

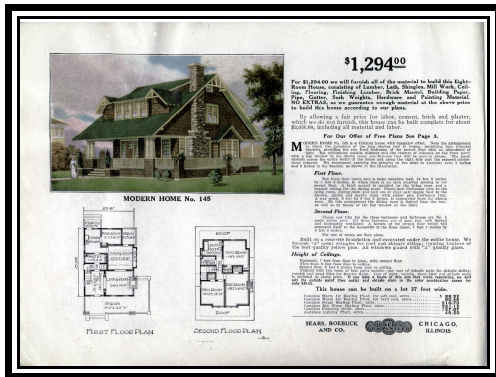
**DEPARTMENT OF HISTORY**  
**HIS 3208G: *Life, Love & Death in Early Canada***  
**\*\*DRAFT\*\***

**Instructor:** Michelle A. Hamilton  
**Office Hours:** Lawson 1223 TBA

**Classes:** Mondays 11:30-2:30  
**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.



*Sears & Roebuck Home Plan*

### 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 research to 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

### 3<sup>rd</sup> Year Recommended Expectations/Outcomes

(From [www.history.uwo.ca/undergraduate/program\\_information/expectations\\_outcomes.html](http://www.history.uwo.ca/undergraduate/program_information/expectations_outcomes.html))

#### Content delivery

- intensified detailed and conceptual knowledge of more specialized subjects

#### Primary source skills

- analysing rhetoric
- understanding the structure and presentation of a document
- situating the source in relationship to other primary sources

#### Secondary source skills

- understanding and questioning author’s evidence, thesis and argument
- situating, analyzing and assessing historical works in their historiographical contexts and traditions
- exposure to a variety of theoretical approaches to historical analysis

### Research skills

- generating own research questions for written assignments
- developing skills of detection and inquiry
- combining a variety of sources (e.g., primary sources, secondary sources, oral history, works from different disciplines) in written and oral assignments

### Writing skills

- writing effectively in longer assignments
- integrating a wide variety of primary and secondary source materials into written work

### Participation and communication skills

- student-led presentations and class discussions
- self-directed learning

### Overall

- reinforcing and refining skills developed in first and second year courses
- devising individual explanations and interpretations
- thinking laterally across disciplines, subjects, time, themes, regions and nations

## 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%

**Due:** Every week in class

Primary Source Analysis (written): 15%

**Due:** To be chosen by the student

Presentation of Source Analysis (oral): 15%

**Due:** To be chosen by the student

Medical Artifact Biography: 20%

**Due:** February 9

'Missing Plaque' Project Paper: 25%

**Due:** April 6

### Additional Due Dates:

Primary Source Analysis week chosen

**Due:** No later than January 12

Consultation on research topic #2

**Due:** No later than January 26

### 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.

## 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 two research papers which focus on aspects of material culture.

#### Research Paper #1: Artifact Biography

Using the Winterthur Protocol, students will choose one object from the Medical Artifact Collection @ Western ([http://www.medical historyuwo.ca/](http://www.medicalhistoryuwo.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 10-12 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:

Dannehl, Karin. "Object Biographies: From Production to Consumption." *History and Material Culture: a Student's Guide to Approaching Alternative Sources*. Ed. K. Harvey. Pp.123-138. London: Routledge, 2009.

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

Fleming, E. McClung. "Artifact Study: A Proposed Model." *Winterthur Portfolio* 9 (1974): 153-73. **(LC)**

Hamilton, Michelle A. and Rebecca Woods. "A Wealth of Historical Interest: The Medical Artifact Collection at the University of Western Ontario." *The Public Historian* 29, 1 (2007): 77-91. **(LC)**

Pantalony, David. "The Colour of Medicine." *Canadian Medical Association Journal* 181, 6-7 (2009). <http://www.cmaj.ca/content/181/6-7/402.full>

Schlereth, Thomas J. "Material Culture and Cultural Research." *Material Culture: A Research Guide*. Lawrence: University Press of Kansas, 1985, 1-27. **(OWL)**

### Research Paper #2: The 'Missing Plaque' Project

The Ontario Provincial Plaque Program (<http://www.heritagetrust.on.ca>) and the National Historic Sites program (<http://www.pc.gc.ca/progs/lhn-nhs/index.aspx>) promote an understanding of our 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 *place or location* (eg: built heritage; cultural landscapes) as material culture. 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 12-15 pages. See the marking rubric on OWL. Papers of high quality about local built heritage topics may be entered into the Building Stories database <http://www.buildingstories.co/> maintained by the London Heritage Council. **Tip: It is not necessarily the best strategy to pick a location first; rather, choose your topic as you would for any other research paper, and once you have done significant research, then associate a location with it.**

The instructor may ask for research notes after the paper has been submitted, so keep all notes until the paper is returned to you.

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

## Course Outline

Date	Week	Topic	Due Dates
Jan. 5	1	Introduction	
Jan. 12	2	Birth	Last date for all primary source weeks chosen
Jan. 19	3	Material Culture Workshop	
Jan. 26	4	Sickness & Health	Last date for consultation about Paper #2
Feb. 2	5	Family	
Feb. 9	6	Home	Artifact Biography Due
<b>Feb. 16-20 Reading Week</b>			
Feb. 23	7	Garden	
Mar. 2	8	Food & Drink	
Mar. 9	9	Love, Courtship & Marriage	
Mar. 16	10	Dress, Beauty & Comportment	
Mar. 23	11	Amusements	
Mar. 30	12	Morality & Behaviour	
Apr. 6	13	Death & Mourning	Paper #2 due

### 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? How much was birth affected by medical technology?

*Obstetrical Forceps post-1900*  
*UWO Medical Artifact Collection*

### Primary Sources:

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

Andrew, Alfred. “On Abortion.” *Canada Lancet* 7 (1875): 289-91.  
([http://books.google.com/books?id=PVoBAAAAYAAJ&pg=PA287&source=gbs\\_toc\\_r&cad=4#v=onepage&q&f=false](http://books.google.com/books?id=PVoBAAAAYAAJ&pg=PA287&source=gbs_toc_r&cad=4#v=onepage&q&f=false))

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

“The Great English Remedy.” **(OWL)**

“Sarah Lovell’s Death,” *Daily Globe*, Toronto, September 12, 1879, 4. **(OWL)**

“The Sarah Lovell Case,” *Daily Globe*, Toronto, September 25, 1879, 2. **(OWL)**

### Readings:

Oppenheimer, Jo. “Childbirth in Ontario: The Transition from Home to Hospital in the Early Twentieth Century.” *Delivering Motherhood: Maternal Ideologies and Practices in the 19th and 20th Centuries*. Ed. K. Arnup, A. Lévesque, and R.R. Pierson. London: Routledge, 1990, 51-70. **(OWL)**

Jasen, Patricia. “Race, Culture, and the Colonization of Childbirth in Northern Canada.” *Social History of Medicine* 10, 3 (1997): 383-400. **(LC)**

Mitchinson, Wendy. “Maternal Mortality and Postnatal Care.” *Giving Birth in Canada, 1900-1950*. Toronto: UTP, 2002, 260-97. **(LC)**

Werner, Hans and Jennifer Waito. “‘One of Our Own’: Ethnicity Politics and the Medicalization of Childbirth in Manitoba.” *Manitoba History* 58 (2008): 2-10. **(LC)**

### Week 3: Material Culture Workshop

What is material culture? How can historians use and assess artifacts as primary sources? Using the Medical Artifact Collection ([www.medicalhistory.uwo.ca](http://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 your artifact biography.

### Readings:

Duffin, Jackie. “Medical Knowledge in Diagnosis: Physical Signs at the Bedside,” and “Patients and Their Diseases: Morbidity and Mortality in Children and Adults.” *Langstaff: a Nineteenth-Century Medical*

*Life*. Toronto: University of Toronto Press, 1993, 73-125. **(LC)**

Fleming, E. McClung. "Artifact Study: A Proposed Model." *Winterthur Portfolio* 9 (1974): 153-73. **(LC)**

Hamilton, Michelle A. and Rebecca Woods. "A Wealth of Historical Interest: The Medical Artifact Collection at the University of Western Ontario." *The Public Historian* 29, 1 (2007): 77-91. **(LC)**

Pantalony, David. "The Colour of Medicine." *Canadian Medical Association Journal* 181, 6-7 (2009).  
<http://www.cmaj.ca/content/181/6-7/402.full>

Schlereth, Thomas J. "Material Culture and Cultural Research." *Material Culture: A Research Guide*. Lawrence: University Press of Kansas, 1985, 1-27. **(OWL)**

#### **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>)

*Oxyphor Direction Book*. (<http://www.electrotherapymuseum.com/Library/Oxyphor/index.htm>)

#### **Readings:**

Malleck, Daniel. "Professionalism and the Boundaries of Control: Pharmacists, Physicians and Dangerous Substances in Canada, 1840-1908." *Medical History* 48, 2 (2004): 175-98. **(LC)**

Mitchinson, Wendy. "Hysteria and Insanity in Women: A C19th Canadian Perspective." *Journal of Canadian Studies* 21, 3 (1986): 87-101. **(OWL)**

Stanley-Blackwell, Laurie. "The Mysterious Strangers and the Acadian Good Samaritan: Leprosy Folklore in C19<sup>th</sup> New Brunswick." *Acadiensis* 22, 2 (1993): 27-39. **(LC)**

Opp, James. "The Word and the Flesh: Religion, Medicine, and Protestant Faith Healing Narratives in North America, 1880-1910." *Histoire Sociale* 36, 71 (2003): 205-24. **(OWL)**

### **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?

#### **Primary Source:**

Toronto Humane Society. *Aims and Objects of the Toronto Humane Society*. Ed. J.G. Hodgins. Toronto: W. Briggs, 1888, 84-90, 97-113, 127-41. **(LC)**

#### **Readings:**

Christie, Nancy. "Strangers in the Family: Work, Gender, and the Origins of Old Age Homes," *Journal of Family History* 32, 4 (2007): 371-86. **(LC)**

Marks, Lynne. "'A Fragment of Heaven' on Earth? Religion, Gender, and Family in Turn-of-the-Century Canadian Church Periodicals." *Journal of Family History* 26, 2 (2001): 251-64. **(LC)**

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

Stott, Greg. "The Persistence of Family: A Study of a Nineteenth-Century Canadian Family and their Correspondence." *Journal of Family History* 31, 2 (2006): 190-202. **(LC)**

### **Week 6: Home**

*The "building of houses ... is the first step toward civilization."* ~9<sup>th</sup> 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:** (2 students)

A selection of 6 (each) Sears and Roebuck home plans from <http://www.searsarchives.com/homes/index.htm> in the time periods 1908-20.

#### **Readings:**

Ennals, Peter and Deryck W. Holdsworth. "Looking Backward and Moving Forward: Early House Building Patterns Among the Yorkshire Settlers of Chignecto." *Material Culture Review* 65 (2007): 32-44. **(WebCT)**



Perry, Adele. "From 'the Hot-Bed of Vice' to the 'Good and Well-Ordered Christian Home:' First Nations Housing and Reform in C19th British Columbia." *Ethnohistory* 50, 4 (2003): 587-605. **(LC)**

Olson, Sherry. "Feathering Her Nest in C19th Montreal." *Histoire Sociale* 33, 65 (2000): 1-35. **(WebCT)**

Ennals, Peter and Deryck W. Holdsworth. "The Polite Home." *Homeplace: the Making of the Canadian Dwelling over Three Centuries*. Toronto: UTP, 1998, 23-49. **(LC)**

### **Week 7: 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 Stream, which is call'd The Long Fall. He is kindly receiv'd at Montreal by Count Frontenac," *A New Discovery of a Vast Country in America*. Vol. 1. Ed. R.G. Thwaites. Chicago: A.C. McClurg & Co., 1903, 54-7, 331-6. **(LC)**

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:**

Coates, Colin M. "Like 'The Thames towards Putney:' The Appropriation of Landscape in Lower Canada." *Canadian Historical Review* 74, 3 (1993): 317-43. **(LC)**

Jessup, Lynda. "Landscapes of Sport, Landscapes of Exclusion: The 'Sportsman's Paradise' in Late-Nineteenth-Century Canadian Painting." *Journal of Canadian Studies* 40, 1 (2006): 71-110. **(LC)**

Mackintosh, Phillip G. and Richard Anderson. "The Toronto Star Fresh Air Fund: Transcendental Rescue in a Modern City, 1900-1915." *Geographical Review* 99, 4 (2009): 539-58. **(LC)**

### **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:**

Egg-o Baking Powder Co. *Reliable Recipes and Helpful Hints*. Hamilton: Egg-o Baking Powder, 1919. **(WebCT)**

**Readings:**

Huskins, Bonnie. “From Haute Cuisine to Ox Roasts: Public Feasting and the Negotiation of Class in Mid-19th-Century Saint John and Halifax.” *Labour/Le Travail* 37 (1996): 9-37. **(LC)**

Thrush, Coll. “Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the Northwest Coast, 1774-1808.” *Ethnohistory* 58, 1 (2011): 1-27. **(LC)**

Tye, Diane. “A Poor Man's Meal.” *Food, Culture & Society* 11, 3 (2008): 335-46. **(LC)**



**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)

Maud C. Cooke, “Etiquette of Courtship and Marriage.” *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, Etiquette of the Street, Public Places, etc., etc.: Forming a Complete Guide to Self-Culture, the Art of Dressing Well, Conversation, Courtship, Etiquette for Children, Letter-Writing, Artistic Home and Interior Decorations*. London: McDermid & Logan, 1896, 116-42. **(LC)**

MacDougall, William. *The Campbell Divorce Bill: Women's Rights in Ontario: Parliament as a Court of Justice: Speech of the Hon. Wm. MacDougall, Counsel for Mrs. Campbell, before the Committee of the Senate, Taken in Short Hand*. Ottawa, 1879? **(LC)**

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

**Readings:**

Carter, Sarah. “Creating ‘Semi-Widows’ and ‘Supernumerary Wives’: Prohibiting Polygamy in Prairie Canada’s Aboriginal Communities.” *The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915*. Edmonton: UAP, 2008, 195-229. **(WebCT)**

Harvey, Kathryn. "To Love, Honour and Obey: Wife-Battering in Working-Class Montreal, 1869-79." *Urban History Review* 19, 2 (1990): 128-38. **(LC)**

Keough, Willeen. "The Riddle of Peggy Mountain: Regulation of Irish Women's Sexuality on the Southern Avalon, 1750-1860." *Acadiensis* 31, 2 (2002): 38-70. **(LC)**

Ward, Peter. "The Rituals of Romance." In *Courtship, Love and Marriage in Nineteenth-Century English Canada*. Pp. 90-119. Montreal: MQUP, 1990. **(LC)**

### Week 11: Dress, Beauty & Compartment

"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." ~Maude 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, Etiquette of the Street, Public Places, etc., etc.: Forming a Complete Guide to Self-Culture, the Art of Dressing Well, Conversation, Courtship, Etiquette for Children, Letter-Writing, Artistic Home and Interior Decorations, etc.* London: McDermid & Logan, 1896, 492-508. **(LC)**

#### Readings:

Larocque, Peter J. "'The work being chiefly performed by women:' Female Workers in the Garment Industry in Saint John, New Brunswick, in 1871." In *Fashion: a Canadian Perspective*. Ed. A. Palmer. Toronto: UTP, 2004, 139-61. **(LC)**

Noel, Jan. "Defrocking Dad: Masculinity and Dress in Montreal, 1700-1867." In *Fashion: a Canadian Perspective*. Ed. A. Palmer. Toronto: UTP, 2004, 68-86. **(LC)**

O'Connor, Eileen. "Constructing Medical Social Authority on Dress in Victorian Canada." *Canadian Bulletin of Medical History* 25, 2 (2008): 391-403. (<http://www.cbmh.ca/index.php/cbmh/issue/view/37>)

### 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?

## 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:

McMullin, Stanley. "Early Spiritualists." *Anatomy of a Seance: a History of Spirit Communication in Central Canada*. Montreal: MQUP, 2004, 22-41. **(LC)**

Miron, Janet. "‘What we saw with our own eyes:’ Visiting and C19th Culture." *Prisons, Asylums, and the Public: Institutional Visiting in the Nineteenth Century*. Toronto: UTP, 2011, 114-33. **(WebCT)**

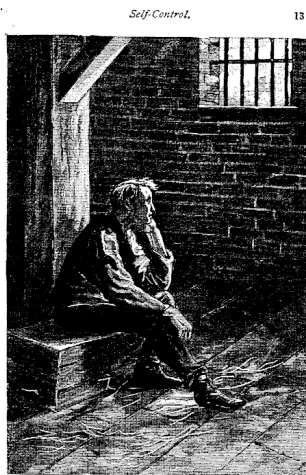
Roberts, Julia. "The Games People Played: Tavern Amusements and Colonial Social Relations." *Ontario History* 102, 2 (2010): 154-74. **(LC)**

Walden, Keith. "Confidence." *Becoming Modern in Toronto: the Industrial Exhibition and the Shaping of a late Victorian Culture*. Toronto: UTP, 1997, 80-118.

## 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)**

Jefferis, B.G. "Value of Reputation," "Influence of Associates," "Self-Control," "Habit," "A Good Name," *Search Lights on Health, Light on Dark Corners: a Complete Sexual Science and a Guide to Purity and Physical Manhood, Advice to Maiden, Wife and Mother, Love, Courtship and Marriage*. Toronto: J.L. Nichols, 1894?, 9-20. **(LC)**

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

## Readings:

Carstairs, Catherine. "Deporting 'Ah Sin' to Save the White Race: Moral Panic, Racialization, and the

Extension of Canadian Drug Laws in the 1920s.” *Canadian Bulletin of Medical History* 16, 1 (1999): 65-88. **(WebCT)**

Marks, Lynne. “No Double Standard?: Leisure, Sex, and Sin in Upper Canadian Church Discipline Records, 1800-1860.” In *Gendered Pasts: Historical Essays in Femininity and Masculinity in Canada*. Ed. K. McPherson, C. Morgan and N.M. Forestell. Don Mills: OUP, 1999, 48-64. **(WebCT)**

Rudy, Jarrett. “Unmaking Manly Smokes: Church, State, Governance, and the First Anti-Smoking Campaigns in Montreal, 1892-1914.” *Journal of the Canadian Historical Association* 12 (2001): 95-114. **(LC)**

### 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?

*Sears Catalogue*

#### Readings:

Barkin, Risa and Ian Gentles. “Death in Victorian Toronto, 1850-1899.” *Urban History Review* 19, 1 (1990): 14-28. **(LC)**

Brown, Eleanor. “Victorian Visual Memory and the “Departed” Child.” *Archivist: Magazine of the National Archives of Canada* 115 (1997): 22-31. **(WebCT)**

Gidney, R.D. and W.P.J. Millar. “‘Beyond the Measure of the Golden Rule:’ The Contribution of the Poor to Medical Science in C19th Ontario.” *Ontario History* 86, 3 (1994): 219-35. **(WebCT)**

Hall, Roger and Bruce Bowden. “Beautifying the Boneyard: The Changing Image of the Cemetery in Nineteenth-Century Ontario.” *Material History Bulletin* 23 (1986): 13-23. **(OWL)**

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**Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

**Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**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 '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 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 Issues:**

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](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

**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.

*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.*

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](mailto:rdashfo@uwo.ca)