COURSE DESCRIPTION:
This course provides an analysis of the field of modern Canadian history by focusing on thirteen established topics and examining the most relevant works and historians. The course offers an in depth study of post-Confederation Canadian history and historiography. The aims and outcomes focus on reading, discussing, and writing. The course also provides an excellent opportunity for doctoral candidates preparing for comprehensive examinations in the field of modern (post-confederation) Canadian history. It is, however, by no means limited to PhD students. Master’s students make up the majority of the class.

CLASSES:
The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings. All students are required to come to every seminar fully prepared by doing the readings. This course has a relatively heavy reading load and expectations are high. Student preparation and participation in the seminar process are crucial to the overall success of the course.

COURSE REQUIREMENTS:
All students are required to 1) be present and participate in all the seminars, 2) produce three literature reviews of approximately 10 pages each OR one research essay of 30 pages OR one historiographical essay of 30 pages.

The following formula will be used to determine final grades (whichever results in the higher grade):

<table>
<thead>
<tr>
<th>Participation-50%</th>
<th>OR</th>
<th>Participation-30%</th>
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<tbody>
<tr>
<td>Papers-50%</td>
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<td>Papers-70%</td>
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Participation:
Value: 50% (or 30%)
Date: Duration of Class
Length: N/A
Assignment: The weight given to participation demonstrates its importance to the success of a seminar format. Attendance, while being mandatory, does not constitute marks for participation.

Literature Reviews/Major Paper:
Value: 50% (or 70%)
Date: TBA
Length: Approximately 10 pages each or 30 pages total
Assignment: The writing assignment is meant to be as flexible as possible to meet the needs of students. MA students can use the class to write the first draft of their cognates; PhD students can use the class to write the first draft of their Canadian field comprehensive paper; PhD students can use the class to write something to do with their dissertations; or students can select three weeks of readings and write three literature reviews.
SEMINAR SCHEDULE

1. **9 January: The ‘Traditional’ Schools of Canadian Historiography**
   
   

2. **16 January: Culture (and Modernity)**
   
   Keith Walden, *Becoming Modern in Toronto: The Industrial Exhibition and the Shaping of Late Victorian Culture*
   

3. **23 January: Ethnicity/Immigration**
   
   

4. **30 January: Sexuality**
   
   

5. **6 February: Medical**
   
   
6. **13 February: The 1960s**


7. **20 February: Reading Week**

8. **27 February: The Environment**


9. **6 March: Labour and Class**


10. **13 March: Vice**


11. **20 March: The North**


12. 27 March: First Nations


13. 4 April: Age/Generation


Steven Mintz, ‘Reflections on Age as a Category of Historical Analysis,’ *The Journal of the History of Childhood and Youth*, (Volume 1, Number 1, Winter 2008), 91-94.

Stephen Lassonde, ‘Age And Authority: Adult-Child Relations During the Twentieth Century in the United States,’ *The Journal of the History of Childhood and Youth*, (Volume 1, Number 1, Winter 2008), 95-105.
