This course will explore women’s experiences in Canada from the 17th century to the 19th century. Together, we will examine the ways in which sexuality, religion, race, ethnicity, and class have shaped women’s lives and identities. We will take a close look at the experiences of aboriginal women and immigrant women under conditions of colonialism and within the political structures of New France and British North America.

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

- think critically about how class, race, ethnicity, and region have shaped Canadian women’s history;
- explain the methodologies and vocabulary of Canadian women’s history;
- analyze primary historical documents;
- understand how historians analyze gender as a cultural system.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Mid-term test</td>
<td>15%</td>
<td>26 October</td>
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<tr>
<td>Final exam</td>
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<td>Tutorial participation</td>
<td>20%</td>
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<td>Book presentation</td>
<td>5%</td>
<td>16 November</td>
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<tr>
<td>Essay proposal and annotated bibliography</td>
<td>10%</td>
<td>5 October</td>
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<tr>
<td>Final Essay</td>
<td>25%</td>
<td>Last day of class</td>
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**Texts (also placed on 24hr reserve):**

**Recommended:**

**Required:**
- Custom courseware package, available at the bookstore

Essay Proposal (Approx. 2 pages) (10%):
• Includes an introductory paragraph with thesis statement, and an annotated bibliography of 6 sources, including 1 primary source. Details will be handed out separately in class.

Final Essay (8 pages, 12 pt font, double spaced) (25%):

Choose one of the following options below. Details on requirements and writing style are in a separate handout. All essays should have a minimum of six sources.

• **Option #1: Creating Women**
  For those of you who are creatively inclined you may choose this assignment, which asks you to choose a topic that interests you in order to create a 5 pp illustrated graphic novel/comic/zine. Your document should be about 5 pp long, with pictures/images and dialogue which represents the research that you have done on this topic. For inspiration, look at *Louis Riel: A Comic-Strip Biography* (2003) by Chester Brown. [available in the library, FC 3217.1 R53B76]
  Accompanying this should be a short essay on the topic itself, approximately 5 p.p. long.

• **Option #2: Analyzing Women through documents**
  Choose one of the following documents, available through Early Canadiana online (via SFU Library), and place it in the historical context of women’s lives. Early Canadiana Online is a full-text online database of thousands of books and pamphlets in early Canadian history, from the 1600s to the 1900s.

  The goal of this essay is to situate your primary document in its proper historical context. Remember that your paper is an analysis and not a descriptive essay on your source. What insight does this document give us regarding the larger issues of this period? What does it tell us about the history of women? How was this document influenced by the world in which the author lived?

  Choose one of the following documents from Early Canadiana Online to inspire your essay, or if you wish, browse through the database and find another document that interests you even more (but please talk to me first). You may also choose to use one of the primary documents we have studied in class:

  John Munro, “The Place and Work of Women in the Church,” 1877; and response, Jospeh David.
Option #3: Great Canadian Women

In Maclean’s magazine in 1998, Canadian historian Jack Granatstein developed a list of the “top” Canadians. When asked why so few of the people on his list were women, he argued that women simply had not been visible in past events. More recently, CBC’s list of the 10 “Greatest” Canadians held no women whatsoever. This assignment has two parts. First, given what we have learned regarding the impact and importance of women’s history, pick one or two women and explain how and why these women should be considered important or “great.” What contributions have they made to their time period? How does studying these women and their experiences challenge, change or force us to rethink a particular time period or topic in Canadian history? Can we adequately define what constitutes “great”? Explain how you chose these women and justify your choices given your understanding of the importance of women’s history. Second, in an appendix at the back of your paper, create your own top 10 Canadian women’s list, with a brief, 3 line explanation as to why, historically, these are important women.

Note: If you do not own a writing guide, I’d suggest you invest in one. There are many options in our bookstore, but some good choices include:


Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (1987).

Participation (20%)

This is a small class, centred around lectures and discussions. After a lecture on the day’s topic, we will gather to discuss the readings for the week. The success of the group relies on everyone doing the week’s readings; please come to class prepared. This means carefully reading the required readings, taking notes on the readings, and developing questions and comments for class discussion. You will be marked on your quality as well as the quantity of participation. All students are
expected to come to class. If you cannot make it to class, you will have the opportunity to make up one missed class by submitting a written summary of the week’s readings to me (this will not count as a reading response). However, you must inform me that you will be missing the class before the tutorial begins. You must make it evident that you have done the assigned readings, thought critically about them, and have come prepared to discuss them. When we break into small groups, you will be expected to actively contribute to the work we do there as well.

**Book Presentation (5%)**


*The Hanging of Angélique*, a biography written by Afua Cooper, is a fascinating narrative of Marie Angelique, a female slave in New France who was accused of arson, tried, and convicted. It is a work of historical fiction based on historical sources as well as Cooper’s imagination and creativity. The *American Historical Review* editorial board reported that “storytelling has returned to claim a prominent place in history. Rising interest in the narrative has also rekindled controversies about the virtues and vices of recovering the past through the methods of historians and novelists, the pages of histories and historical fictions.”

Your assignment is to develop and present an analysis of the novel in the context of this debate/discussion. After doing the class readings on slavery, and then reading the novel, you will work in a group of 3 people to present your analysis of the novel. Each group will be assigned two questions from the following list:

i) Much of the story of Angélique and burning of Montreal is “unknown,” but the author still attempts to write a historical narrative based on a true story. What about Cooper’s analysis is drawn from known documents? Where does she deviate and rely on educated guesses and her imagination? Do you think that any of her assumptions might be controversial to historians?

ii) Do the conventions of the novelist meet the requirements of the historian? Is the novel a historical source, and if so, in what way?

iii) Describe and explain the character of Angélique. What does her life tell us about the conditions of slavery in general, and the lives of slave women in particular?

iv) Describe and explain the character of Madame Thérese de Couagne de Franchville. How does the mistress/slave relationship challenge us to think about similarities and differences between women? How does racial difference challenge ideas about unity based on gender?
Each group will also be asked to present their view on the following question:

Did Angélique set the fire? If so, why? Or was she falsely accused? Explain why you came to your conclusion based on the evidence presented in the book, and the lecture and other readings on slavery from the class.

**Week One: 14 September**  
**Introduction**  
Why is Women’s History Important?

**Textbook reading:**  
Prentice, 1-4.

**Week Two: 21 September**  
**First Contact: Colonization and Cultures in Conflict**

**Textbook Reading:**  
Prentice, 13-29.

**Courseware Readings:**

**Primary source:**

**Week Three: 28 September**
**Women in Pre-Industrial New France I: Work, Family, and the Status of Women**

**Textbook reading (this week and next):**  
Prentice, 33-54.

**Courseware readings:**
- Sylvie Savoie, “Women’s Marital Difficulties: Requests of Separation in

Week 4: 5 October
Women in Pre-Industrial France II: Nuns, Convents and the mission for God

**Courseware Readings:**

**Primary Source:**

and

Compare the image of Marie within the letters to the visual image of Marie de l'Incarnation at:
http://www.mcq.org/Nouvelle-France/accessible/i/971-4_p137.jpg

Week 5: 12 October
Thanksgiving: No Class

Week 6: 19 October
British North America I: Home Life: Public or Private?

**Textbook reading:**
Prentice, 58-79.

**Courseware Readings:**

**Primary Source:**
Week 7: 26 October
MID TERM TEST

Week 8: 2 November
British North America I: Women, Politics and Public Life in British North America

Textbook Reading:
Prentice, 84-105.

Courseware Readings:

Primary Documents:

Film Options:
Anna Jameson (NFB, 1997), 24 minutes
Historians Focus on Acadia (1986), 30 minutes

Week 9: 9 November
Slavery and Women in Early Canada

Courseware Readings:

Primary Document:
• Anna Brownell Jameson, excerpt from ‘Sketches in Canada and Rambles Among the Red Man’ (1852), in Pioneer and Gentlewomen, 193-196.

Film Option:
Slavery: A Canadian Story (The Packwood Family), 1994, 58 minutes
Breaking the Ice: The Mary Ann Shadd Story (Scattering of Seeds, 30 minutes)
Loyalties
Eliza Parker: Buxton, Ontario (2003, Mother Tongue, 24 minutes)
Week 10: 16 November
Afua Cooper, *The Hanging of Angélique: The Burning of Old Montreal*
  • Presentations and discussion

Week 11: 23 November
The Cultural and Economic Legacy of the Fur Trade

**Courseware readings:**

**Primary Document:**
  • “Letters from John Work, H.B.C., North-West Territories, 1834” in *Pioneers and Gentlewomen*, 129-134.

**Film Options:**
*Women in the Shadows (NFB)*  
*Mistress Madeline* 57 minutes, NFB  
*The Awakening of Elizabeth Shaw*, 1996, 25 minute

Week 12: 30 November
Women and the Western Frontier

**Courseware Readings:**
  • Sarah Carter, “Categories and Terrains of Exclusion: Constructing the Indian Woman in the Early Settlement Era in Western Canada,” in *Gender and History in Canada*, 30-45.
  • Jan Hare and Jean Barman, “Good Intentions Gone Awry: Confinement in Emma Crosby’s Home for Aboriginal Girls,” in *With Good Intentions*, 179-96.

**Textbook Reading:**
Prentice, 22-25.

**Primary Document:**
  • *What Women Say of the Canadian North-West: A Simple Statement of the Experiences of Women Settled in All Parts of Manitoba and the North-West Territories*, London, 1886. [access this article online though Early Canadiana database]

Week 13: 7 December
Women, Colonization and Building British Columbia

**Courseware Readings:**

**Women’s Studies 201: Schedule at a Glance**

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<th>Date</th>
<th>Topic</th>
<th>Tutorial</th>
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<td>Week 1</td>
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<td>Week 4</td>
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<td>Week 5</td>
<td>Thanksgiving Holiday</td>
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<td>Week 10</td>
<td>Cooper book</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>BC Exam review</td>
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<td>7 December</td>
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Recommended Readings:

**Women's History**
Sylvia D. Hoffert, “Gender as a Historical Category,” in Hoffert, ed. *A History of Gender in America*, 1-10.


**Colonization and First Nations**


Karen Anderson, *Chain Her By One Foot*

John Demos, *Unredeemed Captive*


**New France**


**The Colonies of British North America**


Adrienne Shadd, “‘The Lord Seemed to say ‘Go’: Women and the Underground Railway Movement,” in Peggy Bristow et al, *We’re Rooted Here and They Can’t Pull Us Up: Essays in African-Canadian Women’s History*, 41-68.


Katherine McKenna, *A Life of Propriety: Anne Murray Powell and Her Family, 1755-1849* (1994)


**The Western Frontier**


Carol Cooper, “Native Women of the Northern Pacific Coast: An Historical Perspective, 1830-1900, in Mitchinson et al eds., *Canadian Women: A History*, 89-118.


Alicia Muszynski, “Race and Gender: Structural Determinants in the Formation of British Columbia’s Salmon Cannery Labour Force” in Gregory Kealey, ed Class, Gender and Region: essays in Canadian Historical Sociology , 103-120.


**British Columbia**


Carol Williams, “She Was the Means of Leading into the Light: Photographic Portrayals of Tsimshian Methodist Converts,” Days of Our Grandmothers.


**General Works**


Parr, Joy and Mark Rosenfeld eds. Gender and History in Canada. Toronto: Copp Clark, 1996.


Kealey, Gregory ed. Canada investigates industrialism: the Royal Commission on the Relations of
