



Women & History: Rethinking Canada

INSTRUCTOR: Suki Wellman
OFFICE HOURS: By appointment
OFFICE LOCATION: N/A
Email: swellman@yukoncollege.yk.ca

COURSE OFFERINGS
Classes: Tuesday and Thursday
Time: 4:00 -5:30 pm
Room: A2605

COURSE DESCRIPTION

This course gives a broad overview of women's experience in Canada from the 1600s-1900s, and focuses on both individual women and the broader context of women's social history. We will examine some of the historical and social factors contributing to the construction of gender and the representation of women's experiences, while recognizing that the category "women" is richly diverse. We will also briefly explore representations of masculinities in order to better understand gender relations, loyalties and hierarchies, and the workings of masculine power and privilege in the lives of women. By examining new feminist perspectives on history that challenge traditional accounts, we will "rethink" Canadian history.

EQUIVALENCY/TRANSFERABILITY to Other Universities

UBC Wmst 205 (3)
SFU No equivalent course
UVIC Ws 200L (1.5)
UNBC Wmst 2xx (3)
UR Wmst 200 L (3)
UAF Ws F2S (3) Women's Studies elective, Social Science credit

For information on transferability, contact the School of Liberal Arts or go to www.bctransferguide.ca/.

COURSE OUTCOME

This course will assist students to:

- Acquire an appreciation of the range and diversity of women's experience and initiative historically
- Advance their knowledge about the variety of ways that women's lives may be investigated and comprehended
- Gain an awareness of the complexity of gendered discourses of Canada's past
- Widen their understanding of the multi-cultural history of this country
- Refine their critical thinking, reading, and writing skills

COURSE FORMAT

Classes will consist of lectures delivered by the instructor, and class discussions based upon the required readings. This material will be supplemented with films, and student presentations. Emphasis will be on participatory learning as students and instructor identify together the key themes, concepts, and theories inherent in the class readings and films.

REQUIRED TEXTS

1. Reprotext for WGST 230.

COURSE REQUIREMENTS, EVALUATION and GRADING SCHEDULE

Class participation	10	
Mid-term Exam	30	October 17
Research Paper	30	November 14
Final Examination	30	Set in exam week
Total	100	

1). Course Participation 10

Since Women's Studies courses are participatory, engaging in class discussion, regular attendance and completion of note-taking for all assigned readings, is imperative.

2) **Mid-term Exam 30** On the course readings, lectures and films up to the exam

3). Paper 30

- A 8-10 page paper on a woman in Canadian history and about the social construction of women during that era, as well as the interpretation of historians or history during that time.
- Each student is expected to make a summary presentation of their paper to the class for our Research Seminar in November.

4) **Final Exam 30** There will be a final examination paper for this course. Generally content from the mid-term to the final.

Assignment Requirements and Academic Standards

Written assignments require you to demonstrate your understanding of course content using key theories and concepts. You are expected to follow the conventions of grammar, spelling, and punctuation in academic writing. Language in class and assignments should be non-sexist, non-racist, and non-heterosexist. Arguments should be logical and coherent, supported by evidence from the literature or primary sources, and should *always* reference the author of such works. Sources must be cited following a consistent footnote and bibliography format. MLA, Chicago or APA styles are all acceptable. The important thing is to remain consistent throughout the paper.

Your assignments should be word-processed /typewritten, double-spaced, 12 point, font Times New Roman, and margins no wider than 1.25 inch left and right and 1 inch top and bottom.

Text should be aligned left. Include a title page, your student number, your name and my name. Please staple your paper together. Always make a back-up copy just in case!

Delivery of Assignments

If you cannot bring an assignment to class, please hand it in at the Liberal Arts office or in the “Drop box” for after-hours delivery. The office staff will date the receipt of your assignment and make sure it gets to me.

Participation

Your tutorial participation is essential to the development of class unity and the learning process for everyone, including yourself. Group discussion offers you a forum in which to articulate your own ideas and to be educated through the ideas of others. We will create a respectful environment together where everyone will feel safe and welcome to speak. This means that each person must monitor their own speaking so that they do not “give” more than their fair share. If you have extenuating circumstances affecting your attendance please let me know.

Deadlines

Marks will be deducted for late assignments 1 mark a day (out of 30) up to 5 days late at which time the assignment will not be accepted for marking. If delays are unavoidable due to extenuating circumstances (i.e., illness, bereavement) you must consult with and receive permission for an extension from me. Illness of over 2 days must be confirmed by a doctor’s note.

Failure to complete all assignments will result in a fail mark for the course.
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Final examinations

These are held at the end of the semester in the designated examination period. Once a final examination date and time have been published, it cannot be changed. Students are expected to write their exams as scheduled unless there are serious extenuating circumstances such as serious illness, accident, or other legitimate circumstances beyond their control. An extension must be approved by the Coordinator, Chair, or Dean.

To change an exam, arrangements must be made with the Chair or Coordinator.

Writing Centre

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in Room C2211 (in the College Library), the Writing Centre offers writing coaching sessions to students of all writing abilities. For further information or to book an appointment, visit the Centre's website: dl1.yukoncollege.yk.ca/writingcentre

At the instructor’s discretion, students may be required to attend Writing Centre coaching sessions during the composition process of their paper(s) as a condition of assignment completion. The number of sessions required per assignment will be specified on the assignment sheet, and the Writing Centre will issue written confirmation of attendance, which should be attached to the written work being submitted for evaluation.

Grading System for Yukon College

Yukon College's grading system is a letter-grade system based on a 4.0 point scale:

Grade	Grade Point Value	% Equiv. Most Yukon College Courses	% Equiv. Trades & Office Admin. Programs only
A+	4	95 - 100	A = 90-100
A	4	86 - 94	
A-	3.7	80 - 85	
B+	3.5	75 - 79	
B	3	70 - 74	B = 80 - 90
B-	2.7	65 - 69	
C+	2.5	62 - 64	
C	2	58 - 61	C = 70-79
C-	1.7	55 - 57	
D	1	50 - 54	D = 60 - 69
F	0	under 50	F = under 60

Plagiarism

Plagiarism is a serious academic offence. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may result in dismissal from a program of study or the college. Plagiarism involves presenting the words of someone else as your own. Plagiarism can be the deliberate use of whole pieces of another person's writing, but more frequently it occurs when students fail to acknowledge and to document sources from which they have taken material. Whenever the words, research, or ideas of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA, Chicago or MLA). As well, re-submitting a paper for which you have previously received credit is also an academic offence.

Students with Disabilities or Chronic Conditions

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

Syllabus for Women and History

	Date	Topic
1	Sept 5	Welcome and Course Overview
2	Sept 10	<p>Introduction to the Study of Women in history</p> <p>Required Reading: 1. Gerda Lerner, <i>The Creation of Feminist Consciousness: From the Middle Ages to Eighteen-Seventy</i> (Oxford University Press, 1993), Introduction.</p>
3	Sept 12	<p>Indigenous Women of Canada: pre- and early-contact with Europeans</p> <p>Required Reading: 1. Sylvia van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada," in <i>Rethinking Canada: The Promise of Women's History</i>, eds. Veronica Strong Boag and Anita Clair Fellman (Toronto: Copp Clark Pitman Ltd., 1991), 73-80.</p> <p>Question: What and why should we know about the history of Indigenous women?</p>
4	Sept 17	<p>Early Settler Women in New France</p> <p>Required Reading: 1. Kathryn Young, "'...sauf les perils et fortunes de la mer': Merchant Women in New France and the French Transatlantic Trade, 1713-1746," in <i>Rethinking Canada: The Promise of Women's History 4th edition</i>, eds. Veronica Strong-Boag et al. (Oxford University Press, 2002), 32-46.</p> <p>2. Josette Brun, "Gender, Family, and Mutual Assistance in New France: Widows, Widowers, and Orphans in Eighteenth-Century Quebec," in <i>Rethinking Canada: The Promise of Women's History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 26-44.</p> <p>Question: What do the women of New France tell us about gender roles?</p>

5	Sept 19	<p>Brave and Bold: The “Petticoat Expeditions in the Fur Trade”</p> <p>Film: The Petticoat Expedition Series</p>
6	Sept 24	<p>Women and Work in British North America</p> <p>Required Reading (online):</p> <p>1. “Notable Personalities of the Past. Rose Fortune - a ‘privileged character,’” Annapolis Heritage Society, http://www.annapolisheritagesociety.com/history-personalities/rose-fortune.html</p> <p>2. Jane Errington, <i>Women and their Work in Upper Canada</i>, CHA Booklet, Library and Archives Canada, http://www.collectionscanada.gc.ca/obj/008004/f2/H-64_en.pdf</p> <p>Question: What does women’s work (keeping in mind there are many different communities of women) mean for empire-building?</p>
7	Sept 26	<p>British North America: Gendering Public and Private Life</p> <p>Required Reading:</p> <p>1. Lynne Marks, “‘A Fragment of Heaven on Earth’? Religion, Gender, and Family in Turn-of-the-Century Canadian Church Periodicals,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 124-143.</p> <p>Question: How did religion constrain and liberate 19th century women?</p>
8	Oct 1	<p>Citizenship, the Law and the State</p> <p>Required Readings:</p> <p>1. Bettina Bradbury, “Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 73-94.</p> <p>2. Patrick J. Connor, “‘The Law Should Be Her Protector’: The Criminal Prosecution of Rape in Upper Canada, 1791-1850,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 95-114.</p>

		Question: What are the options of disenfranchised women in engaging with government and the state?
9	Oct 3	<p>Defying Historical Generalizations</p> <p>Required Readings:</p> <p>1. Carol Cooper, "Native Women of the Northern Pacific Coast: An Historical Perspective, 1830-1900," <i>Journal of Canadian Studies</i>, 27, 4 (Winter 1993/1994)</p> <p>2. Julie Cruickshank, <i>Life Lived Like a Story</i> (Vancouver: UBC Press, 1997), Introduction</p> <p>Film: Gwishalaayt</p>
10	Oct 8	Research Paper Preparation
11	Oct 10	<p>Les filles du roy</p> <p>Film: They Called us 'Les Filles du Roy'</p>
12	Oct 15	Mid-term Preparation
13	Oct 17	Mid-term
14	Oct 22	<p>Industrialization, Urbanization and Women's Work</p> <p>Required Reading:</p> <p>1. Joan Sangster, "The 1907 Bell Telephone Strike: Organizing Women Workers," <i>Labour/Le Travail</i>, 3 (1978): 109-130</p> <p>Question: How (much) did industrialization affect (all/some of) women's labour?</p>
15	Oct 24	<p>Gendering Culture in the Late 19th Century</p> <p>Required Reading:</p> <p>1. Lorraine McMullen, "Eaton, Edith Maud," <i>Dictionary of Canadian Biography Online</i>, http://www.biographi.ca/009004-119.01-e.php?&id_nbr=7353</p> <p>2. Line Gosselin, "Marchand, Josephine," <i>Dictionary of Canadian Biography Online</i>, http://www.biographi.ca/009004-119.01-e.php?&id_nbr=8267</p>

		<p>3. Linda L. Hale, "Maclure, Sara Annie (McLagan)," <i>Dictionary of Canadian Biography Online</i>, http://www.biographi.ca/009004-119.01-e.php?&id_nbr=8263</p> <p>4. Heather Murray, "Great Works and Good Works: The Toronto Women's Literary Club, 1877-1883," in <i>Rethinking Canada: The Promise of Women's History 4th edition</i>, eds. Veronica Strong-Boag et al. (Oxford University Press, 2002), 103-120.</p> <p>Question: Why does it matter that women write?</p>
16	Oct 29	<p>Prohibition and Temperance</p> <p>Required Reading:</p> <p>1. Dianne Hallman, "Rights, Justice, Power: Gendered Perspectives on Prohibition in Late Nineteenth-Century Canada," <i>History of Intellectual Culture</i>, v.2, no.1 (2002), http://www.ucalgary.ca/hic/issues/vol2/1</p> <p>2. Constance Backhouse, "Nineteenth Century Judicial Attitudes Toward Child Custody, Rape, and Prostitution," in <i>Equality and Judicial Neutrality</i>, eds. S.L. Martin and K.E. Mahoney (Calgary: Carswell, 1987): 271-81, http://www.constancebackhouse.ca/fileadmin/publicationlist/NineteenthCenturyJudicialAttitudes.pdf</p> <p>Question: In what ways is violence against women and children a central issue for the first women's movement?</p>
17	Oct 31	<p>World War One</p> <p>Required Readings:</p> <p>1. Tarah Brookfield, "Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election," <i>The Canadian Historical Review</i> 89, 4 (December 2008): 473-501</p> <p>2. Linda Quiney, "'Bravely and Loyally They Answered the Call': St. John Ambulance, the Red Cross, and the Patriotic Service of Canadian Women During the Great War," <i>History of Intellectual Culture</i> 5, 1 (2005): 1-19, http://www.ucalgary.ca/hic/issues/vol5/1</p> <p>Question: Why do issues of peace and war often present especially serious challenges for women?</p>

18	Nov 5	<p>First Wave of Feminism</p> <p>Required Reading: 1. Nellie McClung, <i>In Times Like These</i> (1915): http://www.digital.library.upenn.edu/women/mcclung/times/times.html</p> <p>2. Janice Fiamengo, “Rediscovering Our Foremothers Again: The Racial Thinking of Canada’s Early Feminists,” <i>Essays on Canadian Writing</i>, 75 (Winter 2002): 85-117</p> <p>Question: Does <i>In Times Like These</i> still raise issues relevant for the 21st century?</p>
19	Nov 7	<p>Research Paper Presentation</p>
20	Nov 12	<p>Women in the Depression Years</p> <p>Required Readings: 1. Denyse Baillargeon, “Indispensable But Not a Citizen: The Housewife in the Great Depression,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 179-194.</p> <p>Question: Women have long been considered less worthy of political citizenship than their fathers, husbands, sons, and brothers. Who else has been denied citizenship in Canadian history? How are constraints based on gender, class, sexuality, race, able-bodiedness, and ethnicity implicated in the historic denial of citizenship in Canada?</p>
		<p style="text-align: center;">* Research Paper Due Today Nov 14*</p> <p>Please note; Marks will be deducted for late assignments 1 mark a day (out of 30) up to 5 days late, at which time the assignment will not be accepted for marking. Please contact me if you have extenuating circumstances.</p>
21	Nov 14	<p>Japanese-Canadian Experiences</p> <p>Film: Obachan’s Garden</p>
22	Nov 19	<p>Recuperating Japanese Canadian Women’s Stories of Gendered Expectations and Racist Policies</p> <p>Required Readings: 1. Pamela Sugiman, “Passing Time, Moving Memories:</p>

		<p>Interpreting Wartime Narratives of Japanese Canadian Women,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University, 2006), 242-263</p> <p>2. Michiko Midge Ayukawa, “Good Wives and Wise Mothers: Japanese Picture Brides in Early Twentieth-Century British Columbia,” in <i>Rethinking Canada: The Promise of Women’s History 4th edition</i>, eds. Veronica Strong-Boag et al. (Oxford University Press, 2002), 174-186</p> <p>Recommended Reading:</p> <p>1. Sheyfali Saujani, “Empathy and Authority in Oral Testimony: Feminist Debates, Multicultural Mandates, and Reassessing the Interviewer and her “Disagreeable” Subjects,” <i>Social History/Histoire Sociale</i>, 45, 90 (November 2012): 361-391</p> <p>2. Joan Sangster, “Telling our Stories: Feminist Debates and the Use of Oral History,” in <i>Rethinking Canada: The Promise of Canadian History 4th edition</i>, eds. Veronica Strong-Boag et al. (Oxford University Press, 2002), 220-234</p>
23	Nov 21	<p>War and Post-War</p> <p>Required Readings:</p> <p>1. Jeff Keshen, “Revisiting Canada’s Civilian Women during World War II,” in <i>Rethinking Canada: The Promise of Women’s History 4th edition</i>, eds. Veronia Strong-Boag et al. (Oxford University Press, 2002), 235-248</p> <p>2. Franca Iacovetta, “Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada,” in <i>Rethinking Canada: The Promise of Women’s History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 264-277</p> <p>3. Veronica Strong-Boag, “Home Dreams: Women and the Suburban Experiment in Canada, 1956-1960,” in <i>Rethinking Canada: The Promise of Women’s History 4th edition</i> (Oxford University Press, 2002), 313-334</p> <p>Question: What role do race, age, class, gender, and sexuality play in the process of determining a ‘good citizen’?</p>
24	Nov 26	<p>Gender, Race and Mothering</p> <p>Required Readings:</p>

		<p>1. Sedef Arat-Koç, "From 'Mothers of Nation' to Migrant Workers: Immigration Policies and Domestic Workers in Canadian History," in <i>Rethinking Canada: The Promise of Women's History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 195-209</p> <p>2. Christiane Harzig, "MacNamara's DP Domestic: Immigration Policy Makers Negotiate Class, Race, and Gender in the Aftermath of World War II," <i>Social Politics: International Studies in Gender, State and Society</i>, 10, 1 (Spring 2003): 23-48</p> <p>Question: Why is the question 'who does housework?' so central to feminists? What does housework tell us about how power and resources are allocated in society?</p>
25	Nov 28	Research Paper Seminar
26	Dec 3	<p>Feminisms</p> <p>Required Readings:</p> <p>1. Brenda O'Neill, "On the Same Wavelength? Feminist Attitudes Across Generations of Canadian Women," in <i>Rethinking Canada: The Promise of Women's History 5th edition</i>, eds. Mona Gleason and Adele Perry (Oxford University Press, 2006), 365-380</p> <p>2. Becki L. Ross, "How Lavender Jane Loved Women: Refiguring Identity-based Life/Stylism in 1970s Lesbian Feminism," <i>Journal of Canadian Studies</i> 30, 4 (Winter 1995-6): 110-128</p> <p>3. Meg Luxton, "Feminism as a Class Act: Working-Class Feminism and the Women's Movement in Canada," <i>Labour/Le Travail</i> 48 (Fall 2001): 63-88</p>

Please note this course schedule could change without notice, and other readings may be handed out in class.