GSWS 201-3
Colonizing Women: Canadian Women in Historical Perspective, 1600-1870s

Spring 2013
Professor: Dr. Lara Campbell
Email: lcampbel@sfu.ca
Office Hours: Monday, 12-2 p.m.
Office: AQ 5105
Classes: Monday, 2:30-5:20 (AQ 4140)

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.

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

- explain and discuss how class, race, ethnicity, and region have shaped Canadian women's history;
- explain, compare, and contrast the various methodologies used in Canadian women's history;
- analyze primary documents within their historical context;
- critically assess scholarly interpretation of the historical record (by reading, analyzing, and comparing the arguments in scholarly articles);
- in verbal and in written form, clearly present an assessment of major themes and critical issues in women's history (see assessment breakdown, below)

Assessment:
Mid-term test 15% (25 February)
Final exam 25%
Tutorial participation: 20%
Group Book presentation 5% (11 March)
Essay proposal and annotated bibliography 10% (due 18 February)
Final Essay 25% (Last day of class)

Required:
- All readings on Course WebCt: except below

**Essay Proposal (Approx. 2 pages) (10%):**
- Includes an introductory paragraph with thesis statement, and an annotated bibliography of the required sources. Details will be handed out separately in class.

**Final Essay (6 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.

**Option 1: Aboriginal Women, Marriage, and the Fur Trade**
After reading and analyzing the required sources below, use the articles to answer the following question: were the relationships between aboriginal women and European-Canadian traders rooted in love and affection, economic pragmatism, or colonial exploitation? What do these relationships tell us, as students of Canadian history, about gender and race?

**Required Sources:**


Chapter 3: Company Men and Native Women in Hudson Bay
Chapter 7: Fur Trade Parents and Children before 1821.


**Option 2: Religion, Conversion, and Aboriginal Women**
After reading and analyzing the required sources below, use the articles to answer the following question: using specific examples from the life story of Kateri (Catherine) Tekakwitha, assess whether aboriginal women’s conversion from indigenous to Christian belief systems should be understood as an oppressive or an empowering experience. What does the process of conversion, and
Tekakwitha’s case in particular, tell us about gender and race in the colonial period?

**Required Sources:**

Chapter 1: “Beautiful Death”
Chapter 5: “Body and Soul”


**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:

**Participation (20%)**
This is a small class, centred on both lectures and discussions. After a lecture on the day’s topic, we will discuss the assigned 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. 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 historical biography written by Afua Cooper,
is a fascinating narrative of Marie Angélique, 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 ... novelists... 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 small groups to present your analysis of the novel. Each group will be assigned two questions from the following list, plus a final, broader question:

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 sections of 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? If so why?

ii) Should the novel be considered 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 Thérèse 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 between women, based on gender?

*After addressing the above issues, each group will also be asked to present their view on the following question:*

**Did Angélique set the fire?** If so, why? If not, why was she falsely accused?
Explain how you came to your conclusion based on the evidence presented in the book, the lecture, and other readings on slavery from the class.

**Week One: 7 January**
**Introduction**

Why is Women’s History Important?

**Week Two: 14 January**
**First Contact: Colonization and Cultures in Conflict**
**Articles:**

**Primary Document:**

**Week Three: 21 January**
**Women in Pre-Industrial New France I: Work, Family, and the Status of Women**

**Articles:**

**Week 4: 28 January**
**Women in Pre-Industrial France II: Nuns, Convents and the Mission for God**

**Articles:**

**Primary Document:**
*Newspaper article on Kateri Tekakwitha*

**Week 5: 4 February**
**British North America I: Home Life, Family Life: Public or Private?**

**Guest in Tutorial: Dr. Willeen Keough**

**Articles:**
- "'Now you vagabond [w]hore I have you': Plebeian Women, Assault Cases, and Gender and Class Relations on the Southern Avalon, 1750-1860," in
Primary Document:

Week 6: 11 February

Reading Week

Week 7: 18 February

British North America II: The Politics of Public Life in British North America

Articles:

Primary Documents:
- Excerpt on duelling in Upper Canada from The Canadian Journal of Science, Literature, and History 12, no. 6 (October 1870): 515-6.

Film Options:
Anna Jameson (NFB, 1997), 24 minutes
Sisters in the Wilderness (CBC)
Historians Focus on Acadia (1986), 30 minutes

Week 8: 25 February

Mid-term test

Week 9: 4 March

Slavery and Women in Early Canada

Article:

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: 11 March
Afua Cooper, The Hanging of Angélique: The Burning of Old Montreal
- Presentations and Book discussion

Week 11: 18 March
The Cultural and Economic Legacy of the Fur Trade

Articles:

Primary Document:

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

Week 12: 25 March
Marriage, Gender, and Race on the Western Frontier

Article:
• *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. [Early Canadiana Online]

**Week 13: 1 April**

**Easter Monday**

**Week 14: 9 April**

**Gender, Colonization and Building British Columbia**

**Articles:**

- Jan Hare and Jean Barman, “Good Intentions Gone Awry: Confinement in Emma Crosby’s Home for Aboriginal Girls,” in *With Good Intentions*, 179-96.

**EXAM REVIEW**

**GSWS 201: Schedule at a Glance**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tutorial</th>
<th>Assignment</th>
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<tr>
<td>Week 1</td>
<td>introduction</td>
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<td>Week 2</td>
<td>Contact/Colonization</td>
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<td>Week 3</td>
<td>New France I</td>
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<td>Week 5</td>
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<td>Week 6</td>
<td>BNA II</td>
<td>Reading Week</td>
<td>Essay proposal due</td>
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<td>Week 7</td>
<td>Midterm</td>
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<td>Week 8</td>
<td>Slavery</td>
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<td>Week 9</td>
<td>Cooper book</td>
<td>Presentations on Afua Cooper</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Western frontier</td>
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<td>Week</td>
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<tr>
<td>Week 13</td>
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<td>Easter Monday: No class</td>
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<tr>
<td>Week 14</td>
<td>BC and Colonization</td>
<td>Exam review</td>
<td>Final essays due</td>
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Recommended Readings:

Colonization and First Nations
- Karen Anderson, Chain Her By One Foot
- John Demos, Unredeemed Captive

New France
- Allan Greer, “Women of New France,” in Race and Gender in the Northern Colonies.

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.
- “Excerpts from the 1815 Diary of a Nova Scotia Farm Girl,” in *People, Places and Times*, 278-80.

**The Fur Trade/Western Frontier**

- Jean Barman, “‘Invisible Women’: Aboriginal Mothers and Mixed-Race Daughters in Pioneer British Columbia,” in *Beyond the City Limits: Rural History in British Colombia* (Vancouver: UBC Press, 1999), 159-79.
- Carol Williams, *Framing the West: Race, Gender and the Photographic Frontier in the Pacific Northwest* (New York: Oxford, 2003)
- Sylvia Van Kirk, “‘What if Mama is an Indian?’: The Cultural Ambivalence of the Alexander Ross Family,’ *Errington and Comacchio, Volume 1, 339-346*


• 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.


• Lesley A. Erickson, “Bury Our Sorrows in the Sacred Heart: Gender and the Metis Response to Colonialism: The Case of Sara and Louis Riel, 1843-83,” *Unsettled Pasts*.


• 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.

**British Columbia**


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

• Christopher Clarkson, “Property Law and Family Regulation in Pacific British North America, 1862-1873” HS/SH 30/60 (1997): 386-416


**General**


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