

HISTORY 3208G
Life, Love and Death in Early Canada
Winter 2020

Fridays 10:30-12:30 In Person

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This is a draft syllabus. Please see your course OWL site for the final syllabus.

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):

1.0 History course 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 if you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

History 4213F/G, History 4496F if taken in 2011.

Course Syllabus:

This seminar in socio-cultural history explores everyday life in English Canada, 1760-1914, 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 and professionalism, social memory, and identity. Readings and assignments also emphasize how Canadians used and interpreted material culture or the “stuff” of daily life.

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 third year students, see

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

Course Materials:

All readings are online through the library catalogue (**LC**), (**OWL**), **Internet Archive (IA)** or elsewhere, as noted below.

Methods of 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): 10%

Due: To be chosen by the student

Medical Artifact Biography: 20%

Due: February 11, 2022

Research Paper Outline: 10%

Due: March 4, 2022

Research Paper: 20%

Due: April 1, 2022

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 discussion, and to contribute in a thoughtful and critical way each week. Students will be marked on the quality of their contributions. 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 questions for thought on the syllabus for each week.

Participation Marking Rubric: Participation will be marked each week on the following and then averaged at the end of the term. You may ask to 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 **summarize** and **analyse** one set of the designated weekly primary sources. Students should assess how the sources and material culture 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 day**. Presentations should not exceed **15 minutes**.

Medical Artifact Biography

Using the Winterthur Protocol, students will choose 1 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 in week 3 with discussion of the readings below. Students should also use and refer to the readings below in their biography. There is a marking rubric on OWL as well.

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

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>

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

Research Paper

Pick a subject related to the socio-cultural or material culture history of Canada from 1760-1914 and conduct the research required to write a 12-page paper. Your submission should include a historiographical section, draw on primary and secondary source research, and assess the significance of the subject to the socio-cultural history of Canada.

The focus of this paper should be *place or location as material culture*. Place or location refers to built heritage or cultural landscapes. The World Heritage Committee defines a cultural landscape as areas shaped by man or which represent the "combined works of nature and of man." These could include parks, cemeteries, gardens, farms, archaeological sites religious sites, conservation areas, battlefields, etc. Note that the building or landscape does not need to be still extant for this assignment.

Papers should be approximately 12-15 pages, double spaced, and use *Chicago Manual of Style* footnotes. This style guide may be found here: <https://www.chicagomanualofstyle.org/home.html> See the marking rubric on OWL.

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

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.

Students will prepare a **research paper outline** in advance, which will include a brief summary of the topic, the research question(s) being pursued, and a list of 10 primary and secondary sources that will be useful for the paper.

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

Accommodation for missed assignment deadlines with a Self-Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule Winter 2022

Week	Date	Topic	Due Dates
1	January 7	Introduction	
2	January 14	Birth	Sign up for all primary sources
3	January 21	Material Culture	
4	January 28	Sickness and Health	
5	February 4	Family	
6	February 11	Home	Artifact Paper due
7	February 18	Garden	
8	February 21-25	Study Break	
9	March 4	Food and Drink	Research Paper Outline due
10	March 11	Love, Courtship and Marriage	
11	March 18	Dress, Beauty and Comportment	
12	March 25	Amusements, Morality and Behaviour	
13	April 1	Death and Mourning	Final paper due

Week 1: Introduction

We discuss the syllabus, assignments and other aspects of the course. Students should choose their primary sources for analysis, **which starts next week.**

Week 2: Birth

Is birth a natural process, or a medicalized, legalized, or political one? 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?

Primary Sources (one student)

“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, 51-71. (OWL)

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

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

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

What is material culture? How can historians use and assess artifacts as primary sources? This discussion is also preparation for your artifact biography.

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. (OWL)

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. (OWL)

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)

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 shape sickness and health?

Primary Sources (2 students)

Lyman, Henry. *The Practical Home Physician* (Houston: Lone Star, 1885), 905-09. (LC)

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)

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 5: Family

How was 'family,' 'motherhood,' and 'fatherhood' defined? Whose definitions were they? How did families reinforce ties? Why did the care of some family members become institutionalized and/or legalized and not others?

Primary Source (one student)

Toronto Humane Society. *Aims and Objects of the Toronto Humane Society*. Ed. J.G. Hodgins. Toronto: W. Briggs, 1888, 84-90, 97-113, 127-40. (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

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 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 HouseBuilding 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. (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)

Week 7: Garden

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?

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 Pensylvania 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 8: Study Break

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 Sources: (2 students)

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

Buchan, William. "Of Children" and "Of the Food of Children." *Domestic Medicine: The Complete Family Physician, or, The New Handmaid of Arts and Sciences*. New-York: 1816, 7-23. (LC).

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.
<http://www.lltjournal.ca/index.php/llt/article/viewFile/5022/5891>

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, Courtship & Marriage

Was monogamy really 'normal'? How much power did women have in marriage? What alternatives did they have? How were rituals and beliefs around love and sexuality shaped by class? By rural and urban living? By different economies? How were they expressed through material culture?

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, 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)

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. (OWL)

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. (OWL)

Week 11: Dress, Beauty & Compartment

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: (one student)

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/37http://www.cbmh.ca>

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

Week 12: Amusements, Morality and Behaviour

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: (2 students)

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)

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:

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)

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. (OWL)

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?

Primary Sources: (one student)

Sears, Roebuck and Co. *Special Catalogue of Tombstones, Monuments, Tablets and Markers.* 1902. (IA) <https://archive.org/details/specialcatalogue00sear>

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)

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)

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): 52-65. (OWL)

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness