



The University of Western Ontario
HISTORY 4213 F/G
Life, Love & Death in Early Canada, 1760-1914
Fall/Winter 2019-20
DRAFT SYLLABUS
Mondays 12:30-3:30 SH 3355
Instructor: Michelle Hamilton
Office Hours: TBA
Department of History, Office: Lawson Hall 2216
Email: mhamilt3@uwo.ca

Course Description: This course explores everyday life in Canada between 1760 and 1914. Topics include birth, family and home, dress and etiquette, love and marriage, food, health, morality, death and mourning. Analytical themes include race, class, gender, social memory and identity.

Prerequisite(s): 2.0 courses in History at the 2200 level or above

Unless you have either the prerequisites for this 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. The 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.

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

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 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 Materials: Most readings are online.

Methods of Evaluation:

Seminar Participation: 35%	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: 20%	Due: October 7, 2019
Death, Memory & Material Culture Paper: 20%	Due: December 2, 2019

Additional Dates:

Primary Source Analysis week chosen	No later than September 16
Tombstone chosen	No later than September 23
Last day to drop a first-term half course without penalty	November 12, 2019

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.

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. Students will be provided with a list from which to choose their object.

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 pages. High quality papers will be incorporated into the collection documentation database. **For that reason, please provide 2 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-details.html>

Required Readings: **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. (2 Hr reserve) **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)

Research Paper #2: Death, Memory and 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 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 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

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

Section C

Section F

- Dickey, Robert & Maria Scandrett

- McKim, Thomas (or McKimm)

Section H

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, 1921. From Library and Archives Canada. <https://www.bac-lac.gc.ca/eng/census/Pages/census.aspx> or www.automatedgenealogy.com.

History of the County of Middlesex, Canada: from the earliest time to the present, containing an authentic account of many important matters relating to the settlement, progress and general history

of the county, and including a department devoted to the preservation of personal and private records, etc.; illustrated. Toronto: Goodspeed, 1889. (LC)

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

Course Schedule and Readings:

<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Due Date</i>	<i>Notes</i>
Sept 9	1	Introduction		
Sept 16	2	Birth	Primary source chosen	
Sept 23	3	Material Culture Workshop	Tombstone chosen	
Sept 30	4	Cemetery Tour		
Oct 7	5	Home and Garden: Architectural Tour	Research paper #1 due	
Oct 14	6	Thanksgiving		
Oct 21	7	Sickness and Health		
Oct 28	8	Food and Drink		
Nov 4	9	Fall Break		
Nov 11	10	Love, Marriage and Family		
Nov 18	11	Dress, Beauty and Compartment		
Nov 25	12	Amusements, Morality and Behavior		
Dec 2	13	Death and Mourning	Research 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?

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)

Mellwraith, 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)

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

Week 5: Home and Garden (Walking Tour in Old North)

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? How did Canadians imagine, interpret and (re)create wilderness and landscape? How did wilderness reflect European knowledge of North American geography?

Readings:

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

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

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)

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)

Moyle, Jeremy. "Thimble Cottage and the Country Cottage Tradition in 19th-Century St. John's, Newfoundland." *Material Culture Review* 84 (2016): 66-77. (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/electrotherapy/Branston_Violet_Ray_Directions.pdf

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)

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)

Stanley-Blackwell, Laurie. "The Mysterious Strangers and the Acadian Good Samaritan: Leprosy Folklore in C19th New Brunswick." *Acadiensis* 22, 2 (1993): 27-39. (LC)

Week 9: Food & Drink

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)

Stanley-Blackwell, Laurie. "The Daily Grind: The Rotary Quern and Nova Scotia's Scots." *Material Culture Review* 80-81 (2014-15): 171-82. (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?

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, Conservation, 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)

Gibbon, 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

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:

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>

Stopp, Marianne P. "The Coast Salish Knitters and the Cowichan Sweater." *Material Culture Review* 76 (2012): 9-29. (LC)

Week 12: Leisurements, 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)

Pass, Forrest D. "Furnishing a Lodge Room on the Canadian Frontier: The Material Culture of Rideau Lodge No. 25, 1815-46." *Journal for Research into Freemasonry and Fraternalism* 6, 2 (2015): 196-231.

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)

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).

Additional Statements

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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Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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