GSWS 311-4
Modernizing Women: Canadian Women in Historical Perspective, 1880s-1970
Spring 2012

Professor: Dr. Lara Campbell
Office: AQ 5105
Contact Information: lcampbel@sfu.ca
Office Hours: Tuesday, 1-2 p.m.
Class: Tuesday afternoons

Course Description:

This course examines the historical development of women’s roles, experiences, and identities in Canadian society from the 1880s to 1970. Together, we will study the ways in which ethnicity, race and class shaped women’s experiences, how women were imagined in relationship to men and masculinity, and examine the changes and continuities in the history of work, domesticity, sexuality, politics and activism. By the end of this course, students will be able to:

- Think critically about how class, race, ethnicity, gender, region, sexuality and religion have shaped Canadian women’s history
- Explain the methodologies and vocabulary of Canadian women’s history
- Analyze primary historical documents
- Understand how historians utilize gender as a category of analysis
- Present and clearly articulate an understanding of women’s history in oral, visual and written form

Required texts:
All required readings, unless otherwise specified, are available at the WEbCt page for this course. To access WebCT:
- Log into webct.sfu.ca using your student computing ID. This will open the "My WebCT" page. This "my WebCT" page has a universal mail, provides calendar feeds from all your courses, and has links to some SFU resources.
- Click on your course name to enter it.

Marking Scheme:
Mid term test: 15%
Final exam: 30%
Essay Proposal/Annotated bibliography: 10%
Term paper: 25%
Tutorial participation: 20%

Assignments:

Annotated Bibliography/Thesis Proposal (10%)
6 peer reviewed sources (including 1 primary source)
1-2 pages

Please refer to the separate handout for details. This assignment includes an introductory paragraph with a well-developed thesis statement. You must include one primary source. Please note that if you choose the oral history option for your term paper, you must attach a rough draft of the kinds of questions that you will ask your interview subject.

Research Paper (25%)
Based on 6 sources (including 1 primary source)
6 pages

- **Option #1: Oral history project**
  Oral history, according to authors Sherna Berger Gluck and Daphne Patai, has made “available in accessible forms the words of women who had previously been silenced or ignored.” Write a biographical history of an older woman you know over the age of 65. You may choose your grandmother, another family member, or a friend. If you have no family members or friends to interview, I encourage you to contact a retirement home in your community, or a local religious group or community center. Based on what you have learned about women’s lives through historical research, consider how this woman’s life experiences have been shaped by the structures of race or ethnicity, class, family and gender. Note that this is more than a chronological biography or a family history. I am asking you to put your subject’s life in the context of relevant 20th century Canadian history. You should have at least 6 scholarly journal articles or books in your bibliography (your interview counts as your one primary source). This assignment will be discussed in further detail in class.

**You must include the following article by Joan Sangster: “Telling Our Stories: Feminist Debates and the Use of Oral History,” in Rethinking Canada, 3rd ed., 304-21.**

- **Option #2: Imagining the Past: Analyzing Women’s History Through Pictures**
  This option asks you to centre your analysis of women’s history on historical images of women; you can, for example, choose a painting, a poster, or an advertisement. Your image must reflect a Canadian experience. Spend some time finding an image that you find interesting, and one that you are inspired to place in historical context. For example, a WW II propaganda poster can tell us about how the Canadian government attempted to draw women into the war through gendered patriotic roles. After choosing your images, you will develop a thesis that analyzes what the image tells us about a larger historical issue. There are numerous websites to explore for images. Try:

  - Google images search (though be sure your image is of Canadian origin)
  - www.canadianheritage.ca
  - www.heroines.ca
  - www.collections.ic.gc.ca (click on English, then subject index, then either history or women)
  - www.bcarchives.bc.ca (click on Collections, then on Visual Records)
• [www.glenbow.org](http://www.glenbow.org) (click on Collections and Research; then in the box under Search the Collection, choose Photographs)
• please note that these are only a few ideas—try the websites of individual museums or government sites, such as the Canadian Museum of Civilization or the Canadian war museum. You may also wish to try local and provincial libraries or archives, many of which have a part of their collections online. In addition, you may also use an image copied or scanned from a book or journal article, as long as you identify where the image came from.

• **Option #3: 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 page illustrated graphic novel/comic/zine; a movie; or another creative option of your choice. 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 on 4 hr. reserve at the library, FC 3217.1 R53B76]

Accompanying this should be a short essay on the topic itself, approximately 4 p.p. in length.

**Participation (20%)**
This is a small class, centred around lectures and tutorials. 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. In our discussion, make it evident that you have done the assigned readings, thought critically about them, and have come prepared to discuss them.

***Each week, the class will break into pre-organized small discussion groups to analyze the readings and documents. The groups will then present their analysis to the class, and facilitate critical discussion of the readings.***

**Plagiarism:**
All forms of cheating, including plagiarism, will result in a grade of "F." The university maintains a strict policy on academic dishonesty, and this course will abide by this policy. Essays must be original work written only for this course. You may not buy an essay for this course, write one essay and submit it to two different classes, copy someone else’s essay or allow someone else to copy your work. Plagiarism can be either intentional or a result of carelessness. Ultimately, a student should always identify the sources of ideas, words and phrases which are someone else’s. Make it clear to the reader where your material has come from; when in doubt, it is better to over-identify rather than under-identify sources. All phrases or ideas taken directly from the writing of another author must be enclosed in
quotation marks and identified. When you reproduce the form and combination of ideas taken from another source (paraphrasing), you must also reference the original source. To avoid plagiarism carefully take notes when doing research for an essay. Clarify which notes are copied, which are paraphrased, and which are your own comments and ideas. Common place information such as dates and names do not need acknowledgement.

**Week 1: January 10**  
Introduction to Women’s History

**Week 2: January 17**  
Women, Work and Education in Industrializing Canada

Primary Documents:

**Week 3: January 24**  
Separate Spheres? Wives, Mothers and Marriage in the Victorian era

Course Readings:

Primary Documents:

Film Options:  
*The 1900 House*  
*Celesta Found* (2003, 44 minutes)

**Week 4: January 31**  
Sexuality and Bodies


Primary Document:
  [Early Canadiana online]

Week 5: February 7

Gender, Faith and Religion

Primary Document:

Week of February 14

Reading Week

Week 6: February 21

Suffrage and Social Reform

Primary Document:
- “Opinions of Woman Suffrage (1) and (2),” in On the Move, 221-23.
- Nellie McClung, “Hardy Perennials!” in In Times Like These: 44-58.

Week 7: February 28

Mid term test

Week 8: March 6

Interwar years: A Marginal Independence?
Course readings:

Primary Documents:
- “Go Home Young Woman!” *Chatelaine* (September 1933)
- Letter from C. Gardiner to Mary Sutherland, Member of the National Employment Commission in Ottawa,” in *Canada: A Portrait in Letters*, 368-9.

Film Options:
*And They Knew How to Dance* (NFB)

Week 9: March 13
Who Was Rosie the Riveter?: Women during World War II

Course Readings:

Primary Documents:
- Letter, Muriel Kitawaga to Her Brother Wes Fujiwara in Toronto,” 1942, in *This is My Own*, 92-95.
- Anonymous, “The True Story of One Woman’s Fight to Save Her Marriage,” *Chatelaine* (November 1952)
- “Liberation Deferred,” and “To My Laundress,” in *Material Memory*, 239; 243.

Film Options:
*Rosies of the North
Proudly She Marches

Week 10: March 20
Sexual Containment: Cold War Domesticity


Primary Documents:
- Mrs. Majority’s House,” *Chatelaine* (February 1952)
Film Options:
Careers and Cradles (NFB)
Mystery in the Kitchen (NFB)

Week 11: March 27
Re/constructing the Canadian Nation: Immigration, Work and Class in the Postwar Era

Primary Document:

Film Options:
Journey to Justice
Mystery in the Kitchen

Week 12: 3 April
What is Normal? Sex and Bodies in the Postwar Period

Primary Documents:

Film Options:
Forbidden Love
The Educational Archives: Social Engineering

Week 13: April 9

EXAM REVIEW
Recommended Readings:

**Theory of Women’s History**


Cathy L. James, “Interdisciplinarity at its Best: Integrating Women’s History into the Teaching of Women’s Studies” Atlantis 25.1 (2000)


Ruth Roach Pierson, “Colonization as Canadian Women’s History,” Journal of Women’s History 14, 2 (Fall 1992)

Mariana Valverde, “Poststructuralist Gender Historians: Are we those names?” Labour/Le Travail 25 (Spring 1990)


Judith Bennett, “Feminism and History,” Gender and History 1, 3 (Autumn 1989), 251-73.

**Work and Education**


Craig Heron, “Boys will be boys: Working Class Masculinities in the Age of Mass Production”: International Labor and Working Class History (2006): 6-34.


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.

Jaques Ferland, “In Search of the Unbound Prometheia: A Comparative View of Women’s Activism in Two Quebec Industries, 1869-1908,” Labour/Le Travail 1989 (24), 11-44.


Lynne Marks and Chad Gaffield, “Women at Queen’s University, 1895-1905” Ontario History LXXVIII 4 (Dec 1986), 331-49.


Janice Newton, “From Wage Slave to White Slave: The Prostitution Controversy and the early Canadian Left,” in Beyond the Vote: Canadian Women and Politics: 217-238.


**Marriage and Separate Spheres**


Karen Dubinsky, “The Pleasure is Exquisite but Violent: The Imaginary Geography of Niagara Falls in the Nineteenth Century,” Gender and History in Canada, 139-50.


**Sex and the Body in the Victorian era**


**Gender and Religion**


Myra Rutherdale, ‘She Was a Ragged Little Thing: Missionaries, Embodiment, and Refashioning Aboriginal Womanhood in Northern Canada’ in *Contact Zones*: 228-245.


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**Suffrage and Social Reform**


Sharon Anne Cook, “Do Not...Do anything that you cannot unblushingly tell your mother”: Gender and Social Purity in Canada,” *HS/SH*, 1997 30, 60, 215-238.


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Katherine Arnup, *Education for Motherhood: Advice for Mothers in Twentieth Century Canada*
Cynthia Comacchio, *Nations are Built of Babies: Saving Ontario’s Mothers and Children, 1900-40*
Constance Backhouse, “White Female Help and Chinese – Canadian Employers: Race, Class, Gender, and Law in the Case of Yee Clun, 1924,” in *Canadian Women: A Reader*, 280-98
Ruth Frager, “Politicized Housewives in the Jewish Communist Movement of Toronto, 1923-33,” in *Beyond the Vote*, 258-75.
Barbara Roberts, “Women’s Peace Activism in Canada,” in *Beyond the Vote*, 276-308.
Franca Iacovetta, “A Respectable Feminist: The Political Career of Senator Cairine Wilson,” in *Beyond the Vote*
Joan Sangster, “The Role of Women in the Early CCF, 1933-40” in *Beyond the Vote*, 118-138
“The Problem of the Missing Girl,” *Chatelaine* (March 1929)

**WW II**

Magda Fahrni, “Counting the Costs of Living: Gender, Citizenship, and a Politics of Prices in 1940s Montreal” *Canadian Historical Review*, v. 83 n. 4 (December 2002)
Dionne Brand, “We Weren’t Allowed to Go into Factory Work Until Hitler Started the War’: The 1920s to the 1940s,” in Peggy Bristow, ed., *We’re Rooted Here and They Can’t Pull us Up: Essays in African Canadian Women’s History* (T: UTP 1994), 171-91.
Jeff Keshen, *Saints and Sinners*

**Sexual Containment: Postwar Domesticity**
Richard Harris, *Creeping Conformity* (Toronto: University of Toronto Press, 2004)
Franca Iacovetta, “Recipes for Democracy? Gender, Family and Making Female Citizens in Cold War Canada” in *Rethinking Canada: The Promise of Women’s History*, 300-312.


**Immigration, race and gender in the postwar period**


Valerie Korinek and Franca Iacovetta, “Jello Salads, One-Stop Shopping, and Maria the Homemaker: The Gender Politics of Food,” in *Sisters or Strangers*, 190-221.

Sedef Arat-Koc, “From Mothers of the Nation to Migrant Workers: Immigration Policies and Domestic Workers in Canadian History,” in *Rethinking Canada*.


**Women, Work and Unions in the postwar period**


Joy Parr, *The Gender of Breadwinners*.


**Bodies and Sexualities**

Mary Louise Adams, *The Trouble With Normal*.


Becki Ross, “A Lesbian Politics of Erotic Decolonization,” In *Painting the Maple: Essays on Race, Gender and the Construction of Canada*. 
Mary Louise Adams, “Margin Notes: Reading Lesbianism as Obscenity in a Cold War Courtroom,” in Love, Hate and Fear in Canada’s Cold War, 135-154.


**Second Wave Feminism**


Joan Anderson and Sheryl Reimer Kirkham, “Hegemonic Nationalism and the Politics of Feminism and Multiculturalism in Canada,” in Painting the Maple


Meg Luxton, “Feminism as a Class Act: Working-Class Feminism and the Women’s Movement in Canada,” Labour/Le Travail 48 (Fall 2001), 63-88.


Christine Overall, “Feminist Philosophical Reflections on Reproductive Rights in Canada,” in Backhouse and Flaherty, eds. Challenging Times


**The Second Wave Feminist Movement**


Documents in Canadian Women’s Issues

“The Origins of the Tobique Reserve Struggle,” in No Easy Road, 383-85.

[www.cbctrust.com/nochoice](http://www.cbctrust.com/nochoice)

**General Works**


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


Women’s History (WS 202): Schedule at a Glance

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<td>14 Feb</td>
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<td>10 April</td>
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<td>Exam review</td>
<td>Final Essays due</td>
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*Remember to hand in your first assignment with your final essay*
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