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

**Course delivery with respect to the COVID-19 pandemic:** The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously on Zoom at the times indicated in the timetable. The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

**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 3208F/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.

This course assumes that students will bring an understanding of Canadian chronological and thematic history.

We also focus on the process of *doing* history, that is, how to: interpret 2-D and 3-D primary sources; form historical questions for original research; understand historiography; how to read a journal article and a monograph; and write and structure historical research papers.
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/built heritage/cultural landscapes 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

For history outcomes and expectations for 4th 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:

Students must submit all course elements to pass the course.

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: October 12, 2022
Research Paper Outline: 10%  
Due: October 26, 2022
Research Paper: 20%  
Due: December 7, 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. Using a Powerpoint (or similar) presentation, students should summarize the sources/material culture, 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 and the presentation slides that same day. Presentations should not exceed 15 minutes.

Medical Artifact Biography
Using the Winterthur Protocol, students will choose 1 object from a provided list of objects from the Medical Artifact Collection @ Western http://www.medicalhistoryuwo.ca/ and Error! Hyperlink reference not valid. to research and write its ‘biography’ or ‘life history’ in 7-8 pages. As appropriate to each artifact, students will consider the materials, colours, form, function/use/disposal, condition, maker/manufacture, ornamentation, aesthetic qualities, iconography, symbolism, previous owner(s) and the way that the object was collected. Students will also do additional research in primary and secondary sources to write the biography. Students should also apply and refer to the readings below in their biography.

Well done papers will be incorporated into our database, and also into our social media @wernumedart and @westernupubhist. For that reason, please provide one e-copy and one hard copy.

There is a marking rubric on OWL as well.

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

This assignment will begin in week 3 with a visit to our collection room Lawson 2262.


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


Beyond the library catalogue, relevant databases for primary source research include:

- [http://www.canadiana.org](http://www.canadiana.org)
- [Medical Heritage Library](https://www.nlm.nih.gov/medhist)
- [Science (LC)](https://americanhistory.si.edu/collections/object-groups)
- [Canadian Medical Association Journal (LC)](https://americanhistory.si.edu/collections/object-groups)
- Various tools at the National Library of Medicine [https://www.nlm.nih.gov/portals/researchers.html#history-of-medicine](https://www.nlm.nih.gov/portals/researchers.html#history-of-medicine) under the History of Medicine subheading

**Artifacts to Choose From - TBD**

For pictures and/or catalogue information see our database here: [https://uwomedicalhistory.pastperfectonline.com/](https://uwomedicalhistory.pastperfectonline.com/)

**Research Paper**

Pick a subject of interest to you related to the socio-cultural and/or material culture history of Canada 1760-1914 and conduct the research required to write a 12-15 page paper.

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, prisons, asylums, outdoor art installations, religious sites, streetscapes, hospitals, military forts, conservation areas, battlefields, etc. Note that the landscape does not need to be still extant for this assignment.

Your submission should include a historiographical section, draw on primary and secondary source research, and present a tightly-argued thesis with specific supporting historical evidence.

Historians start research with a set of related questions, not already decided-upon statements. Instead, they examine the historical evidence to find the answers to their questions, like a detective starts an investigation and answers questions by examining the evidence left behind. The answer to your
question(s) is your thesis. Thesis arguments are not personal opinions or ethical judgements about what “should” be.

Encyclopedia articles, textbooks, or lectures cannot be used. Good sources for research have arguments rather than being simply descriptive or exploratory. If you are unsure if a source is academic, please ask.

This research paper topic should be focused. Topics can be refined by narrowing down the time period, geographical area, themes, case studies, or policies.

Common essay writing mistakes: choosing too large of a topic for page length; writing in the passive voice not active voice; beginning with broad sweeping generalizations; and not following Chicago style manual. Quoting should be rare and only then from primary, not secondary, sources unless extremely eloquent. Always write in the past tense.

Structurally, the paper should include an introductory paragraph with a thesis argument (1 paragraph); a brief discussion of historiography (what other historians have said about your topic 1-2 paragraphs and where your research sits in comparison); background information that the reader needs to understand your research (max. 1 page); a detailed exploration of the historical evidence that supports your argument (10-12 pages); a conclusion which re-asserts your thesis (1 paragraph).

Papers can include photographs. However, pictures are additional; you still must write 12-15 pages of text for the essay.

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.

**Tip:** It is not necessarily the best strategy to pick a location first; rather, it might be more effective to choose your topic as you would for any other research paper, and once you have done 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 and historiography, the research question(s) being pursued, and a list of 10 primary and secondary sources that will be useful for the paper.

If plagiarism in suspected, the instructor will ask for research notes after the paper has been submitted; keep all notes until the paper is returned to you.

**Course Schedule Fall 2022**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 14</td>
<td>Introduction</td>
<td>Sign up all primary sources</td>
</tr>
<tr>
<td>2</td>
<td>September 21</td>
<td>Birth</td>
<td>Sign up all primary sources</td>
</tr>
</tbody>
</table>
Week 1: Introduction
We discuss the syllabus, assignments, and other aspects of the course. Students must choose their primary sources for analysis, which starts next week. This choice is first come, first served.

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 (1 student)

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

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)


Readings:


**Week 3: Material Culture**

What is material culture? How can historians use and assess artifacts as primary sources? How do you write an artifact ‘biography’? These readings are preparation for your own artifact biography in two ways. They give you background history to the collection, as well as offer models of the interpretation of material culture.

Students will choose their artifact in advance of this class, by looking at the list on OWL. Artifact choice is ‘first come, first served,’ by emailing me or asking in person.

Students will ‘meet’ their objects in the artifact teaching room, Lawson 2262. Each student will examine their artifact, make notes, and take photos. Make sure to bring your phone or other technology to take photos and something with which to make notes. A workshop sheet guiding you through your examination will be provided. The room occupancy may be limited by Covid protocol. No pens, or food or drink are allowed in the collection.

**Readings:**


**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:**


**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? Are non-human animals part of a family?

**Primary Source** (3 students)

Savigny, Annie G. *Dick Niven and his Horse Hobby: Lantern Slide Lecture Teaching Kindness to Animals.* 1898? (LC)


**Readings:**


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)


**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)


**Catalogue of the household furniture, books and other effects and property, belonging to David Chisholme, Esq. Trois-Rivières, Québec?: 1836.**

[https://www.canadiana.ca/view/oocihm.94684/1?r=0&s=1](https://www.canadiana.ca/view/oocihm.94684/1?r=0&s=1)

**Readings:**


**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?

**Primary Source:** (2 students)

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)


**Reading:**


**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)


Readings:


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: (3 students)


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


**Readings:**


**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:** (3 students)


**Readings:**


**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? How did the government try to control how Canadians lived and the values that shaped their lives?

**Primary Source:** (4 students)


“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:


**Week 13: Death & Mourning**

What were mortality rates in early Canada? How did Canadians conceive of death and the afterlife? Did this change after the First World War? 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:** (2 students)


---


Readings:


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