

HISTORY OF EDUCATIONAL POLICY

EDST 504A (941)

Department of Educational Studies

Faculty of Education

The University of British Columbia

Summer 2B, 2017 (24 July – 11 August)

Monday-Friday, 10:30 AM – 1:00 PM

PCOMM 1008

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“An education system designed in the very different circumstances of an earlier century can't possibly always meet the challenges students face – both now and in the future.” – *B.C. Education Plan, 2013.*

Course description and aims and goals:

Every educational policy has roots in the past. More than that, policy makers invoke history all the time. Think 'back-to-basics' curriculum for example, which harkens to an instructional past that may – or may not – have existed. Or, consider the quotation above, where past history is used to justify future policy change in British Columbia.

EDST 504a takes a three part approach to the history of educational policy.

- I. We will survey the historical development of educational policies and the policy making process, in primarily British Columbian, Canadian, and Indigenous contexts.
- II. We will learn how to evaluate policy makers' historical claims.

- III. We will learn how to conduct historical research and to usefully apply that research to document, analyze, or recommend educational policy.

Course materials:

All of the readings for this course are available electronically. Links are posted on Connect. **There is no course reader for purchase.**

A note on required and supplementary readings: Each class meeting's reading list consists of required and supplementary readings. To participate effectively in the class activities students **must do at least the indicated required readings.**

The supplementary readings, at the back of the syllabus, are **strictly optional.** They are the materials I have used to compose my lectures. They may also be discussed in class, but you need not have read them in order to participate in the discussion. You may find it useful to return to select supplementary readings as you complete your research paper.

Course format and my expectations:

This course has both professor- and student-led elements.

Your success in the course depends on the contributions that you and your colleagues make to the class. In a graduate course my minimum expectation is that students will arrive every day having read all of the required readings, having made appropriate notes, and prepared to discuss key ideas and questions with their colleagues and me. A good rule of thumb: come to class prepared enough that you would be able to "teach" the material to others.

The syllabus states seminar questions to guide your reading. However, in a graduate level course, it is expected that students are self-starters who come to class with seminar questions for each other.

I will also lecture on material related to the topic at hand.

Evaluation:

Assignments and evaluation will consist of one short presentation; a short written assignment; a research essay on any aspect of policy, past or present, that interests you; 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) "Methods" reading presentation (in groups). 30%.
- B) Short written assignment (individually). 15%.
- C) Final essay – research paper (individually or in groups). 45%.
- D) Class participation. 10%.

A) "Methods" reading presentation (30%):

Historians of education have often dabbled in policy analysis, sometimes in policy making as well. In this course there are a number of "methods" readings (identified on the syllabus with an "M", i.e. **M.X.x. and in blue font**). In these readings the authors discuss some aspect of applying historical methods as tools for policy analysis in the education field.

Working in groups, you will present one "methods" reading from the syllabus to your colleagues in the class. Your objective is to:

- (a) Identify and explain for your colleagues information about historical methods for policy analysis and/or policy making presented in the "methods" reading that they might utilize in their own research.
 - What basic terms and concepts from the reading would the class benefit from knowing?
 - What arguments does the author(s) make about history as a tool for policy analysis?
 - What is unique in the reading, or differentiates the author's argument from other arguments about policy and history that we have seen in the course?
- (b) Following your presentation, lead a class discussion based on it about historical methods and policy analysis and/or policy making.

Your presentation should make a few essential points and should have an organizing thesis. (Tip: avoid getting bogged down in the article's detail. Your job is not to summarize the article's contents.)

Your presentation will be (a mere) 9-12 minutes in length. You will also be responsible of leading the class in a discussion of the reading and topic for 30-45 minutes following the presentation.

You must also prepare a one page (single sided, double spaced - and no more than that) handout for your colleagues to accompany your presentation.

You will be evaluated holistically on the overall quality of the presentation: the points you raise, clarity and coherence of the presentation, and the usefulness of your handout.

Presentation dates: – sign up on Connect – July 25th, July 26th, July 31st, August 3rd, August 10th.

B) Short written assignment: Historical analysis (15%).

Your assignment is to answer the following question:

*“Between 1849 and the present, what major changes have occurred in **who** makes K-12 education policy in British Columbia, and in **how** this policy is made? **Why** did these changes occur? (I.e. What were the causes of the changes?)*

Your answer must be in essay form. **It should be 2-5 pages in length, double-spaced, 12 point font.**

It must contain a clear thesis statement that provides a succinct answer to the question.

It must present evidence to support that answer drawn from relevant course readings. (You may not cite my lectures as sources.)

The paper must be properly referenced and must correctly employ the formatting conventions of your choice of Chicago, APA, or MLA style. (I.e. title page, footnotes or parenthetical references, bibliography or works cited, proper margins, etc.)

You will be evaluated on the clarity and coherence of your argument and on the convincingness of the evidence that you present to support it.

Assignment due: Friday, July 28th, 2017, by 11:59 PM. (Submitted on Connect.)

C) Final Essay - research paper (45%):

You may work individually or in a group. If you choose the group option, every member of the group will receive the same grade. It is up to you to fairly regulate group members' relative contributions and to manage the group dynamic.

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

- (a) A history of an education policy, living or dead, that interests you. For example, you might write about: "Special Education Policy in B.C., 1960-present: The Sources of Change" or "The History of School Consolidation Policy in B.C.: A Response to Changing School Demographics" or "The History of Teacher Merit Pay Policies: What worked, what didn't work, and why."

OR (not and)

- (b) A historical policy analysis of a current or a proposed policy. Your task is to use history as a policy analysis tool to generate new insights, and if you wish recommendations, about policy. For example: "B.C.'s Education Plan: Has 'Learning Empowered by Technology' Worked in the Past?"

You also have the option of writing your paper based on the topic discussed in Classes Six/Seven ("Reconstructing Indigenous Education Policy") or Classes Nine/Ten ("History of British Columbia's Higher Education System Policy.") In this case, you may write either a paper that is:

- (c) a history of the Indian Control of Indian Education Policy, or a history of the post-secondary education system policy proposed in the MacDonald Report

OR (not and)

- (d) a historical policy analysis of the British Columbia Tripartite Education Framework Agreement, or of policy proposals in Campus 2020.

No matter which option you select, your research paper may involve course readings (required and supplementary). However, you must also demonstrate that you have done research and analysis that adds something to your own, and to your audience's, understanding of the topic. (You may not cite my lectures as sources.) You will be evaluated on this, on the strength of your argument, and on your ability to present evidence supporting your argument that is coherent and convincing.

The paper will be 10-25 pages in length, double-spaced, 12 point font, must be appropriately referenced, and must correctly employ the formatting conventions of your choice of Chicago, APA, or MLA. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.)

(See also the “Rubric on Written Work” at the end of this syllabus).

For inspiration, you may wish to consider essays by other historians in the following books (**on reserve at the Education Library**):

Eric W. Ricker and B. Anne Wood eds., *Historical Perspectives on Educational Policy in Canada: Issues, Debates and Case Studies* (Toronto: Canadian Scholars’ Press, 1995).

Kenneth K. Wong and Robert Rothman eds., *Clio at the Table: Using History to Inform and Improve Education Policy* (New York: Peter Lang, 2009).

Diane Ravitch and Maris A. Vinovskis eds., *Learning from the Past: What History Teaches Us About School Reform* (Baltimore: Johns Hopkins University Press, 1995).

Or, have a look at this website: <http://www.historyandpolicy.org/>

Finding policies: Although these suggestions are not exhaustive, and do not capture the full range of policy, they are good examples of places to find current policies.

- Vancouver School Board Policy Manual. <https://www.vsb.bc.ca/policy-manual>
- Government of British Columbia. <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy>
- British Columbia Manual of School Law. <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/manual-of-school-law>
- Indigenous and Northern Affairs Canada (INAC). <https://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605>
- First Nations Education Steering Committee (of BC) (FNESC) <http://www.fnesc.ca/>

I must approve your topic (on Connect) by no later than Tuesday, August 1st, 2017.

Individuals or groups must schedule a meeting with me on Tuesday, August 8th or Wednesday, August 9th to discuss your paper and progress.

**Final paper due: no later than Friday, August 18th, 2017, by 11:59 PM.
(Submitted on Connect.)**

D) 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://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

UBC Learning Commons also has a helpful set of suggestions for referencing work and citations and avoiding plagiarism:

<http://learningcommons.ubc.ca/resource-guides/avoid-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 a question about how to quote, acknowledge, or cite material, **please consult with me before submitting your work.**

**PART 1 - SURVEY OF EDUCATIONAL POLICY AND POLICY MAKING,
1800-PRESENT.**

**Class One. Monday, July 24th, 2017.
Introduction and Methods.**

1. Lecture (topics):

- The historical method: a scandalously short introduction.
- History/policy.
- The history of the history of education.

2. Seminar discussion (reading required):

- **(1.1)** Larry Cuban, "Can Historians Help School Reformers?," *Curriculum Inquiry* 31, no. 4 (2001): **pp. 453-467** or read only **453-457, 464-467**.* (If you wish, you may focus on Cuban's methodological discussion and skip the three reviews in the middle, i.e. skip from "Moral Education in America" on p. 457 to the end of "The Failed Promise of the American High School" section on p. 464.)
- **(1.2)** Richard Aldrich, "The three duties of the historian of education," *History of Education* 32, no. 2 (2003): **pp. 133-143**.

Guiding questions for required seminar reading:

- What is history?
- What is history of education?
- What is presentism?

**Class Two. Tuesday, July 25th, 2017.
Education from Private Matter to Public Policy, 1800-1871.**

1. Group presentation (reading required):

- **(M.2.1)** Excerpts from Peter N. Stearns, "History and Public Policy," in George J. McCall and George H. Weber eds., *Social Science and Public Policy: The Roles of Academic Disciplines in Policy Analysis* (Port Washington, NY: Associated Faculty Press, 1984), read only pp. **91-112, 121-128**.* (i.e. skip the two cases studies on "Applied History and Mental Illness Policy," pp. 112-114 and "Applied History and the Problem of Work and Mental Illness," pp. 114-121.)

2. Lecture (topics).

- The legal and constitutional basis of public and separate schools in Canada.
- The emergence of state schooling: benevolence, social control, neither?
- Writing educational history: revisionism.

3. Seminar (reading required):

- **(2.2)** Jean Barman, “The Emergence of Educational Structures in Nineteenth-Century British Columbia,” in Jean Barman and Mona Gleason eds. *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 2003), pp. **13-35**.

Guiding questions for required seminar reading:

- Was a policy of state-funded, secular schools for British Columbia a historical inevitability?

Class Three. Wednesday, July 26th, 2017.

Federal Indian Education Policy in Western Canada, 1840-1951.

1. Group presentation (reading required):

- **(M.3.1)** David Tyack and Larry Cuban, “Chapter 2. Policy Cycles and Institutional Trends,” in *Tinkering Toward Utopia: A Century of Public School Reform* (Cambridge, MA: Harvard University Press, 1995), pp. **40-59**.

2. Lecture (topics):

- Missionary educators.
- The Number Treaties and humanitarian crisis on the Prairies.
- The Davin Report.
- The Indian Act.

3. Seminar (reading required):

- **(3.2)** Jean Barman, “Schooled for Inequality: The Education of British Columbia Aboriginal Children,” in Jean Barman and Mona Gleason eds. *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 2003), pp. **55-79**.

Guiding questions for required seminar reading:

- What choices (between alternatives) make up the early history of Indian education policy in British Columbia?

- Could different choices have yielded different outcomes?
- What evidence do you have?

Class Four. Thursday, July 27th, 2017.

Bureaucratization and the Centralization of Policy Making, 1870s-1940.

1. Lecture (topics):

- Policy alternatives to bureaucracy.
- Policy centralization.
- Educational finance and policy making.

2. Seminar (reading required):

- **(4.1)** David Tyack, "Creating the One Best System," **pp. 39-59**, "Inside the System: The Character of Urban Schools, 1890-1940," **pp. 177-182**, and "Success Story: The Administrative Progressives," **pp. 182-216** in *The One Best System: A History of American Urban Education* (Cambridge, MA: Harvard University Press, 1974).

Guiding questions for required seminar reading:

- How did policy change with bureaucratization? (Think about who?, how?, why?-causes?)
- What evidence do you have?

Class Five. Friday, July 28th, 2017.

Decentralization and the Fall (?) of Policy Power, 1960-present.

1. Lecture (topics):

- The end of expansion: money and enrolment.
- The school wars.

2. Seminar discussion (reading required):

- **(5.1)** Thomas J. Fleming, "From Educational Government to the Government of Education: The Decline and Fall of the British Columbia Ministry of Education, 1972-1996," *Historical Studies in Education* 15, no. 2 (Fall 2003): pp. **210-236**.
- **(5.2)** Excerpt from David Tyack and Elisabeth Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980* (New York: Basic Books, 1982), **pp. 237-249**.

Guiding questions for required seminar reading:

- How did the power to make educational policy change after approximately 1960?
- Why did it change (what were the causes)?
- What were the effects of the changes?
- What evidence do you have?

PART 2 - APPLIED HISTORY AND POLICY TOPICS IN EDUCATION

Class Six. Monday, July 31st, 2017

Reconstructing Indigenous Education Policy, Part I.

1. Group presentation (reading required):

- **(M6.1)** David Tyack and William Tobin, "The 'Grammar' of Schooling: Why Has it Been So Hard to Change?," *American Educational Research Journal* 31, no. 3 (Fall 1994), pp. [453-479](#).

2. Lecture (topics):

- The 'White Paper' and the Indigenous short-term response.

3. Seminar (reading required):

- **(6.2)** National Indian Brotherhood, *Indian Control of Indian Education* (author: 1972).
- **(6.3)** Dianne Longboat, "First Nations Control of Education: The Path to our Survival as Nations," in Jean Barman, Yvonne Hébert, and Don McCaskill, *Indian Education in Canada, Volume 2: The Challenge* (Vancouver: UBC Press, 1987), pp. [22-42](#).

Guiding questions for required seminar reading:

- What are the main policy points that the document *Indian Control of Indian Education* seeks to make? (Identify precise quotations in the document as evidence.)
- Use the readings from classes One-Five to situate the document in its historical context. How does it connect to events leading up to its date of publication (1972)? What evidence do you have?

Class Seven. Tuesday, August 1st, 2017.

Reconstructing Indigenous Education Policy, Part II.

1. Lecture (topics):

- Indigenous self-government (the long-term response).
- The Nisga'a education authority.
- Land claims and treaties.
- The *Nunavut Education Act*.

2. Seminar (reading required):

- **(7.1)** British Columbia Tripartite Education Framework Agreement (2012).
<https://www.aadnc-aandc.gc.ca/eng/1327671439967/1327674065864>
- **(7.2)** Helen Raptis, "Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-81," *Historical Studies in Education* 20, no. 1 (Spring 2008): **118-146**.

Guiding questions for required seminar reading:

- Are there elements of *Indian Control of Indian Education* visible in the BC Tripartite Framework? (Identify precise quotations in both documents as evidence.)
- Are there elements from *Indian Control of Indian Education* that are missing in it?
- What changes over time appear to have occurred in the direction of Indigenous education policy between 1972 and 2012? What continuities are there? What evidence do you have for both?
- What theories do you have about the causes continuity or change? What theories do you have about the effects of both?

Class Eight, Wednesday, August 2nd, 2017.

To be confirmed. UBC Archives visit.

Class Nine, Thursday, August 3rd, 2017.

History of British Columbia's Higher Education System Policy, Part I.

1. Group presentation (reading required):

- **(M.9.1)** John R. Thelin, Chapter 1, "Colleges and Universities: Peculiar Institutions," **pp. 5-23**, in *Higher Education and Its Useful Past: Applied History in Research and Planning* (Cambridge, MA: Schenkman, 1982).

2. Lecture (topics):

- The purpose of the university in post-Second World War Canadian society.

3. Seminar (reading required):

- **(9.2)** John B. MacDonald, *Higher Education in British Columbia and A Plan for the Future* (Vancouver: UBC, 1962), **pp. 1-15, 104-105 and one other chapter (you will be assigned your chapter on Connect).**
- **(9.3)** John D. Dennison, "Higher Education in British Columbia 1945-1995: Opportunity and Diversity," in Glen A. Jones ed., *Higher Education in Canada: Different Systems, Different Perspectives* (New York: Routledge, 1997), **pp. 31-58.**

Guiding questions for required seminar reading:

- What are the main policy points that the document *Higher Education in British Columbia and A Plan for the Future* seeks to make? (Identify precise quotations in the documents as evidence.)
- Use the readings from classes One-Five, and the Dennison reading (9.3), to situate *Higher Education in British Columbia and A Plan for the Future* in its historical context. How does it connect to events leading up to its date of publication (1962)? What evidence do you have?

Class Ten, Friday, August 4th, 2017.

History of British Columbia's Higher Education System Policy, Part II.

1. Seminar (reading required):

- **(10.1)** P. Geoff Plant, *Access and Excellence: The Campus 2020 Plan for British Columbia's Post-Secondary Education System* (Victoria: Government of British Columbia, 2007).

Reading guide:

- Are there elements of *Higher Education in British Columbia and A Plan for the Future* visible in the *Campus 2020*?
- Are there elements from *Higher Education in British Columbia and A Plan for the Future* that are missing in it?
- What changes over time appear to have occurred in the direction of B.C. post-secondary education policy between 1962 and 2007? What continuities are there? What evidence do you have for both? What theories do you have about the causes continuity or change? What theories do you

<p>have about the effects of both?</p>
<p style="text-align: center;">Monday, August 7th, 2017</p> <p style="text-align: center;">** British Columbia Day Holiday. No class. **</p>
<p style="text-align: center;">Class Eleven, Tuesday, August 8th, 2017.</p> <p style="text-align: center;">Independent or group work on your paper draft. Consultation meetings with me.</p>
<p style="text-align: center;">Class Twelve, Wednesday, August 9th, 2017.</p> <p style="text-align: center;">Independent or group work on your paper draft. Consultation meetings with me.</p>
<p style="text-align: center;">Class Thirteen, Thursday, August 10th, 2017 <u>Educational Policy History of the Present and Future?: Choice.</u></p> <p>1. <u>Group presentation (reading required):</u></p> <ul style="list-style-type: none"> • (M13.1) Jack Dougherty, "Conflicting Questions: Why Historians and Policymakers Miscommunicate on Urban Education," in Kenneth K. Wong and Robert Rothman eds., <i>Clio at the Table: Using History to Inform and Improve Education Policy</i> (New York: Peter Lang, 2009), pp. <u>251-262</u>. <p>2. <u>Lecture</u></p> <ul style="list-style-type: none"> • Private and public schools. • Alternative schools. <p>3. <u>Seminar (reading required):</u></p> <p style="padding-left: 40px;"><u>Read one of:</u></p> <ul style="list-style-type: none"> • (13.2) Jean Barman, "Deprivatizing Private Education: The British Columbia Experience," <i>Canadian Journal of Education/Revue canadienne de l'education</i> 16, no. 1 (Winter, 1991): <u>12-31</u>.

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- **(13.3)** Diane Ravitch, "Choice: The Story of an Idea," pp. **113-148** in *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* rev. and expanded ed. (New York: Basic Books, 2010).

Class Fourteen, Friday, August 11th, 2017
Educational Policy History of the Present and Future?: Management and Accountability.

1. Seminar (reading required):

Read one of:

- **(14.1)** Diane Ravitch, "The Search for Order and the Rejection of Conformity: Standards in American Education," pp. **167-190**, in Ravitch and Maris A. Vinovkis eds., *Learning from the Past: What History Teaches Us About School Reform* (Baltimore: Johns Hopkins University Press, 1995).

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- **(14.2)** Daniel Tröhler, "Change Management in the Governance of Schooling: The Rise of Experts, Planners, and Statistics in the Early OECD," *Teachers College Record*, 116, no. 9 (2014): **1-26**.

Class-by-class supplementary reading

Class 1

- Gary McCulloch and William Richardson, *Historical Research in Educational Settings* (Buckingham: Open University Press, 2000).
- Eric W. Ricker, "Historians and the Study of Educational Policy: An Overview," in Ricker and B. Anne Wood eds., *Historical Perspectives on Educational Policy in Canada: Issues, Debates and Case Studies* (Toronto: Canadian Scholars' Press, 1995), pp. 3-24.
- Kenneth K. Wong and Robert Rothman eds., *Clio at the Table: Using History to Inform and Improve Education Policy* (New York: Peter Lang, 2009).
- Diane Ravitch and Maris A. Vinovskis eds., *Learning from the Past: What History Teaches Us About School Reform* (Baltimore: Johns Hopkins University Press, 1995).
- David Tyack and Larry Cuban, *Tinkering Toward Utopia: A Century of Public School Reform* (Cambridge, MA: Harvard University Press, 1995).
- Wayne J. Urban ed., *Leaders in the Historical Study of American Education* (Rotterdam: Sense, 2011).
- Jason Ellis, "The History of Education as 'Active History': A Cautionary Tale?," *ActiveHistory.ca Papers*, No. 11 (24 September 2012).
<http://activehistory.ca/papers/history-papers-11/>

Class 2

- Paul Axelrod, Chapter 2 "Building the Educational State," in *The Promise of Schooling: Education in Canada, 1800-1914* (Toronto: University of Toronto Press, 1997): pp. 24-43.
- F. Henry Johnson, Part One "The Foundations 1849-1872," in *A History of Public Education in British Columbia* (Vancouver: University of British Columbia, 1965): pp. 15-42.
- Michael B. Katz, *The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts* (Boston: Beacon Press, 1968), pp. 1-112.
- Alison Prentice, *The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada* (Toronto: McClelland and Stewart, 1977).
- R.D. Gidney and W.P.J. Millar, "From Voluntarism to State Schooling: The Creation of the Public School System in Ontario," *Canadian Historical Review* 66, no. 4 (1985): pp. 443-473.
- Ronald Manzer, Chapter 3, "Foundations of Public Education: Religion, Language, and Public Schools," in *Public Schools and Political Ideas: Canadian Educational Policy in Historical Perspective* (Toronto: University of Toronto Press, 1994), pp. 51-67.
- Marvin Lazerson, "Revisionism and American Educational History," *Harvard Educational Review*, 43, no. 2 (1973): pp. 269-283.
- J. Donald Wilson, "Introduction: The Historiography of British Columbia Educational History," in J. Donald Wilson and David C. Jones eds., *Schooling and Society in 20th Century British Columbia* (Calgary: Detselig, 1980), pp. 7-21.

Class 3

- J.R. Miller, *Shingwauk's Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996).
- E. Brian Titely, "Duncan Campbell Scott and Indian Education Policy," in J. Donald Wilson ed., *An Imperfect Past: Education and Society in Canadian History* (Vancouver: UBC, 1984), pp. 141-153.
- Jean Barman, Yvonne Hébert, and Don McCaskill eds., *Indian Education in Canada, Volume 1: The Legacy* (Vancouver: UBC Press, 1986).
- John Milloy, "A National Crime": *The Canadian Government and the Residential School System 1879-1986* (Winnipeg: University of Manitoba Press, 1999).
- James W. Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2013).

- Eve Chapple and Helen Raptis, "From Integration to Segregation: Government Education Policy and the School at Telegraph Creek, British Columbia, 1906-1951," *Journal of the Canadian Historical Association* 24, no. 1 (2013): 131-162.
- Helen Raptis, "Blurring the Boundaries of Policy and Legislation in the Schooling of Indigenous Children in British Columbia, 1901-1951," *Historical Studies in Education/Revue d'histoire de l'éducation* 27, no. 2 (Fall 2015): 65-77.
- Helen Raptis with members of the Tsimshian Nation, *What We Learned: Two Generations Reflect on Tsimshian Education and the Day Schools* (Vancouver: UBC Press, 2016).

Class 4

- Michael B. Katz, "The Emergence of Bureaucracy in Urban Education: The Boston Case, 1850-1884: Part I," *History of Education Quarterly* 8, no. 2 (Summer 1968): 155-188 and ... " ...: Part II," *History of Education Quarterly* 8, no. 3 (Autumn 1968): 319-357.
- David Tyack, *The One Best System: A History of American Urban Education* (Cambridge, MA: Harvard University Press, 1974).
- R.D. Gidney and D.A. Lawr, "Bureaucracy vs. Community? The Origins of Bureaucratic Procedure in the Upper Canadian School System," *Journal of Social History* 13, no. 3 (1980): 438-457.
- R.D. Gidney and W.P.J. Millar, *How Schools Worked: Public Education in English Canada 1900-1940* (Montreal: McGill-Queen's University Press, 2012).
- David Tyack and Elisabeth Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980* (New York: Basic Books, 1982).
- Thomas Fleming ed., *School Leadership: Essays on the British Columbia Experience, 1872-1995* (Mill Bay, BC: Bendall Books, 2001).

Class 5

- Thomas Fleming, *Worlds Apart: British Columbia Schools, Politics, and Labour Relations Before and After 1972* (Mill Bay, B.C.: Bendall Books, 2011).
- R.D. Gidney, *From Hope to Harris: The Reshaping of Ontario's Schools* (Toronto: University of Toronto Press, 1999).
- Jeffrey Mirel, *The Rise and Fall of an Urban School System* (Ann Arbor: University of Michigan Press, 1993).
- Diane Ravitch, *The Great School Wars: New York City, 1805-1973* (New York: Basic Books, 1974).
- David Tyack and Elisabeth Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980* (New York: Basic Books, 1982).
- Ansley T. Erickson, *Making the Unequal Metropolis: School Desegregation and Its Limits* (Chicago: University of Chicago Press, 2016).

Class 6

- Marie Battiste, "Micmac Literacy and Cognitive Assimilation," pp. 23-44, in Jean Barman, Yvonne Hébert, and Don McCaskill eds., *Indian Education in Canada, Volume 1: The Legacy* (Vancouver: UBC Press, 1986)
- Alvin McKay and Bert McKay, "Education as a Total Way of Life: The Nisga'a Experience," in Jean Barman, Yvonne Hébert, and Don McCaskill, *Indian Education in Canada, Volume 2: The Challenge* (Vancouver: UBC Press, 1987), 64-85.
- J.R. Miller, "Part 3: Confrontation," in *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*, revised ed. (Toronto: University of Toronto Press, 1989), 211-288.
- Olive Patricia Dickason with William Newbigging, *A Concise History of Canada's First Nations*, 2nd ed. (Don Mills: Oxford University Press, 2010).

Class 7

- Jerry P. White and Julie Peters, "A Short History of Aboriginal Education in Canada," in White et al. eds., *Aboriginal Education: Current Crisis and Future Alternatives* (Toronto:

<p>Thompson Educational Publishing, 2009), 13-31.</p> <ul style="list-style-type: none"> • Michelle Pidgeon, Marissa Muñoz, Verna J. Kirkness, and Jo-ann Archibald, "Indian Control of Indian Education: Reflections and Envisioning the Next 40 Years," <i>Canadian Journal of Native Education</i> 36, no. 1 (2013): 5-35. • <i>First Nations Jurisdiction over Education in British Columbia Act (Canada)</i> http://laws-lois.justice.gc.ca/eng/acts/F-11.75/page-1.html • <i>First Nations Education Act</i> www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/firstnations_school_act.pdf • "Jurisdiction." First Nations Education Steering Committee. http://www.fnesc.ca/about-fnesc/jurisdiction/ • Heather E. MacGregor, "Nunavut's Education Act: Education, Legislation, and Change in the Arctic," <i>The Northern Review</i> 36 (Fall 2012): 27-52. • Michael Marker, "Indigenous Resistance and Racist Schooling on the Borders of Empires: Coast Salish Cultural Survival," <i>Paedagogica Historica</i> 45, no. 6 (2009): 757-772.
<p style="text-align: center;">Class 9</p> <ul style="list-style-type: none"> • Paul Axelrod, <i>Scholars and Dollars: Politics, Economics, and the Universities of Ontario, 1945-1980</i> (Toronto: University of Toronto Press, 1982). • Paul Axelrod, "Higher Education in Canada," Essay review of <i>A History of Higher Education in Canada 1663-1960</i> by Robin S. Harris, <i>History of Education Quarterly</i> 19, no. 2 (July 1979): 271-275. • Hugh Johnston, <i>Radical Campus: Making Simon Fraser University</i> (Vancouver: Douglas & McIntyre, 2005).
<p style="text-align: center;">Class 10</p> <ul style="list-style-type: none"> • Donald Fisher, Kjell Rubenson, Theresa Shanahan, and Claude Trottier eds., <i>The Development of Postsecondary Education Systems in Canada: A Comparison Between British Columbia, Ontario, and Quebec, 1980-2010</i> (Montreal & Kingston: McGill-Queen's University Press, 2014). • Roopa Desai Trilokekar, Theresa Shanahan, Paul Axelrod, and Richard Wellen, "Making Post-secondary Education Policy: Towards a Conceptual Framework," in Axelrod, Trilokekar, Shanahan and Wellen eds., <i>Making Policy in Turbulent Times: Challenges and Prospects for Higher Education</i> (Montreal & Kingston: McGill-Queen's University Press, 2012).
<p style="text-align: center;">Class 13</p> <ul style="list-style-type: none"> • L.W. Downey, "The Aid-to-Independent Schools Movement in British Columbia," in Nancy M. Sheehan, J. Donald Wilson, and David C. Jones eds., <i>Schools in the West: Essays in Canadian Educational History</i> (Calgary: Detselig, 1986), 305-323. • Harro Van Brummelen, "The Effects of Government Funding on Private Schools: Appraising the Perceptions of Long-term Principals and Teachers in British Columbia's Christian Schools," <i>Canadian Journal of Education/Revue canadienne de l'éducation</i> 18, no. 1 (1993), 14-28. • Deborah Gorham, "The Ottawa New School and Educational Dissent in Ontario in the Hall-Dennis Era," <i>Historical Studies in Education/Revue d'histoire de l'éducation</i> 21, no. 2 (Fall 2009): 104-122.
<p style="text-align: center;">Class 14</p> <ul style="list-style-type: none"> • Alastair Glegg and Thomas Fleming, "Teaching to the Test or Testing to Teach? Educational Assessment in British Columbia, 1872-2002," <i>Historical Studies in Education/Revue d'histoire de l'éducation</i> 16, no. 1 (Spring 2004). • Martin Lawn ed. <i>The Rise of Data in Education Systems: Collection, Visualization, and Use</i> (Oxford, UK: Symposium Books, 2013).

Rubric for Written Work

Dr. Jason Ellis

Superior (80-100%)	Satisfactory (68-79%)	Poor/Unsatisfactory (67%>)
<ul style="list-style-type: none"> - The essay has an original and engaging argument. - Thesis statement very clearly articulates the author's (your) main contentions and cleverly introduces them. - Author's (your) contentions are nearly perfectly situated in relation to the existing literature on the topic. - Thesis statement is articulate, concise, and it gives the reader a precise sense of where the author (you) is going and how the author (you) will get there. 	<ul style="list-style-type: none"> - The essay has an original argument. - Thesis statement articulates the author's (your) main contentions. - Author's (your) contentions are situated in relation to the existing literature on the topic. - Thesis statement is articulate, gives the reader a sense of where the author (you) is going and how the author (you) will get there. 	<ul style="list-style-type: none"> - The essay's argument is not original, is derived mainly from other authors' arguments. - Thesis statement is unclear regarding the author's main contentions. - Author's (your) contentions are not well situated in relation to the existing literature on the topic. - Thesis statement is confused, too long or too short, gives the reader little sense of where the author (you) is going and how the author (you) will get there.
<ul style="list-style-type: none"> - The essay shows evidence of considerable scholarly research and excellent engagement with the scholarship on the topic. - The author (you) demonstrates an excellent command of the important concepts and the information relating to the topic. 	<ul style="list-style-type: none"> - The essay shows evidence of scholarly research and engagement with the scholarship on the topic. - The author (you) demonstrates a good command of the important concepts and the information relating to the topic. 	<ul style="list-style-type: none"> - The essay shows insufficient evidence of scholarly research. - The author (you) demonstrates an insufficient command of the important concepts and the information relating to the topic.
<ul style="list-style-type: none"> - The evidence used to support the author's (your) main argument is convincing, very well-selected, and engaging. - The author's (your) interpretation and analysis of primary and secondary sources is excellent. I.e., <ul style="list-style-type: none"> - Evaluates primary and secondary sources' content - Evaluates primary sources' origins - Makes good inferences from primary sources. - Uses secondary sources to support own ideas. - Goes well beyond a descriptive approach. 	<ul style="list-style-type: none"> - The evidence used to support the author's (your) main argument is convincing and well-selected. - The author's (your) interpretation and analysis of primary and secondary sources is good. I.e., <ul style="list-style-type: none"> - Evaluates primary and secondary sources' content - Evaluates primary sources' origins - Makes good inferences from primary sources. - Uses secondary sources to support own ideas. - Goes beyond a descriptive approach. 	<ul style="list-style-type: none"> - The evidence used does not support the author's (your) main argument. Is not relevant / is inaccurate. - The author's (your) interpretation and analysis of primary and secondary sources is insufficient. - Does not go beyond a descriptive approach.
<ul style="list-style-type: none"> - The essay is well-organized 	<ul style="list-style-type: none"> - The essay is well-organized 	<ul style="list-style-type: none"> - The essay is somewhat

<p>and very well written.</p> <ul style="list-style-type: none"> - Writing is direct, to the point, and concise. - The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting. The writing style is engaging and artful. - There is an introduction containing the thesis statement. - There is a proper conclusion that restates the thesis statement in different words. - The conclusion highlights main points of interest. - The conclusion does an excellent job suggesting further research lines on the topic (if appropriate). 	<p>and well written.</p> <ul style="list-style-type: none"> - Writing is mostly direct, to the point, and concise. - The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting. - There is an introduction containing the thesis statement. - There is a proper conclusion that restates the thesis statement in different words. - The conclusion highlights some main points of interest. - The conclusion suggests further research lines on the topic (if appropriate). 	<p>disorganized. The writing meanders or is verbose.</p> <ul style="list-style-type: none"> - There are a noticeable number of spelling mistakes and examples of poor grammar, sentence structure, paragraphing, or confusing formatting. - The introduction appears not to contain a thesis statement. - The conclusion does not restate the thesis statement in different words. - The conclusion is underdeveloped.
<ul style="list-style-type: none"> - All of the essay elements are present and all of the conditions that relate to style, formatting, and length are respected. - Citations are complete, accurate and formatted properly. 	<ul style="list-style-type: none"> - All of the essay elements are present and all of the conditions that relate to style, formatting, and length are respected. - Citations are complete, accurate and formatted properly. 	<ul style="list-style-type: none"> - Essay elements are missing or not all of the conditions that relate to style, formatting, and length are respected. - Citations are incomplete, inaccurate or improperly formatted.