

**HISTORY 9274A**  
**Oh Gendered Canada!: Gender in Canadian History**  
**Fall/Winter 2021-22**  
**Wednesday, 10:30-12:30, TBA**  
**(in-person)**

**Instructor: Monda Halpern, Professor**

Office Hours: Tuesday, 10:00 AM-11:30 AM  
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**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**Course Description:**

This course will explore the ways in which gender—largely, the social construction of masculinity and femininity—has played a role in Canadian history, and will examine some of the major historiographical debates that have surrounded this complex topic. These debates often also address the related issues of race, class, and sexuality. This course will challenge students to employ gender as an integral tool of historical analysis, and to reconsider conventional narratives in Canadian history.

**Course Syllabus:**

Women's History, since its emergence in the late 1960s, and Masculinity History, since its birth in the 1990s, have contributed to some lively debates in Canadian History. This graduate half-course will explore the ways in which gender has played a role in selected trends and time periods, and will examine some of the major historiographical questions in the last five decades that have surrounded this complex role. These questions have often addressed the related issues of race, class, and sexuality. This investigation will challenge students to utilize gender, itself a contested concept, as an integral tool of historical analysis, and to reconsider conventional narratives in Canadian History.

Students should be able to:

understand the ways in which gender shaped various historical trends and movements.

understand the ways in which gender intersects with issues of race, class, and sexuality.

identify past and contemporary historiographical debates in Canadian gender history, and the ways that they have challenged conventional historical assumptions.

**Course Materials:**

1. Sangster, Joan. *Through Feminist Eyes: Essays on Canadian Women's History*. Edmonton: Athabasca University Press, 2011 (the book is available for purchase in the university bookstore; selected articles are also accessible online).

2. The online articles cited below (most of the articles are on JSTOR, and can be accessed for free by using your Western credentials; the other articles are also accessible for free).

### **Methods of Evaluation:**

Research essay (18-20): TBA	40%
Critiques (3): TBA	30%
Seminar presentation: TBA	15%
Participation:	15%

You will sign up for a presentation date beginning in Week 6. On your selected date, you will present at least two of the scheduled articles. In your presentation, address, critique, and compare/contrast your articles' theses, main arguments, biases, and sources, and situate your articles in the larger historiographical question. As well, discuss your related essay topic in the context of these readings. Stimulate class discussion by asking questions and fielding comments. Feel free to incorporate audio-visual aids. You will be graded on the content of your presentation, and on your facilitation of the seminar discussion. As you may be "sharing" your presentation date with a classmate, and in order to prevent overlap in discussion topics, arrange with her/him which topics/readings that each one of you will present.

The subject of your research essay will coincide with the general seminar topic of your selected date. **Your essay (in both paper and electronic format) will be due in class on that same day. As your classmates are relying on the timely submission of your essay in order to write their critiques (see below), essays MUST be submitted on your assigned due date. Late research essays will not be accepted for grading.**

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select three student essays (which will be accessible in RESOURCES) on which you would like to write a critique. Your critique must be submitted no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be graded as soon as possible. Critiques should be two typed pages, be double-spaced, include a thesis statement, and assess the strengths and weaknesses of the papers.

Please ensure that your name and date of submission appear on all essays and critiques.

### **Course Schedule and Readings:**

SEPTEMBER 8 – NO CLASS (ROSH HASHANAH)

SEPTEMBER 15 – INTRODUCTION; WHAT IS SOCIAL HISTORY AND WOMEN'S HISTORY?

SEPTEMBER 22 - WOMEN'S HISTORY: Has the move from "universal sisterhood," to diversity, to contested identities been good for the field?

*Through Feminist Eyes*, "Reflections on Thirty Years of Women's History," pp. 1-48.

Gail Cuthbert Brandt, "Postmodern Patchwork: Some Recent Trends in the Writing of Women's History in Canada," *Canadian Historical Review*, 72 (1991): 441-70.

<http://web.a.ebscohost.com.proxy1.lib.uwo.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=8c9a81dd-0e5f-4214-abad-dd35232d1682%40sdc-v-sessmgr03>

Julie Dinh, "Ethnic, Immigrant, and Racialized Women in Canada: A Historiography," *Constellations*, 3 (2012): 175-85.

<https://ejournals.library.ualberta.ca/index.php/constellations/article/viewFile/17205/13703>

SEPTEMBER 29 – GENDER HISTORY: Is it the "new" Women's History? Is the term useful?

*Through Feminist Eyes*, "Telling Our Stories: Feminist Debates and the Use of Oral History," pp. 213-242.

Joan Sangster, "Beyond Dichotomies: Re-Assessing Gender History and Women's History in Canada," *Left History*, 3 (Spring/Summer 1995): 109-121.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5312/4507>

Karen Dubinsky and Lynn Marks, "Beyond Purity: A Response to Sangster," *Left History* (1996)

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/6967/6151>

Franca Iacovetta & Linda Kealey, "Women's History, Gender History and Debating Dichotomies," *Left History* (1996): 1-17.

[PDF] [Women's History, Gender History and Debating Dichotomies](#)

OCTOBER 6 – PRE-INDUSTRIAL/COLONIAL ABORIGINAL SOCIETIES: To what extent did notions of race and gender influence cultural imposition/resistance/assimilation?

Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830," *Frontiers: A Journal of Women Studies*, 7 (1984): 9-13.

<http://www.jstor.org.proxy2.lib.uwo.ca/stable/3346234>

Carol Devens, "Separate Confrontations: Gender as a Factor in Indian Adaptation to European Colonization in New France," *American Quarterly*, 38 (1986): 461-480.

<http://www.jstor.org/stable/2712677>

Sylvia Van Kirk, "From "Marrying-In" to "Marrying-Out": Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada," *Frontiers: A Journal of Women Studies*, 23 (2002): 1-11.

<http://www.jstor.org.proxy2.lib.uwo.ca/stable/3347329>

Saliha Belmessous, "Assimilation and Racialism in Seventeenth and Eighteenth-Century French Colonial Policy," *The American Historical Review*, 110 (April 2005): 322-349.

<http://www.jstor.org/stable/10.1086/531317>

OCTOBER 13 – CLASS: How did gender inform class formation/consciousness/identity? (WEEK 6)

*Through Feminist Eyes*, "The 1907 Bell Telephone Strike: Organizing Women Workers," pp. 53-80; "The Softball Solution: Female Workers, Male Managers, and the Operation of Paternalism at Westclox, 1923-1960," pp. 135-172; "Making a Fur Coat: Women, the Labouring Body, and Working-Class History," pp. 391-424.

Steven Maynard, "Rough Work and Rugged Men: The Social Construction of Masculinity in Working-Class History," *Labour / Le Travail*, 23 (Spring 1989): 159-169.

<http://www.jstor.org/stable/25143139>

Elise Chenier, "Rethinking Class in Lesbian Bar Culture: Living 'The Gay Life' in Toronto, 1955-1965," *Left History*, 9 (Spring/Summer 2004): 85-115.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5608/4801>

OCTOBER 20 – SAME-SEX FEMALE FRIENDSHIPS: Were they sexual? Does it matter?

Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," *Signs*, 1 (Autumn 1975): 1-29.

<http://links.jstor.org/sici?sici=0097-9740%28197523%291%3A1%3C1%3ATFWOLA%3E2.0.CO%3B2-H>

Karen Duder, "The Spreading Depths: Lesbian and Bisexual Women in English Canada, 1910-1965," PhD Dissertation, Department of History, University of Victoria, 2001. Chapter 3, "Questions of Sex: Female-Female Relationships and Physical Sexuality," pp. 177-270.

[View/Open](#)

Steven Maynard, "Hell Witches in Toronto: Notes on Lesbian Visibility in Early-Twentieth-Century Canada," *Left History*, 9 (Spring/Summer 2004): 191-205.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5612/4805>

OCTOBER 27 - THE FIRST-WAVE WOMEN'S MOVEMENT: Was it classist/racist?

Linda M. Ambrose and Margaret Kechnie, "Social Control or Social Feminism?: Two Views of the Ontario Women's Institutes," *Agricultural History*, 73 (Spring 1999): 222-237.

<http://www.jstor.org/stable/3744661>

Gerald E. Thomson, "A Baby Show Means Work in the Hardest Sense": The Better Baby Contests of the Vancouver and New Westminster Local Councils of Women, 1913-1929," *BC Studies: The British Columbian Quarterly* (2000): 5-35.

[https://search-proquest-com.proxy1.lib.uwo.ca/docview/196876144?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.proxy1.lib.uwo.ca/docview/196876144?rfr_id=info%3Axri%2Fsid%3Aprimo)

Janice Fiamengo, "Rediscovering our Foremothers Again: the Racial Ideas of Canada's Early Feminists, 1885-1945," *Essays on Canadian Writing*, 75 (Winter 2002): 85-117.

[https://search-proquest-com.proxy1.lib.uwo.ca/docview/197251421?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.proxy1.lib.uwo.ca/docview/197251421?rfr_id=info%3Axri%2Fsid%3Aprimo)

Nancy Forestell, Maureen Moynagh, "Mrs. Canada Goes Global: Canadian First Wave Feminism Revisited," *Atlantis*, 30 (2005): 7-20.

<http://journals.msvu.ca/index.php/atlantis/article/viewFile/855/848>

NOVEMBER 3 – NO CLASS (FALL READING WEEK)

NOVEMBER 10 – WORLD WAR I and II: Does war entrench or revolutionize gender roles?

Ruth Pierson, "Women's Emancipation and the Recruitment of Women into the Canadian Labour Force in World War II," *Historical Papers / Communications historiques*, 11 (1976): 141-173.

[PDF] [Women's Emancipation and the Recruitment of Women into the Canadian Labour Force in World War II](#)

Jeff Keshen, "Revisiting Canada's Civilian Women During World War II," *Social History/Histoire Sociale* (1997): 239-266.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4702/3896>

Tim Cook, "Wet Canteens and Worrying Mothers: Alcohol, Soldiers, and Temperance Groups in the Great War," *Social History/Histoire Sociale* (2002): 311-330.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4457/3654>

Tim Cook, "Fighting Words: Canadian Soldiers' Slang and Swearing in the Great War," *War in History*, 20 (July 2013): 323-344.

<https://www.jstor.org/stable/26098507>

NOVEMBER 17 – THE 1950s: Was it a decade of gender/sexual over-conforming or quiet revolution?

*Through Feminist Eyes*, "Girls in Conflict with the Law: Exploring the Construction of Female 'Delinquency' in Ontario, 1940-1960," pp. 251-292.

Franca Iacovetta, "Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada," *Canadian Woman Studies*, 20, 2 (2000): 12-21.

<http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/7604/6735>

Bonnie Huskins and Michael Boudreau, "Irresponsibility, Obligation, and the Manly Modern: Tensions in Working-Class Masculinities in Postwar Saint John, New Brunswick," *Labour / Le Travail*, 78 (Fall 2016): 165-196.

<https://www.jstor.org/stable/44817639>

NOVEMBER 24 – THE SEXUAL REVOLUTION: Who won and who lost?

*Through Feminist Eyes*, "Words of Experience/Experiencing Words: Reading Working Women's Letters to Canada's Royal Commission on the Status of Women," pp. 359-390.

Becki Ross, "The House That Jill Built: Lesbian Feminist Organizing in Toronto, 1976-1980," *Feminist Review*, 35 (Summer 1990): 75-91.

<http://www.jstor.org/stable/1395402>

Christabelle Sethna, "The University of Toronto Health Service, Oral Contraception, and Student Demand for Birth Control, 1960-1970," *Historical Studies in Education*, 17 (Fall 2005): 265-292.

[http://historicalstudiesineducation.ca/hse/index.php/edu\\_hse-rhe/article/view/79](http://historicalstudiesineducation.ca/hse/index.php/edu_hse-rhe/article/view/79)

Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Scene, August 1968," *Journal of the Canadian Historical Association*, 17 (2006): 205-234.

<http://www.erudit.org/revue/jcha/2006/v17/n1/016108ar.pdf>

DECEMBER 1 – NATIONALISM AND REGIONALISM IN HISTORY: To what extent has gender served their interests (and vice versa)?

## Nationalism:

Cecilia Morgan, "'Of Slender Frame and Delicate Appearance': the Placing of Laura Secord in the Narratives of Canadian Loyalist History," *Journal of the Canadian Historical Association*, 5 (1994):195-212.

<http://www.erudit.org/revue/JCHA/1994/v5/n1/031079ar.pdf>

Christopher Gittings, "Imaging Canada: The Singing Mountie and Other Commodifications of Nation," *Canadian Journal of Communication*, 23, 4 (1998).

<http://cjc-online.ca/index.php/journal/article/viewArticle/1062/968>

Eva Mackay, "'Death by Landscape': Race, Nature, and Gender in Canadian Nationalist Mythology," *Canadian Woman Studies*, 20 (2000): 125-130.

[PDF] ["Death by Landscape": Race, Nature, and Gender in Canadian Nationalist Mythology](#)

## Regionalism:

Gail G. Campbell, "Canadian Women's History: A View from Atlantic Canada," *Acadiensis*, 20 (Autumn 1990): 184-199.

<http://www.jstor.org/stable/30303364>

Deborah Gorham, "From Bonavista to Vancouver Island: Canadian Women's History as Regional History in the 1990s," *Acadiensis*, 28 (Spring 1999): 119-125.

<http://www.jstor.org/stable/30302821>

DECEMBER 8 - TRANSNATIONALISM IN HISTORY: To what extent has gender served its interests (and vice versa)?

Franca Iacovetta, "Gendering Transnational Historiographies: Feminists Rewriting Canadian History," *Journal of Women's History*, 19 (2007): 206-213.

(posted)

Merry E. Wiesner-Hanks, "Crossing Borders in Transnational Gender History," *Journal of Global History*, 6 (2011): 357-379.

[http://docenti2.unior.it/doc\\_db/doc\\_obj\\_19781\\_28-04-2012\\_4f9c1a7c1c144.pdf](http://docenti2.unior.it/doc_db/doc_obj_19781_28-04-2012_4f9c1a7c1c144.pdf)

J.T.H. Connor, "'For her own safety and the good of society at large': Eugenics, Sterilization, and Anglo-American Transnationalism in Newfoundland, 1928-1934," *Acadiensis*, 48 (Spring 2019): 32-59.

<https://www.jstor.org/stable/26732860>

## Use of Electronic Devices:

During all lectures and student presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is discouraged.

## **Additional Statements**

### ***Accessibility Options:***

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: [Accessible Education - Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/accessible-education)

### ***Request for Accommodations/Medical Issues***

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Laurel Shire ([lshire@uwo.ca](mailto:lshire@uwo.ca)) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

### ***Copyright***

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

### ***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.

For more information on plagiarism and other scholastic offenses at the graduate level see: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

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 are 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 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.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss



this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsgrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf)

### ***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See:

[Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/academic_support_engagement/)

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangelen@uwo.ca](mailto:vangelen@uwo.ca).