One): Identify your understanding of women in Canadian history. Consider your relationship to the course material in terms of your own gender, ethnic, racial, regional, scholarly, and work background. Identify your personal and scholarly goals for the course and decide how you plan to address these goals through the course work.

Lecture Two: Thursday, January 7<sup>th</sup>

- Distribution of revised course outline
- Historiography of women in Canada
  - Is women’s history ‘new?’
  - What is the relationship between women’s and gender history?

Readings: Prentice et al., Introduction; Perry & Gleason, Introduction

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<sup>1</sup> Ningwakwe George, “Aboriginal Adult Literacy: Nourishing their Learning Spirits: A Literature Review,” forthcoming literature review for the Aboriginal Learning Knowledge Centre, in Partnership with the Canadian Council on Learning; Jessica Ball and Alan Pence, *Supporting Indigenous Children’s Development* (Vancouver: UBC Press, 2006) 83.

Lecture Three: Tuesday, January 12<sup>th</sup>

- The First Women

Readings: Prentice et al., chapter one

Tutorial One: Thursday, January 14<sup>th</sup>

- Discussion of Shoemaker in Perry & Gleason

Reading: Shoemaker in Perry & Gleason

Lecture Four: Tuesday, January 19<sup>th</sup>

- Women in New France

Reading: Prentice et al., chapter two; Brun in Perry & Gleason

### **Book Review due**

Lecture Five: Thursday, January 21<sup>st</sup>

- Women at Work from the Beginning of the World to 1850

Reading: Prentice et al., chapter three

**You must have your term paper topic chosen by end of the day.**

Lecture Six: Tuesday, January 26<sup>th</sup>

- Women Proclaiming Gospel!

Reading: Myra Rutherdale, "Revisiting Colonization through Gender: Anglican Missionary Women in the Pacific Northwest and the Arctic, 1860-1945," *BC Studies* 104 (1994-1995): 3-23 (article on-reserve in the Orillia Campus Library).

### **Term paper proposal due**

Tutorial Two: Thursday, January 28<sup>th</sup>

- Discussion of Errington booklet

Reading: Errington booklet

Lecture Seven: Tuesday, February 2<sup>nd</sup>

- Native-newcomer Contact, Part I

Reading: Sylvia Van Kirk, “Women in Between” (chapter on-reserve in the Orillia Campus Library)

Lecture Eight: Thursday, February 4<sup>th</sup>

- Race

Reading: Lee in Perry & Gleason

Lecture Nine: Tuesday, February 9<sup>th</sup>

- Women and the Public Sphere

Reading: Prentice et al., chapter four; Bitterman in Perry & Gleason; Bradbury in Perry & Gleason; Connor in Perry & Gleason

Lecture Ten: Thursday, February 11<sup>th</sup>

- Mid-term exam

### **First set of journal entries due**

Journal Entry Assignment (Entry Ten): Since we are now in the middle of the term, re-read the first journal entry that you wrote. Consider how your goals have evolved since the first journal entry and reflect on your growing awareness of the history of women in Canada from the beginnings of time to Confederation and until the end of the Great War.

February 13<sup>th</sup>-21<sup>st</sup>: Mid-term Break

Tutorial Three: Tuesday, February 23<sup>rd</sup>

- Discussion of Flamengo in Perry & Gleason

Reading: Flamengo in Perry & Gleason

Lecture Eleven: Thursday, February 25<sup>th</sup>

- Women at Work from 1850-1918

Reading: Prentice et al., chapter five

Lecture Twelve: Tuesday, March 2<sup>nd</sup>

- The Women’s Sphere

Reading: Prentice et al., chapter six

Lecture Thirteen: Thursday, March 4<sup>th</sup>

- Native-newcomer Contact, Part II

Reading: Van Kirk in Perry & Gleason

Tutorial Four: Tuesday, March 9<sup>th</sup>

- Second Thoughts on Women in Between?

Reading: Donna G. Sutherland, “The Kokum Puzzle” (on-reserve in the Orillia Campus Library)

Lecture Fourteen: Thursday, March 11<sup>th</sup>

- The Women’s Movement: Temperance

Reading: Prentice et al., chapter eight; Marks in Perry & Gleason

Lecture Fifteen: Tuesday, March 16<sup>th</sup>

- The Turn of the Twentieth Century: Increasing Social Complexity

Reading: Prentice et al., chapter nine

### **Term paper due**

Lecture Sixteen: Thursday, March 18<sup>th</sup>

- Women ‘out west’
- Getting Ready for Political Mobilization

Reading: Janet Guildford. “Edith Jessie Archibald: Ardent Feminist and Conservative Reformer.” *Journal of the Royal Nova Scotia Historical Society* 11 (2008): 110-124 (on-reserve in the Orillia Campus Library)

Tutorial Five: Tuesday, March 23<sup>rd</sup>

- Smoking Nurses who Kiss Men!!

Reading: Kathryn McPherson, “The Case of the Kissing Nurse: Femininity, Sexuality, and Canadian Nursing, 1900-1970” (on-reserve in the Orillia Campus Library)

Lecture Seventeen: Thursday, March 25<sup>th</sup>

- World War I: Women at War for a Cause!

Reading: Anne-Marie Kinahan. "Transcendent Citizenship: Suffrage, the National Council of Women of Canada, and the Politics of Organized Womanhood." *Journal of Canadian Studies* 42.3 (2008): 5-27 (on-reserve in the Orillia Campus Library).

Lecture Eighteen: Tuesday, March 30<sup>th</sup>

- Getting the Vote!

Reading: Katja Thieme, "Uptake and Genre: The Canadian Reception of Suffrage Militancy," *Women's Studies International Forum* 29.3 (2006): 279-288 (on-reserve in the Orillia Campus Library).

Lecture Twenty: Thursday, April 1<sup>st</sup>

- Review
- Preparation for Final Exam