

(Preliminary syllabus)

EDST 426 HISTORY OF EDUCATION

(Sec 941)

("History of Education on Film")

Summer 1 2020

Mondays and Wednesdays, 4:30 - 7:30.

~~Scarf 207.~~ Taught online.

May 11th - June 17th

Dr. Jason Ellis

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This course uses documentaries and movies to teach about topics in the history of education.

The course will interest students curious about the history of schooling, history of culture (as a form of education), and students who want to learn more about teaching as a career.

**A note before we begin: Learning in Covid-19 time.
(Emergency remote teaching, not an online course.)**

EDST 426 is not an online course. It is a conventional course that I will teach, and you will take, in an emergency remote format.

[There are important differences between emergency remote teaching and an online course.](#)

The most important difference is that I did not develop EDST 426 to teach it online. If I had, the course would look a lot different (and, being perfectly honest, it would work a lot better).

Consequently, you and I will have to manage our expectations.

Here are some of my expectations of you that I have changed for the course:

- I have reduced the number of readings from two per class to one per class.
- I have eliminated student presentations from the course.

- I have shortened the assignments. Instead of an essay, you will write two short responses. I have reduced the word count for the final exam. The final exam will be a take home.
- I will expect you to be “present” as much as possible in class. (We will meet together online Mondays and Wednesdays, 4:30-7:30. Meetings will be in Canvas, using Collaborate.) However, you will be excused without question for all classes where it is necessary for you miss the meeting time. This includes when you can’t secure childcare; if your internet connection malfunctions, etc. To be clear: **I will not penalize you for missing classes. I won’t require you to justify or even report your absences.** I won’t take attendance; I won’t ask. I will evaluate your discussion in the classes you attend only. Even if you attend only one class (and you participate) you can still get up to 100 % for discussion participation on the whole course.

Here are some areas where you may have to change your expectations of me:

- Technology will malfunction. **This is a media heavy course; we are now reliant on streaming that media.** I will provide you with links or PDFs for all the readings. For the documentaries and movies, I will provide links where you can access the material through UBC Libraries (free of charge). I will also provide alternate links to for pay streaming services that you can use if you wish.
- I will nearly always shorten classroom meeting time. We will not meet for “the full” three hours each session.
- I may have to replace readings/films at the last moment.
- I may be unreachable or cancel classes because I have childcare demands at home as well, or if I am ill or must care for someone who is.

If you’re willing to go on with the course, here is a **preliminary syllabus.** It contains just the most important this for now: the evaluation and schedule/readings.

I hope you will choose this course and I look forward to meeting you (electronically). I want to be as honest as possible with you about the limitations under which we are all working. Emergency remote teaching, not online learning.

Evaluation

Participation and contribution to others’ learning – 55 %

You will write two responses to syllabus topics. In each response, you will answer one of these two questions:

- “What do the movies and/or documentaries assigned for this topic tell people today about this topic’s history?”

-- OR --

- “What did the films assigned teach people at the time they were produced about this topic in their present?”

To answer the question you choose, you should make appropriate references to course readings and lectures.

Response #1. To the professor (written). 1000 words maximum. - **20 % of final grade.**

Due Fridays, after the topic has been discussed. (For example: Topic 1, due Friday May 15th, 2020.)

Response #2. To a classmate (written). 1000 words maximum. - **15 % of final grade.**

Due Fridays, after the topic has been discussed.

You will write or audio record (in Canvas) one commentary on a classmate’s written response #2. 300 words maximum. - **5 % of final grade.**

Due no later than June 17th, 2020.

Participation in class discussions. (Electronically! We will figure it out as we go along). - **15 % of final grade.**

Take-home final examination - 45 %

Essay answers.

Choose to answer any two of five questions given to you in advance. 1000 words maximum per answer. (**15 per cent of final grade per answer**).

Due Friday June 26th, 2020.

Schedule

Topic #1 Education of, for, and about Indigenous Peoples and Settlers.
Monday, May 11th 2020.
Lecture.

Read: Jack Anawak, "Inuit Perceptions of the Past," in R. Layton ed., *Who Needs the Past?: Indigenous Values and Archaeology* (London: Unwin, 1989), **pp. 45-50.**

Watch: Zacharias Kunuk, [The Fast Runner \(2001\)](#).

Wednesday, May 13th, 2020.

Lecture.

Watch: Jack Orfield, [Because They Are Different \(1964\)](#).

No class Victoria Day, Monday, May 18th, 2020.

Wednesday, May 20th, 2020.

Lecture.

Read: Amy von Heyking, "Schooling for Good Character," in *Creating Citizens: History and Identity in Alberta's Schools, 1905-1980* (Calgary: University of Calgary Press, 2006), **pp. 7-28.**

Watch: Ontario Film Institute, [Saskatchewan Schools and The New Canadians \(1916/1922?\)](#).

**Topic #2
Education of Modern Boys and Girls and Women and Men.**

Monday, May 25th, 2020.

Lecture.

Read: Paula S. Fass, "Sexual Mores in the World of Youth," in *The Damned and the Beautiful: American Youth in the 1920's* (New York: Oxford University Press, 1977), **pp. 260-90.**

Watch: Fred C. Meyer, [The Freshman \(1925\)](#)

Wednesday, May 27th, 2020.

Lecture.

Read: Carolyn Strange, "Citizens, Workers and Mothers of the Race," in *Toronto's Girl Problem: The Perils and Pleasures of the City, 1880-1930* (Toronto: University of Toronto Press, 1995), **pp. 175-208.**

Watch: Ontario Motion Picture Bureau, [Her Own Fault \(1921\)](#).

Topic #3
Education of Baby Boomers and Education About Their Problems.

Monday, June 1st, 2020.

Lecture.

Read: Franca Iacovetta, "Gossip, Contest, and Power in the Making of Suburban Bad Girls: Toronto, 1945-60," *Canadian Historical Review* 80, no. 4 (1999): **pp. 585-624.**

Watch: Richard Brooks, [Blackboard Jungle \(1955\)](#).

Monday, June 3rd, 2020.

Lecture.

Read: Douglas Owram, "Safe in the Hands of Mother Suburbia: Home and Community, 1950-65," in *Born at the Right Time: A History of the Baby Boom Generation* (Toronto: University of Toronto Press, 1996), **pp. 54-83.**

Watch: Don Owen, [Nobody Waved Goodbye \(1964\)](#).

Topic #4
Disability, Deafness, and Inclusion.

Monday, June 8th, 2020.

Lecture.

Read: Jason Ellis, "Early Educational Exclusion: 'Idiotic' and 'Imbecilic' Children, Their Families, and the Toronto Public School System, 1914-50," *Canadian Historical Review* 98, no. 3 (2017): **pp. 483-504.**

Watch: Douglas Jackson, [Danny & Nicky \(1969\)](#).

Wednesday, June 10th, 2020.

Lecture.

Read: R.A.R. Edwards, "Sound and Fury; Or, Much Ado about Nothing? Cochlear Implants in Historical Perspective," *The Journal of American History* 92, No. 3 (2005): **pp. 892-920.**

Watch: Josh Aronson, [Sound and Fury \(2000\)](#).

**Topic #5
Education, Opportunity, and Race.**

Monday, June 15th, 2020.

Lecture.

Read: Funke Aladejebi, "I didn't want to be anything special. I just wanted to teach school.' A Case Study of Black Female Educators in Colchester, Ontario, 1960," *Canadian Journal of Southern Studies* 5, no. 1-2 (2012): **pp. 146-59.**

Watch: Sylvia Hamilton, [Little Black Schoolhouse \(2007\)](#).

Wednesday, June 17th, 2020.

Lecture.

Read: Diane Ravitch, "The New Politics of Education," in *The Troubled Crusade: American Education, 1945-1980* (New York: Basic Books, 1983).

Watch: Ramon Menendez, [Stand and Deliver \(1988\)](#).