

TOPICS IN THE HISTORY OF EDUCATION: INTERNATIONAL AND GLOBAL HISTORY OF EDUCATION*

EDST 507D, section 021
Department of Educational Studies
Faculty of Education
UBC

Winter 1, 2015

Wednesday, 4:30-7:30, PON F 201

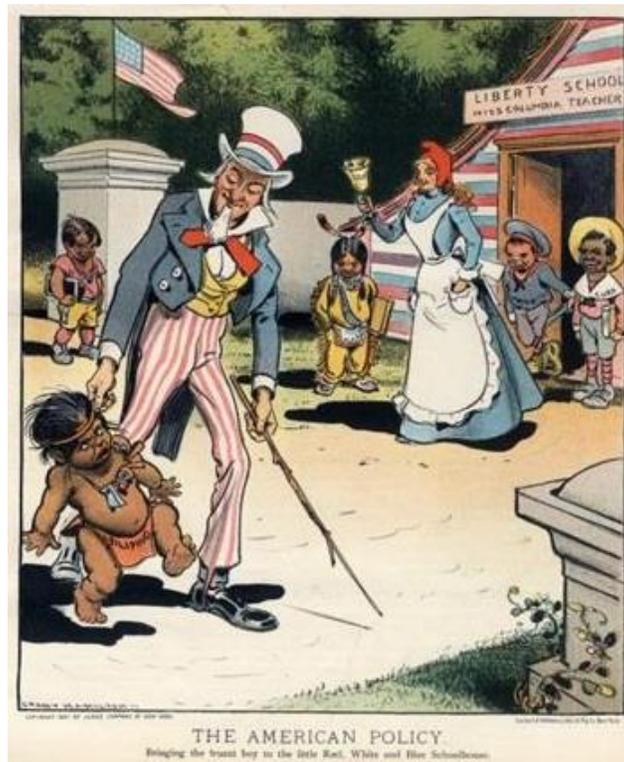
Instructor: Dr. Jason Ellis (PhD, MA York; BEd OISE-Toronto; BAH Queen's)

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Office hours: Wednesday, 3:30-4:30 PM; Friday, 9:30-10:30 AM; or by
appointment.

Phone: 604-822-9190



* Previous experience in history courses is not a requirement for this course. Most students who take this course do not have a history background.

Course description:

EDST 507D examines the educational aspects of globalization. Since the nineteenth century (since 1800) education has been enmeshed with globalization and with the history of imperialism and colonialism, history of capitalism, and histories of resistances and adaptations to Western hegemony.

Existing theory-laden discussions of imperialism and colonialism, capitalism, and globalization in educational scholarship treat these things as basically timeless. A fundamental premise of EDST 507D, however, is that these things cannot be understood except by reference to the very specific sets of historical, material circumstances where each developed. Thus EDST 507D “historicizes” each of them in turn, locating its origins and evolution in the period from approximately 1800 to the present, and examines its many relationships to education. Indeed -- as this course will show -- education has historically borne a very close and very tangible relationship to imperialism and colonialism, capitalism, and globalization. But it has borne as well a close relationship to efforts to resist and modify these forms of Western hegemony.

The course employs five case studies:

- From Missionaries to Colonialism: Education and Indigenous Peoples of North America, 1850-1920.
- “Greed and Goodwill”: American Imperialism and Education from the War of 1898 to the War on Terror.
- South Africa: Black Education Under The Rise and Fall of White Minority Rule, 1850-present.
- Between Tradition and Modernity: Education in China, ca. 1900-present.
- World History of Education since 1945: Cold War, Decolonization, and Assessment at the End of History.

Course aims and goals:

- The course will survey the history of education and imperialism, colonialism, capitalism, globalization and resistance and adaptation on a world wide scale since 1800.
- The course will foreground the historical, material conditions that produced the phenomena named above.
- The course will consider the basic intellectual premises of history as a discipline.

- Students will learn how to employ a historical case study approach to global education and will learn as well how to develop their own case studies of a local, national, or regional context of their choosing.
- Students will learn how to conduct historical research and how to apply it to any number of topics and areas in educational research broadly conceived, including policy research, qualitative research, textual analysis, and so on. Within this study, students will learn how to,
 - locate and weigh historical evidence;
 - isolate change over time and establish historical periods (periodization);
 - identify significant cause and effect in history.

Course materials:

There are two texts for purchase for this course. Both are available at UBC bookstore:

- A.J. Angulo, *Empire and Education: A History of Greed and Goodwill from the War of 1898 to the War on Terror* (New York: Palgrave, 2012). ISBN: 9781137024527. (<http://shop.bookstore.ubc.ca/p-75684-empire-and-education-a-history-of-greed-and-goodwill-from-the-war-of-1898-to-the-war-on-terror.aspx>)
- [Justin] Tolly Bradford, *Prophetic Identities: Indigenous Missionaries on British Colonial Frontiers, 1850-75* (Vancouver: UBC Press, 2012). ISBN: ISBN 9780774822800. (<http://shop.bookstore.ubc.ca/p-46169-prophetic-identities.aspx>)

The remaining readings for the course are available electronically. Links are posted on Connect.

Seminar expectations:

Your success in the course depends on the contributions that you, and your colleagues, make to the class as a learning community. In a seminar course my minimum expectation is that students will arrive having read the assigned readings and will arrive prepared to engage with their colleagues about key ideas and questions related to the readings.

At times, I will prepare seminar questions in advance for the group. However, in a graduate level course, it is expected that students are self-starters who come to class with seminar questions for each other.

Evaluation:

Assignments and evaluation will consist of one comparative paper; a group seminar project; a research paper; and class participation.

**** All assignments for this course are submitted online, on Connect. I do not, except under exceptional circumstances, accept paper or emailed copies of assignments. ****

- A) Short written assignment. Comparative paper. 20%.
- B) Group seminar project. 30%.
- C) Final research paper. 40%.
- D) Class participation. 10%.

A) Short written assignment. Comparative paper. (20%)

Your task is to write a short paper comparing **one or more historical aspects of education and colonialism in two geographical contexts** that are discussed in the readings assigned in Classes 2-4.

(If you are unsure about what the phrase “historical aspects” refers to, we will spend some time in the first four classes discussing and modelling the types of essay questions that you will develop, so that you are amply prepared.)

The essential element of this paper is a comparative argument and a thesis that makes clear comparative contentions. The essay is to be comparative and analytical, not merely descriptive.

Your essay will be based principally on the readings assigned for Classes 2-4. If necessary, you may refer to outside materials, but you are encouraged to draw mainly on the material discussed.

Your paper will be: 5-8 pages in length, double-spaced, 12 point font, with a works cited page. The paper must be appropriately referenced, and must correctly employ the formatting conventions of Chicago, APA, or MLA. (I.e. title page, footnotes or parenthetical references, list of sources, proper margins, etc.)

Comparative paper due: Friday, October 2nd, 2015, 11:59 PM, submitted on Connect.

B) Group Seminar Project. (30%)

Due: Throughout the course (Sign up on Connect.)

Working in groups of at least two, and no more than three, your task is to chair, facilitate, and lead the discussion that introduces one of the five case studies. You are responsible for the discussion of Part 1, i.e. the first week, of the case study. (I will lead the discussion for Part 2.)

Plan your seminar for approximately **90 minutes**. **No more than 30 minutes of lecturing/formal presenting by group members will be allowed**. As chairs for the class discussion, most of your objectives will be achieved through the discussion that you will lead.

Prepare an annotated bibliography handout for your classmates. The handout may not be longer than two pages (single-spaced). The only required content is the information listed in “iii) Sources for further research” outlined below. The rest of the handout’s content is up to you.

Your seminar (the presentation or discussion) **must cover these important elements**:

i) Introduction of the context. (Weighting 10%). Present an overview of the historical context for the events that the readings discuss. The material for this will be based on the readings and on research that you will conduct.

This introduction of the context should include:

- Identifying the time period involved.
- Identifying the geographical locations.
- Discussing **the change over time** that is being presented.
- Analyzing the **causes and effects of that change over time**.

ii) Leading discussion of source readings (Weighting: 10%).

This discussion should include:

- How do the readings address this week’s topic?
- What main argument does each reading make?
- What types of historical evidence are used to present this argument?
- Are the argument, and supporting evidence, convincing? Why? Why not?

iii) Sources for further research/ Annotated bibliography (Weighting: 10%).

- Locate and present to your colleagues at least **one** digital collection that would enable a person to do further research on this topic using ***primary sources***. For e.g. a digital archive, or part of it; a digital repository of historical documents or other evidence. **Provide the precise location (URL)** in your handout.

- Locate materials and present to your colleagues an annotated bibliography, consisting of at least five books or articles that would enable a person to do further research on this topic using secondary sources. Your annotations should justify your selections.

C) Final Essay - research paper. (40%)

A draft of your paper is due to me on **Friday, November 20th, 2015, 11:59 PM - submitted on Connect.**

You will read and discuss each other's drafts in two in-class workshops to be held on **Wednesday, November 25th** and **Wednesday, December 2nd, 2015.**

Final paper due: no later than Friday, December 18th, 2015, 11:59 PM - submitted on Connect.

You may write **one of three types of paper:**

- (a) A comparative paper. This paper will compare **one or more historical aspects of education and colonialism in at least two geographical contexts**. One of those contexts must be from the course (e.g. Canada, South Africa, China, etc.) and the other must be a context of your choosing that we did not study, e.g. another country, nation, or region. For e.g. you may wish to compare, say Canada's indigenous education policy to that of a Latin American country, or to an Antipodean nation; or, you could compare US education policy in one of the colonies or protectorates that we will examine (e.g. Philippines) to another colony/protectorate that we did not look at (e.g. Guam); or, you could compare China's efforts in resisting Western imperialism by adopting Western forms of education to Japan's; or (as a last example), you could compare de-colonization, education, and Cold War politics in Nigeria (which we will study) to Indonesia (which we won't).
- (b) A paper focussed on change over time in a single context that we do study in the course, or one that we do not. For e.g. China (which we look at), or India (which we don't).
- (c) Make me an offer. (A reasonable offer, mind you.) For e.g. an essay that uses a significant number of primary sources to present an original argument about one particular aspect of educational history in any global context, for e.g. a paper on Leonard Ayres's administrative progressive reforms in Puerto Rico; on planning post-Apartheid education in South Africa; on the diary of a Canadian missionary educator abroad.

Your research paper may involve course readings. However, you **must** also demonstrate that you have done considerable in-depth historical research that goes beyond the course material and analysis that adds something to your own, and to your audience's, understanding of the topic.

You will be evaluated on the quality of your research, on the originality of your topic, on the cogency and coherence of your argument, and on your ability to present convincing historical evidence supporting that argument.

The paper will be 12-25 pages in length, double-spaced, 12 point font, must be appropriately referenced, and must correctly employ the formatting conventions of Chicago, APA, or MLA. (I.e. title page, footnotes or parenthetical references, list of sources, proper margins, etc.)

<u>D) Class participation (10%)</u>
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Class participation (10%):

You will be evaluated on the quality and consistency of your contribution to the class.

Academic honesty (plagiarism and cheating)

UBC has a clear academic integrity policy. You are expected to review and understand that policy:

<http://vpacademic.ubc.ca/academic-integrity/ubc-regulation-on-plagiarism/>

UBC Library also has a helpful set of suggestions for referencing work and citations:

<http://www.library.ubc.ca/home/plagiarism/>

All work submitted for this course must be submitted to this course only, must comprise your own words and ideas, and must not contain any material that is copied from any other source – unless that material is accurately quoted and/or acknowledged, and referenced. The penalties for academic misconduct are serious and range from a letter of reprimand to degree revocation.

Should you ever have any question about how to quote, acknowledge, or cite material, **please consult with me in advance of submitting your work.**

Reading List:

Class One. Wednesday, September 9th, 2015.
Introduction and Methods: History of Education and Global History.

Read (required):

- Richard Aldrich, "The three duties of the historian of education," *History of Education* 32, no. 2 (2003): **pp. 133-143.**

Read (strictly optional):

- John Darwin, "Chapter 9. Tamerlane's Shadow," in *Darwin After Tamerlane: The Global History of Empire Since 1405* (New York: Bloomsbury, 2008): **pp. 487-506. (*Optional reading only.)**

Class Two. Wednesday, September 16th, 2015.
From Missionaries to Colonialism: Education and Indigenous Peoples of North America, 1850-1920, Part 1.

Read (required):

- Tolly Bradford, *Prophetic Identities: Indigenous Missionaries on British Colonial Frontiers, 1850-75* (Vancouver: UBC Press, 2012), **pp. 1-107.) *Text for purchase at UBC bookstore.***

Class Three. Wednesday, September 23rd, 2015.
From Missionaries to Colonialism: Education and Indigenous Peoples of North America, 1800-1920, Part 2.

Read (required):

- James Daschuk, "Chapter 7. Treaties, Famine, and Epidemic Transition on the Plains, 1877-82," in *Daschuk Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2003), **pp. 99-126.**
- Bradford, *Prophetic Identities*, **pp. 111-130.**
- J.R. Miller, "Chapter 4, 'Calling In the Aid of Religion': Creating a Residential School System," in *Miller, Shingwauk's Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996), **pp. 89-120.**

Class Four. Wednesday, September 30th, 2015.

“Greed and Goodwill”: American Imperialism and Education from the War of 1898 to the War on Terror, Part 1.

Read:

- A.J. Angulo, *Empire and Education: A History of Greed and Goodwill from the War of 1898 to the War on Terror* (New York: Palgrave, 2012), **pp. 1-86. *Text for purchase at UBC bookstore.***
- Matthew Frye Jacobson, Chapter Four, “Theories of Development: Scholarly Disciplines and the Hierarchies of Peoples,” in *Barbarian Virtues: The United States Encounters Foreign Peoples At Home and Abroad, 1876-1917* (New York: Hill & Wang, 2000), **pp. 139-172.**

Class Five. Wednesday, October 7th, 2015.

“Greed and Goodwill”: American Imperialism and Education from the War of 1898 to the War on Terror, Part 2.

Read:

- Angulo, *Empire and Education*, **pp. 87-144.**
- Jonathan Zimmerman, “Chapter Three, Schooling for All,” in *Innocents Abroad: American Teachers in the American Century* (Cambridge, MA: Harvard University Press, 2006), **pp. 81-115.**

Class Six. Wednesday, Wednesday, October 14th, 2015.

South Africa: Black Education Under The Rise and Fall of White Minority Rule, 1850-present, Part 1.

Read:

- Bradford, *Prophetic Identities*, **pp. 35-59, 131-160.**
- Bill Freund, “Chapter 11, Southern Africa in Crisis,” in Freund, *The Making of Contemporary Africa: The Development of African Society Since 1800*, 2nd ed. (London: MacMillan, 1988), **pp. 220-245.**
- Frank Molteno, “The Historical Foundations of the Schooling of Black South Africans,” in Peter Kallaway ed., *Apartheid and Education: The Education of Black South Africans* (Johannesburg: Ravan Press, 1984), **pp. 48-107.**

Class Seven. Wednesday, Wednesday, October 21st, 2015.

South Africa: Black Education Under The Rise and Fall of White Minority Rule, 1850-present, Part 2.

Read:

- Cynthia Kros, "W.W.M. Eiselen: Architect of Apartheid Education," in Peter Kallaway ed., *The History of Education Under Apartheid 1948-1994: The Doors of Learning Shall be Opened* (New York: Peter Lang, 2002), **pp. 53-73.**
- Jonathan Hyslop, "Chapter 9, Beyond the Revolt: 1972 to 1987," in Hyslop *The Classroom Struggle: Policy and Resistance in South Africa 1940-1990* (Pietermaritzburg, SA: University of Natal Press, 1999), **pp. 166-178.**
- Ali A. Abdi, excerpt from "Chapter 5, Multiculturalism and Multicultural Education in South Africa: Multicultural Education in Post-Apartheid South Africa: Theory and Practice," in Abdi *Culture, Education, and Development in South Africa: Historical and Contemporary Perspectives* (Wesport, CT: Bergin & Garvey, 2002), **pp. 149-167.**

Class Eight. Wednesday, October 28th, 2015.

Between Tradition and Modernity: Education in China, ca. 1900-present. Part 1.

Read:

- John Cleverley, "Chapter 3. Founding modern education," in Cleverley *The Schooling of China*, 2nd ed. (North Sydney, NSW: Allen and Unwin, 1991), **pp. 29-48.**
- Ruth Hayhoe, "Cultural Tradition and Educational Modernization: Lessons from the Republican Era," in Hayhoe ed. *Education and Modernization: The Chinese Experience* (Oxford: Pergamon, 1992), **pp. 47-72.**
- Suzanne Pepper, "New Directions in Education," in Roderick MacFarquhar and John K. Fairbank eds., *The Cambridge History of China*, Volume 14: The People's Republic, Part 1: The Emergence of Revolutionary China, 1949-1965 (Cambridge, UK: Cambridge University Press, 1987), **pp. 398-431.**

Class Nine. Wednesday, November 4th, 2015.

Between Tradition and Modernity: Education in China, ca. 1900-present. Part 2.

Read:

- Joel Andreas, Excerpts from "Introduction" and "Chapter 8. Worker-Peasant-Soldier-Students," in Andreas, *The Rise of the Red Engineers* (Stanford: Stanford University Press, 2009), **pp. 1-14, 188-210.**
- David Harvey, "Chapter 5. Neoliberalism 'with Chinese Characteristics,'" in Harvey *A Brief History of Neoliberalism* (Oxford: Oxford University Press, 2007), **pp. 130-151.**
- Qin Zhua, Brent K. Jesieka, and Yu Gongga, "Past/forward policymaking:

<p>transforming Chinese engineering education since the Reform and Opening-up," <i>History of Education</i>, 44, no. 5 (2015): pp. 553-574.</p>
<p style="text-align: center;">Class Ten. Wednesday, November 11th, 2015. <u>World History of Education since 1945: Cold War, Decolonization, and Assessment at the End of History. Part 1.</u></p> <p>Read (required):</p> <ul style="list-style-type: none"> • Ogechi Emmanuel Anyanwu, "Chapter 2, Towards Educational Reform: The Cold War, Decolonization, and the Carnegie Corporation, 1952-1960," in Anyanwu <i>The Politics of Access: University Education and Nation-Building in Nigeria, 1948-2000</i> (Calgary: University of Calgary Press, 2011), pp. 37-68. • Lene Buchert, "Chapter Six. Education for Socialism, Self-Reliance, & Social Commitment, 1962-81," in Buchert <i>Education in the Development of Tanzania 1919-90</i> (London: James Currey, 1994), pp. 90-122. • Ruth Compton Brouwer, "Chapter 3. Development is Disturbance: Change, Politics, and Conflict in CUSO's 1970s," in Brouwer, <i>Canada's Global Villagers: CUSO in Development, 1961-86</i> (Vancouver: UBC Press, 2013), pp. 94-135.
<p style="text-align: center;">Class Eleven. Wednesday, November 18th, 2015. <u>World History of Education since 1945: Cold War, Decolonization, and Assessment at the End of History. Part 2.</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Daniel Tröhler, "Change Management in the Governance of Schooling: The Rise of Experts, Planners, and Statistics in the Early OECD," <i>Teachers College Record</i>, 116, no. 9 (2014): 1-26. • Sherman Dorn, "Testing Like William the Conqueror: Cultural and Instrumental Uses of Examinations," <i>Education Policy Analysis Archives</i>, 22 no. 119 (December 8th, 2014): 1-16.
<p style="text-align: center;">Class Twelve. Wednesday, November 25th, 2015. <u>Paper Workshop, I.</u></p> <p style="text-align: center;">TBD.</p>
<p style="text-align: center;">Class Thirteen. Wednesday, December 2nd, 2015. <u>Paper Workshop, II.</u></p> <p style="text-align: center;">TBD.</p>