

HISTORY 4213F
Life, Love and Death in Early Canada
Fall 2022

Wednesdays 1:30-3:30 TC 343

Instructor: Michelle Hamilton

Office Hours: Tuesdays 1:30-3:30

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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 @westernumedart 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.

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>

Pocius, Gerald L. "The Meaning of Objects: The Poker." *Living in a Material World: Canadian and American Approaches to Material Culture*. St. John's, Nfld: Institute of Social and Economic Research, Memorial University of Newfoundland, 1991, 1-18. (OWL)

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

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

- <http://www.canadiana.org>
- [Medical Heritage Library](#)
- *Science* (LC)
- <https://americanhistory.si.edu/collections/object-groups>
- *Canadian Medical Association Journal* (LC)
- Various tools at the National Library 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/>

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 is 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

Week	Date	Topic	Due Dates
1	September 14	Introduction	Sign up all primary sources
2	September 21	Birth	Sign up all primary sources

3	September 28	Material Culture	
4	October 5	Sickness and Health	
5	October 12	Family	Artifact Paper due
6	October 19	Home	
7	October 26	Garden	Research Paper Outline due
8	Study Break		
9	November 9	Food and Drink	
10	November 16	Love, Courtship and Marriage	
11	November 23	Dress, Beauty and Comportment	
12	November 30	Amusements, Morality and Behaviour	
13	December 7	Death and Mourning	Final paper due

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)

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. (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

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:

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)

Pocius, Gerald L. "The Meaning of Objects: The Poker." *Living in a Material World: Canadian and American Approaches to Material Culture*. St. John's, Nfld: Institute of Social and Economic Research, Memorial University of Newfoundland, 1991, 1-18. (OWL)

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? Are non-human animals part of a family?

Primary Source (3 students)

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)

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

Saleeby, Caleb Williams. "Supremacy of Motherhood." *Parenthood and Race Culture*. London and Toronto: Cassell, 1909, 145-59.

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 Sears and Roebuck house plans from <http://www.searsarchives.com/homes/index.htm> in the time period 1908-15.

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>

Readings:

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. (OWL)

Jack, Meghann E. "An Architecture of Closeness: The Ross Family Double Farmhouse in St. Mary's Nova Scotia." *Material Culture Review* 90-91 (2019-21): 59-89. (LC)

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?

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)

Dominion of Canada. Experimental Farm. *The Home Vegetable Garden and a Patriotic Gardening Competition*. Pamphlet #13. Ottawa, 191? (LC)

Reading:

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>

Knight, William. “Preaching ‘the Gospel of Clean Fish:’ Rational Consumption at the Canadian National Exhibition, 1913-19.” *Social History* 54, 111 (2021): 311-34. (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, 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)

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)

Ward, Peter. *Courtship, Love and Marriage in Nineteenth-Century English Canada.* Pp. 93-95. Montreal: MQUP, 1990. (OWL)

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: (3 students)

Cooke, Maud C. "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)

Davis, Lelia A. *Woman's Dress, a Question of the Day.* Toronto: Dept. of Hygiene and Heredity, Provincial W.C.T.U., 1894.

“Conversation.” *Our Deportment, or, The Manners, Conduct and Dress of the Most Refined Society*. Paris, ON: J.S. Brown, 1883, 72-89.

Readings:

Christie, Nancy. “Merchant and Plebian Commercial Knowledge in Montreal and Quebec, 1760-1820.” *Early American Studies* 13, 4 (2015): 856-80. (LC)

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>

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)

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)

Canada, National Service Board. *How to Live in Wartime* (Ottawa, 1917).
<http://wartimecanada.ca/document/world-war-i/rationing/thrift-economy-production>

Degree Book of the Independent Order of Good Templars. Auburn, N.Y.?, 1855, 7-10. (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. "'A Mixed Assemblage of Persons: Race and Tavern Space in Upper Canada." *Canadian Historical Review* 102, 2 (2021): 427-50. (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? 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)

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

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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:

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