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
Email: mhamilt3@uwo.ca

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%
Primary Source Analysis (written): 15%
Presentation of Source Analysis (oral): 10%
Medical Artifact Biography: 15%
Medical Artifact Exhibit 15%
Death, Memory & Material Culture Paper: 20%

Due: Every week
Due: Chosen by student
Due: Chosen by student
Due: October 25
Due: October 25
Due: December 6

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


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


**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:


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)

## Course Outline

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

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 both research assignments.
**Readings:**


**Week 4: Cemetery Tour**

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

**Readings:**


**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:**


**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.*

*Oxypathor Direction Book.* http://www.electrotherapymuseum.com/Library/Oxypathor/

**Readings:**


**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:**


**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:**


Thrush, Coll. “Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the


**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?

*Primary Sources:* (3 students)


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


**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 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:


Readings:


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)

1894?, 9-20. (LC)

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

**Readings:**


**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:**


**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_disipline_undergrad.pdf

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

**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 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 and 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, History, 519-661-2111 x84962 or rdashfo@uwo.ca.

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