

DEPARTMENT OF HISTORY
HIS4213F: *Life, Love & Death in Early Canada, 1760-1914*

Instructor: Michelle A. Hamilton, Lawson 1223
Office Hours: TBD

Classes: Tues. 11:30-2:30
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Course Description

This seminar in socio-cultural history explores everyday life in Canada, 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 emphasize how Canadians used & interpreted material culture or the “stuff” of daily life. Where needed, classes may be 3 hours in length, but most often 2 hours only.

Specific 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 attempted to conduct *original* historical research
- have contributed 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

For history outcomes and expectations for fourth year students, see

http://www.history.uwo.ca/undergraduate/program_information/expectations__outcomes.html

Course Requirements

Readings

All readings are accessible online.

Course Evaluation

Seminar Participation: 25%	Due: Every week
Primary Source Analysis (written): 15%	Due: Chosen by student
Presentation of Source Analysis (oral): 10%	Due: Chosen by student
Medical Artifact Biography: 15%	Due: October 25
Medical Artifact Exhibit 15%	Due: October 25
Death, Memory & Material Culture Paper: 20%	Due: December 6

Additional Dates:

Primary Source Analysis week chosen	No later than September 20
Tombstone chosen	No later than October 11
Final draft exhibit materials	October 18
Last day to drop a first-term half course without penalty	November 5

The Dean has exempted this course from Senate regulation (2016 04) which reads: “At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus.” See the full text at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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.

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 and 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 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 Paper #1: Artifact Biography

Using the Winterthur Protocol, students will choose 1 object from the Medical Artifact Collection @ Western <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 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 or stylistic 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 8-10 pages in length. Papers of a high quality will be incorporated into the object database and/or website as part of the collections' documentation. **For that reason, please provide TWO copies.** 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: **While these are required, these readings are just a starting place.

Dannehl, Karin. "Object Biographies: From Production to Consumption." *History & Material Culture: a Student's Guide to Approaching Alternative Sources*. Ed. K. Harvey. London: Routledge, 2009, 123-38. (OWL)

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)

Mahoney, Michael S. *Reading A Machine*.
<https://www.princeton.edu/~hos/h398/readmach/modeltfr.html>

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)

Medical Exhibit

Using the artifact biographies as a foundation, students will turn their research into an exhibit in Lawson Hall. Each student will be responsible for writing a short statement describing the historical significance of their artifact (about 100-150 words). Illustrative materials should be included within each text panel and/or as an extra panel (if room), especially if they can explain content visually and reduce the written word. Text and visuals will depend on the shape and sizes of cases selected for each object. As a group students will decide on installation format, and complete installation and arrangement of materials. See the marking rubric on OWL.

Research Paper #2: Death, Memory & Material Culture

Students will visit 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, tombstone maker, 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 material culture workshop will assist in the 'reading' or interpretation of the tombstone as a piece of material culture. 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 8-10 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 assignment is due in December, **I strongly suggest** that students visit and photograph their stone in the fall; snow later on will make it harder to find and photograph them.

List of Tombstones:

**Students may also choose another, but only after consultation with the instructor; this is to make sure that you have chosen one that allows sufficient analysis in order to fill 8-10 pages. Rudimentary photographs are on OWL to help you identify the stones on your first visit, but these are not sufficient for submission. The map of the cemetery is on OWL.

Section B

- Fleming, Susan
- Fox, Daniel & Tabitha (2 stones)
- Morill, Simeon
- Saunders, James
- Shaw, Benjamin & Anne Lester

Section C

- Abbott family
- Buttrey, Isabella
- Dalton, Joshua
- Leonard, Elijah, Sr.
- McClary, John, Sr., & Dorothy
- McCormick family

Section F

- Dickey, Robert & Maria Scandrett

Section H

- McKim, Thomas (or McKimm)

Required Readings:

Corbett, Katharine T. "Called Home: Finding Women's History in Nineteenth-Century Cemeteries." *Her Past Around Us: Interpreting Sites for Women's History*. Ed. P. Welts Kaufman & K.T. Corbett. Florida: Krieger, 2003, 163-88. (OWL)

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)

McIlwraith, Thomas F. and Mark Hummer. "Grave and Nave: an Architecture of Cemeteries and Sanctuaries in Rural Ontario." *Ontario History* 97, 2 (2005): 138-59. (LC)

McIlwraith, Thomas. "Graves and Monuments." *Looking for Old Ontario: Two Centuries of Landscape Change*. Toronto: UTP, 1997, 226-37. (LC)

McKendry, Jennifer. *Into the Silent Land: Historic Cemeteries and Graveyards in Ontario*. Kingston, 2003. (2HR reserve, Weldon)

Province of Ontario. Chapter 1. *Landscapes of Memories – A Guide for Conserving Historic Cemeteries: Repairing Tombstones*. <http://www.mtc.gov.on.ca/en/cemeteries/Landscape%20of%20Memories.pdf>

Watkins, Meredith G. "The Cemetery and Cultural Memory: Montreal, 1860-1900." *Urban History Review* 31, 1 (2002): 52-62. (LC)

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>. 1851, 1901, 1911 are not searchable by name, only by geographic location. You can search the 1851, 1901 and 1911 censuses by name here: www.automatedgenealogy.com. The 1871 database is head of household only – take the location from the database and use it to find the full family on microfilm.

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)

London, and its Men of Affairs. London: Advertiser Job Printing Company, Limited, 1915? (LC)

Course Outline

Date		Topic	Due Dates	Notes
Sept. 13	1	Introduction		
Sept. 20	2	Birth	Primary sources chosen	
Sept. 27	3	Material Culture Workshop		Lawson 2260 3 hours
Oct. 4	4	Woodland Cemetery Tour		3 hours
Oct. 11	5	Home (Old North Walking Tour)	Tombstone chosen this week	Dr. Mark Tovey, Postdoctoral Fellow, Public History 3 hours
Oct. 18	6	Sickness & Health	Exhibit materials due	2 nd half of class used to test prep exhibit, finalize panels, send materials for printing 3 hours
Oct. 25	7	Exhibit Prep & Install	Artifact Biography due; All exhibit materials must be printed & ready for install	Lawson 2260 3 hours
Nov. 1	8	Garden		
Nov. 8	9	Food & Drink		
Nov. 15	10	Love, Marriage & Family		
Nov. 22	11	Dress, Beauty & Comportment		
Nov. 29	12	Amusements, Morality & Behaviour		
Dec. 6	13	Death & Mourning	Paper 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?



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)

“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 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 both research assignments.

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: Cemetery Tour

This tour of Woodland Cemetery is preparation for the final assignment.

Readings:

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)

McIlwraith, Thomas F. and Mark Hummer. "Grave and Nave: an Architecture of Cemeteries and Sanctuaries in Rural Ontario." *Ontario History* 97, 2 (2005): 138-59. (LC)

McIlwraith, Thomas. "Graves and Monuments." *Looking for Old Ontario: Two Centuries of Landscape Change*. Toronto: UTP, 1997, 226-37. (LC)

Week 5: Home (Walking Tour in Old North) *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? What can outdoor spaces, like laneways, porches, or parks tell us about social values?

Readings:

Skim Sears and Roebuck home plans from <http://www.searsarchives.com/homes/index.htm> in the time periods 1908-20.

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. (OWL)

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. (OWL)

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 6: 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?

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://medicalhistory.uwo.ca/teaching_modules/eletrotherapy/Branston_Violet_Ray_Directions.pdf

Oxyphathor Direction Book <http://www.electrotherapymuseum.com/Library/Oxyphathor/>

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 C19th 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 7: Exhibit Prep and Install

Week 8: Garden

How did Canadians imagine, interpret 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. (OWL)

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, Marriage, 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? 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: (3 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 Hansard*. Ottawa, 1879? (LC)

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

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:

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. (OWL)

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)

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

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 & 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.* ~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, Conservation, 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, Morality & Behaviour

How can leisure pastimes be political in nature? Shaped by class and gender? How were Canadians both the viewers of exhibits and the exhibits themselves? 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: (2 students)

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)

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. (OWL)

Readings:

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. (OWL)

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

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

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)

Walker, Barrington. “The Tale of Ida Jane and George: Murder, Miscegenation, and Bastardy in 1893 Raleigh, Ontario.” *Canadian Review of American Studies* 30, 2 (2000): 211-23. (LC)

Week 13: 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:

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. (OWL)

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. (OWL)

Pickles, Katie. “Locating Widows in Mid-C19th Pictou County, Nova Scotia.” *Journal of Historical Geography* 30, 1 (2004):70-83. (LC)

Zielke, Melissa. “Forget-me-Nots: Victorian Women, Mourning, and the Construction of a Feminine Historical Memory.” *Material History Review* 58 (2003): 52-66. (OWL).

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

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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.

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