DEPARTMENT OF HISTORY

HIS4213G: Life, Love & Death in Early Canada

Instructor: Michelle A. Hamilton
Office Hours: Lawson 1223, Tues. 3:30-5:00
Classes: Tues. 12:30-3:30, STVH 3166
Email: mhamilt3@uwo.ca

Course Description
This seminar in socio-cultural history explores everyday life in Canada, 1760-1914, including: birth; family & home; dress & etiquette; love & marriage; food; health; morality & behaviour; death & mourning. Analytical themes include ethnicity, class, gender, power & professionalism, social memory, & identity. Readings & assignments also emphasize how Canadians used & interpreted material culture or the “stuff” of daily life. Where needed, classes may be 3 hours in length, but more often 2 hours only.

Learning Outcomes
By the end of this course, students will:

• be familiar with historiographical issues in social and cultural history in Canada
• be able to identify classic and current historians in this field
• have practised the methodology/interpretation of material culture as historical evidence
• have practised finding and interpreting primary and/or archival sources
• have conducted original historical research
• have contributed to research ongoing ‘real world’ projects
• have practised life-long learning skills including: effective question formulation; research skills; critical thinking; written and oral communication; peer and self assessment

Readings
All readings are accessible online through the library catalogue (LC), (OWL) or elsewhere, as noted below. Unless it is your week to present on the primary sources, students are not required to read them, but should be prepared to discuss how they relate to the main readings. To access journal articles in the library catalogue, enter the title of the journal in the ‘journal title’ search function, then find the relevant year and issue that contains the article you need.

Course Evaluation
Seminar Participation: 25%
Primary Source Analysis (written): 10%
Presentation of Source Analysis (oral): 10%
Medical Artifact Biography: 15%
‘Missing Plaque’ Project Paper: 20%
Death, Memory & Material Culture Paper: 20%

Due:
Every week in class
To be chosen by the student
To be chosen by the student
February 4th, 2014
March 18th, 2014
April 11th, 2014

Additional Due Dates:
Primary Source Analysis week chosen
Choice of tombstone
Consultation on research topic #2

Due:
No later than Jan. 14th, 2014
No later than Jan. 21st, 2014
No later than Jan. 28th, 2014
Due Dates and Late Penalties:
Assignments are due in class. Penalty for late assignments is 2% each day (including Saturdays and Sundays). Extensions may be granted if legitimate circumstances are presented by the student to the instructor well in advance of the due date. Poor work planning (such as “I have XX other work due”) is not grounds for an extension. There will be no exceptions unless students provide medical documentation. For all medical and non-medical issues that might warrant accommodation, including all assignments, exams, tests, presentations, and class attendance, please go to academic counselling.

Statement on Academic Ethics and Academic Dishonesty:
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, which is attached to this syllabus.

Support Services
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Course Requirements

Seminar Participation
Students are expected to have fully read the assigned readings before class, and to contribute to the discussion in a thoughtful and critical way each week. Although attendance is mandatory, students will be marked on the quality of their contributions not on their presence. To have the best experience in a small upper year class, each must demonstrate understanding of the readings, extract the salient points or arguments of each, and verbally articulate these points by contributing qualitatively to the discussion. To help you prepare, I have included some initial questions for thought on the syllabus for each week.

No written work is required to be submitted based on the readings for our discussions, however I reserve the right to implement this practice if students do not come to class prepared. Written response papers will be graded and tabulated as part of your participation grade.

Participation Marking Rubric
Participation will be marked each week on the following and then averaged at the end of the term. You may come and see your weekly marks at any time throughout the term.

Preparation: Evidence shows preparation for the seminar.
Initiative: Questions asked focus, clarify, stimulate and/or summarize discussion.
Response: Quality of response reflects knowledge, comprehension and application of readings.
Discussion: Quality of response extends discussion, and reflects analysis, synthesis and evaluation.

Primary Source Analysis
Each student will describe and analyse one set of the designated weekly primary sources. Students should assess how the sources demonstrate, and relate to, the themes presented by the articles that same week; how the author’s background (gender; class; race; beliefs etc.) affects the content of the sources; date of, and context for, publication; audience and how this audience affects the content. Students will hand in a written version of their presentation that same class. Presentations should not exceed 10 minutes.
Research Papers
Students will research and write three research papers. Together, these focus on three different aspects of material culture: objects; built heritage; and landscapes.

Research Paper #1: Artifact Biography/Exhibit
Using the Winterthur Protocol, students will choose one object from the Medical Artifact Collection @ Western (http://www.medical history.uwo.ca/), to research and write its ‘biography.’ As appropriate to each artifact, students will consider the materials, colours, form, function/use/disposal, condition, maker/manufacture, ornamentation, iconography, symbolism, previous owner(s) and the way that the object was collected.

This assignment will begin with a 3 hour workshop in week 3 although students will have to conduct further research on questions not fully answered in the workshop. Additional primary sources could include instrument catalogues and histories; medical education textbooks or lecture notes; prescriptions or pharmaceutical recipes; photographs of similar objects to show functional development; physician directories; advertisements for products; medical journals such as the Lancet or the Canada Medical and Surgical Journal etc. Additional secondary sources could include doctor biographies, histories of disease/treatment or medical companies, etc. Weldon holds the Hannah History of Medicine rare book collection and ARCC holds Western’s medical school records.

Papers will be 5-7 pages in length. Papers of a high quality will be incorporated into the object database and/or website as part of the collections’ documentation; in addition, these students may also choose to use their research and object to mount a one-case display in Lawson Hall with assistance from the instructor. See the marking rubric on OWL.

For a similar project and examples, see the Englishness Object Biographies at http://england.prm.ox.ac.uk/englishness-object-biographies.html.

Required Readings:
Duffin, Jackie. Langstaff: a Nineteenth-Century Medical Life. Toronto: University of Toronto Press, 1993, 92-125. (LC) ** Relevant chapters as applicable to your object**


Research Paper #2: The ‘Missing Plaque’ Project
The Ontario Provincial Plaque Program (http://www.heritagetrust.on.ca) promotes an understanding of Ontario’s past by interpreting significant people, places, things and events at relevant sites. For this research paper, pick a subject related to the socio-cultural history of Ontario or Canada and conduct the research required to substantiate a 150-word plaque text. The focus of this paper is location as material culture; this may or may not include built heritage. The topic must be one that has not been done, so check the website above. If you choose a local history topic, also check the list of sites designated by the London Public Library (http://dam.londonpubliclibrary.ca/book/export/html/13). All students must consult with me before embarking on their topic. Your submission should include both the plaque text and a research paper which includes a historiographical section, draws on primary and secondary source research, and assesses the significance of the subject to the socio-cultural history of Ontario or Canada. Papers should be approximately 12 pages. See the marking rubric on OWL. Tip: It is not necessarily the best strategy to pick a location first; rather, choose your topic as you would for any other paper, and once you have done some research, associate a location with it.

This assignment was inspired by the Toronto project (http://missingplaque.tao.ca/projects.html).

Research Paper #3: Death, Memory & Material Culture
Students will visit the Mount Pleasant Cemetery (303 Riverside; between Riverside and Oxford) and choose one historic tombstone from the list below to research and analyse. Students should consider how the material of construction, symbolism, inscriptions, and the surroundings of the tombstone (eg: family stones/landscaping etc.) reflect class, status, gender, race, social memory, family relationships, birth and mortality patterns, and cultural beliefs about death, mourning and the afterlife. Students also need to research the individual(s) with whom the tombstone is associated in order to determine factors such as class, religion, etc.; as applicable, this research will be conducted in local history publications and in the archival holdings at the Archives Research and Collections Centre (ARCC), Weldon library. Lesser known individuals can be found through the census and city directories. Our readings for week 13 will provide some context for cultural beliefs about death. Further mandatory readings are provided below; these will assist you in formulating questions to ask of your chosen tombstone. Papers should be 10 pages in length. In addition, students must submit photographs of their chosen tombstone; these photos should include all sides of their monument if applicable, and relevant close-ups of inscriptions, carvers’ marks, iconography etc. See the marking rubric on OWL. Although this paper is due at the end of term, students will want to take advantage of any time period without snow to visit their stone and take photographs.

List of Tombstones: TBA

Required Readings:
Krieger, 2003, 163-88. (OWL)


Other Suggested Resources: These are sources with which to begin to track the biography of your individual/family, and do not necessarily represent all of the sources that should be consulted.

Canadian County Atlas Digital Project. http://digital.library.mcgill.ca/countyatlas/search.htm. This only includes the head of household, and only those that paid to be included.

Ancestry.ca. Free use at the Central Branch, London Public Library.

Censuses of Canada databases. 1851, 1871, 1881, 1891, 1901, 1911. From Library and Archives Canada. http://www.collectionscanada.gc.ca/databases/index-e.html. Note that some of these are not searchable by name. Other databases are at www.automatedgenealogy.com.

History of the County of Middlesex, Canada: from the earliest time to the present, containing an authentic account of many important matters relating to the settlement, progress and general history of the county, and including a department devoted to the preservation of personal and private records, etc.; illustrated. Toronto: Goodspeed, 1889. (LC)


4th Year Recommended Expectations/Outcomes
(From www.history.uwo.ca/undergradstudy/expectations-outcomes.html)

Content Delivery
• Students will add to their own knowledge base through active directed reading in highly focused courses.

Primary/Secondary Source Skills
• Extensive and sophisticated engagement with primary sources is expected, possibly at an
archival level.

• Students are expected to be familiar with the historiography of the field and to engage it directly in their own research and writing.

Research Skills
• Students are expected to develop their own research questions in consultation with faculty and pursue them through all available and appropriate primary and secondary sources.

Writing Skills
• The development of a complex and sustained historical argument, properly supported with evidence from primary and secondary sources.
• The presentation of that argument in clear, correct and compelling prose.
• The proper documentation of the research process through footnotes and bibliography.

Participation & Communication Skills
• Engagement with peers in discussion of source material and the process of writing history.
• The clear and effective presentation of the student’s own research.
• Positive and effective discussion of other students’ research.

Overall
• Drawing on skills and insights of years 1-3 to produce original historical work.

Course Outline

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<td>Introduction</td>
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<td>Jan. 14</td>
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<td>Birth</td>
<td>Last date for all primary source weeks chosen</td>
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<td>Jan. 21</td>
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<td>Material Culture Workshop</td>
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<td>Jan. 28</td>
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Reading Week

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Week 1: Introduction
We discuss the syllabus, assignments and other aspects of the course. Students are encouraged to choose their primary sources for analysis this week.

Week 2: Birth
Is birth a natural process or a medicalized or legalized one? Is it political? Where was the proper place to give birth? Who were the experts on birth? How were conceptions of birth shaped by racial, class and gender stereotypes?

All primary source weeks must be chosen by today.

Primary Sources:

“An Act Respecting Offences against the Person.” 1886. Ch. 162. (OWL)


“Dr LaRoe’s Cotton Root Pills,” Toronto, 1893. (OWL)

“The Great English Remedy.” (OWL)


Readings:


Week 3: Material Culture Workshop
What is material culture? How can historians use and assess artifacts as primary sources? Using the UWO Medical Artifact Collection (www.medicalhistory.uwo.ca), we will learn how to ‘read’ 3-D objects as historical sources of evidence. This hands-on workshop is also preparation for the 2nd research paper on death and material culture. We meet in Lawson Hall, Room 2260.

Tombstone must be chosen this week.

Readings:


Week 4: Sickness & Health
What was the status of health in early Canada? What was considered natural and unnatural in medicine? What types of treatment existed, and how were they explained? How did medicine professionalize? How did gender and ethnicity play a role in sickness and health?

Last day to consult about Research Paper #2.

Primary Sources (2 students)

Practical Rules and Precautions for the Prevention and Cure of Spasmodic Cholera: Addressed by the Central Board of Health, at Charlotte-Town, to the Inhabitants of the Island, as Necessary to be Generally Known and Adopted. 1832? (LC)
Brunton, William. *The Judgments of God: a Call to Repentance: a Sermon, Preached at La Chute, Lower Canada, on Tuesday, the 26th of June, 1832, which Day was Devoted to the Exercise of Fasting and Prayer, in that Settlement, on Account of the Alarming Progress of the Cholera Morbus in Various Parts of the Province.* Montreal: T.A. Starke, 1832. (OWL)

The Branston Violet Ray High Frequency Generator. (http://www.medicalhistory.uwo.ca/modules/electrotherapy/media/documents/Branston-Violet-Ray-Directions.pdf)

Oxypathor Direction Book. (http://www.electrotherapymuseum.com/Library/Oxypathor/index.htm)

Readings:


**Week 5: Family**

How was ‘family,’ ‘motherhood,’ and ‘fatherhood’ defined? Whose definitions were they? Why did the care of some family members become institutionalized and/or legalized?

**Artifact Biography due.**

**Primary Source:**


Readings:


Murray, Karen. “Governing 'Unwed Mothers' in Toronto at the Turn of the Twentieth Century.” *Canadian Historical Review* 85, 2 (2004): 253-76. (LC)


**Week 6: Home**

*The “building of houses ... is the first step toward civilization.” ~9th Annual Report of the Columbia Mission, 1868*

Is a house a site of family, community, or consumption? Did Canadians construct their homes to reflect the Canadian landscape or old-world values? Is it private or public, male or female space?

**Primary Source:**


**Readings:**


**Week 7: Reading Week**

**Week 8: Garden**

*“Nature is deaf/And voiceless both, to satisfy the heart/That needs a deeper answer than she gives.” ~William Kirby, 1898*

How did Canadians imagine and (re)create wilderness and landscape? How did wilderness reflect European knowledge of North American geography? Values of class, gender and race? How can wilderness, something which belongs to the public, be exclusionary?

**Primary Sources:**

Hennepin, Louis. “A Description of the Fall of the River Niagara, that is to be seen betwixt the Lake Ontario and that of Erie” and “The Author sets out from Fort Frontenac, and passes over the rapid

Kalm, Peter. “A Letter from Mr. Kalm,” *Observations on the inhabitants, climate, soil, rivers, productions, animals, and other matters worthy of notice made by Mr. John Bartram, in his travels from Pensilvania to Onondago, Oswego and the Lake Ontario, in Canada to which is annex'd a curious account of the cataracts at Niagara by Mr. Peter Kalm, a Swedish gentleman who travelled there*. London: Whiston & White, 1751, 79-94. (LC)

**Readings:**


**Week 9: Food & Drink**

“But food is never just something to eat.” ~Margaret Visser

Why does food reinforce or reflect identity, tradition, gender, class, status and cultural values? Does food = power? How does food solidify or upset human relationships? Can food be traditional and modern? What is the difference between ‘dining’ and ‘eating’? Can the past be (re)imagined through, or commemorated by, food? Is food material culture?

**Primary Source:**


**Readings:**


**Week 10: Love, Courtship & Marriage**

Was monogamy really ‘normal’? How much power did women have in marriage? What alternatives did
they have? How were rituals around love and sexuality shaped by class? How were they expressed through material culture?

*Valentine, 1912, Fanshawe Pioneer Village*

**Primary Sources:** (2 students)


McGibbon, R.D. *The Dillon Divorce Case: Statement of Counsel.* Ottawa, 1894? (LC)

**Readings:**


**Week 11: Dress, Beauty & Comportment**

“Manners are not the pure gold of the mind, but they set the mint stamp upon the crude ore and fit it for circulation, and few there may be who dare to set aside their valuation.” ~Maud Cooke, 1896

How does dress and etiquette express economic and political power? Morality or immorality? Health? Who were the experts on dress and etiquette, and why? What was considered beautiful?

**Primary Source:**

Maud C. Cooke, “How to be Beautiful,” *Social Etiquette, or, Manners and Customs of Polite Society: Containing Rules of Etiquette for all Occasions, Including Calls, Invitations, Parties, Weddings, Receptions, Dinners and Teas,*
Readings:


Week 12: Amusements

How can leisure pastimes be political in nature? How were they shaped by class and gender? How were Canadians both the viewers of exhibits and the exhibits themselves?

1st research paper due.

Primary Source:

Natural History Society of Montreal. *Constitution and By-laws: with the Amending Act, 20th Vict., ch. 188; also, a list of the officers, corresponding and honorary, life and ordinary members of the Society, May, 1859*. Montreal: John Lovell, 1859, 2-9, 16-19, 23. (LC)

Readings:


**Week 13: Morality & Behaviour**

“My boy learned to smoke; Who taught him the filthy act? And who will own at judgement day; In the teaching they took a part; I tried to keep him pure; And clean as boy should be; But in the world he fell so low; And nothing can comfort me.” ~ Annie L. Jack, “A Lesson Learned,” 1891.

What was illegal and/or immoral, and who tried to regulate behaviour? Did class, race and gender affect these standards? Did proscriptive literature match reality?

**Primary Sources:**

Canada. Legislative Assembly. *Bill: an act for closing the canals on the Lord’s day, and for prohibiting the running of trains or railways, and the departure of steamers and other vessels from port on that day*. Quebec: Hunter, Rose & Lemieux, 1862. (LC)


“Proclamation for the Suppression of Vice, Profaneness and Immorality,” *Upper Canada Gazette and American Oracle*, April 18, 1793. (WebCT)

**Readings:**


**Week 14: Death & Mourning**

What were mortality rates in early Canada? How did Canadians conceive of death and the afterlife?
How were mourning rituals and material culture shaped by cultural values? Why were some dead more respected than others? Are human remains material culture?

Readings:


SUPPORT SERVICES

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

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 'At 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 is 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 do so for you, and they 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.
MEDICAL ACCOMMODATION

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University’s policy on medical accommodation. Please go to http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca