

CONSTRUCTING CITIZENS: CANADA AND THE EDUCATIONAL PAST

EDST 509 Sec 81
Department of Educational Studies
Faculty of Education
UBC

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Tuesday, 4:30-7:30
Online (synchronous/asynchronous)

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Course description:

Schools construct citizens. This can mean different things. Sometimes it means that schools help construct identities that change over time: British subject, Canadian, Indian, First Nations, boy, girl, woman, man, able, disabled, homosexual, heterosexual, Queer, cis-gender, and so on.

Sometimes constructing citizens means that schools prepare young people to participate in a society. Schools fashion young people into moral subjects, future voters, wage- and home-workers, mothers, and fathers. These notions also change over time.

Citizens also, however, construct schools. They place demands on schools that give shape to the type of education found therein. They have a say in what gets taught, who gets taught, and to what end.

The history of education—the academic discipline this course is concerned with—is a window into these processes of schools constructing citizens and citizens constructing schools, as both have changed over time.

Historians who study these processes, while they might agree on some basic details (dates, places), do not agree on the exact causes and effects of

historical change; nor on the types of primary source evidence that best enable us to understand that change; nor on how to interpret that evidence.

Consequently, our goals in this course are:

- 1) Together we will study how Canadian schools and educational institutions of all sorts have constructed citizens. You will read secondary source literature by historians who have examined these topics.
- 2) You will learn as well how to *do* history of education. That is, you will learn how to conduct research in the history of education field and how to present that research in writing and verbally.

You will learn how to read and interpret primary historical sources. Much of Canada's educational history, especially as it concerns the construction of citizens, is yet unwritten. You will learn how to locate primary sources in archives and libraries, or that exist as oral history or oral tradition. You will learn how to analyse these sources and make inferences. You will learn how to weigh and present historical evidence and formulate historical claims and arguments. Using these sources, you will write your own histories of "Constructing citizens: Canada and the Educational Past." You will realize "that history is never done" and you will become, as the British historian G.R. Elton once wrote, "a member of a band jointly engaged in trying to disentangle the truth about the past."¹

This is a course about Canada and the Indigenous peoples within it. Where readings are available, it focuses as much as possible on the local: the First Nations of the places we are at; the province of British Columbia; and, the city of Vancouver.

****Note on optional readings for students unfamiliar with history or with Canada as a context:**

Sections from three optional general textbooks about Canada listed below under course materials (Barman; Conrad, Finkel, and Fryson; Dickason and Newbigging) correspond to each of the course's weekly required readings in Canadian educational history. These sections from the optional readings offer social, cultural, and political context for the required readings. **We will not take up the optional readings in class. However, if you are unfamiliar with Canadian history generally, the optional readings may provide some of the context you find yourself missing.** The best way to use these readings is as a

¹ G.R. Elton, *The Practice of History* (New York: Crowell, 1967), 165.

reference. If there are events and historical developments, themes, or ideas that are unfamiliar in the required readings, you can learn more about them by looking them up in the optional ones.

Course materials:

There are three **required books, which I recommend you purchase (physical copy or e-book):**

- Paul Axelrod, *The Promise of Schooling: Education in Canada, 1800-1914* (Toronto: University of Toronto Press, 1997).
- Robert Vipond, *Making a Global City: How one Toronto School Embraced Diversity* (Toronto: University of Toronto Press, 2017).
- Amy von Heyking, *Creating Citizens: History and Identity in Alberta's Schools, 1905 to 1980* (Calgary: University of Calgary Press, 2006).

These books **are available at the UBC bookstore**. I have also asked the UBC Libraries to **place one copy of each on reserve** for you to borrow.

In addition to the required texts, there are three **optional books** for purchase for this course. **You are not required to purchase these.** (**See above, "Note on optional readings," for information about these books that will help you to decide if you wish to purchase them or not.)

- Jean Barman, *The West Beyond the West: A History of British Columbia*, **3rd edition** (Toronto: University of Toronto Press, 2007).
- Margaret Conrad, Alvin Finkel, and Donald Fryson, *Canada: A History*, **3rd edition** (Toronto: Pearson, 2012).
- Olive Dickason and Peter Newbigging, *Indigenous Peoples within Canada*, **4th edition** (Toronto: Oxford University Press, 2019).

Other readings for this course are available electronically. Links are available through **Canvas**.

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 required readings and prepared to engage with their colleagues about key ideas and questions related to the readings.

Each week's readings come with pre-assigned guiding questions written by me. However, in a graduate level course, it is expected that students are self-starters who come to class with seminar questions for each other. Consequently, you should feel yourself required, in preparing your notes, to go beyond answering my assigned questions.

****Note on synchronous and asynchronous instruction****

This course will have synchronous (happens at a specific time) and asynchronous (happens any time) elements.

You may choose to take the course totally asynchronously, if you wish. Even though some course activities are at scheduled times, I will not take attendance or otherwise require your presence (online) at a specific time. **If you wish to take the course asynchronously, however,** you will be responsible to yourself for joining discussions online and watching recordings of lectures and other "classroom" (synchronous) parts of the course.

I will record and post all synchronous lectures and discussions.

Lectures:

There will be a mix of live lectures with student participation and pre-recorded lectures for you to view on your own. Recordings of all of these will be available on Canvas.

Live lectures will be on Zoom (in the Canvas course shell; you can access them there).

Recorded lectures will be posted in Canvas under Media gallery.

Discussions on Canvas:

I have created discussion pages for weekly topics on Canvas. **These discussion pages are ONLY for students taking the course asynchronously (on a given week, or every week).** If you are participating asynchronously, please use the weekly discussion page to explore the weekly topic, discuss the readings, and join in any class activities. **If you are taking the course synchronously, please do not post on the discussion page.**

My rationale for this is that UBC students and professors have reported that mandatory online discussion postings are time-consuming to write and read but make only a low-value contribution to a course. For that reason, I have decided to make these postings optional and to only make them available to students taking the course asynchronously, so that they have a place to participate and connect. **As the instructor, I will follow and join discussions for students taking the course asynchronously.**

I will partly base your class participation mark (10 %) on your contributions to class discussions. For students taking the course asynchronously, this will consist of your posts to the discussion board. However, I will not penalize you for not participating in discussions (live synchronously or asynchronously on the discussion board on Canvas). See Evaluation below for more on this.

Evaluation:

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

- A) Short writing assignment. 20 %
- B) Video presentation assignment. 30 %
- C) Final assignment (choose: essay or oral exam). 40 %
- C) Active class participation. 10 %

A) Short writing assignment (20 %)

Due: Friday, January 22th, 2021, by 11:59 PM - Submitted on Canvas.

The objectives of this assignment are for students to:

- Learn how to make historical claims.
- Learn how to support historical claims using primary source evidence and secondary source literature.

Your task is to answer the following question:

“Why did Canadians create systems of free, non-denominational public schools in the nineteenth century?”

- Your answer must be in essay form.

- You must have a thesis in the form of one or more historical claims (Ex. “Canadians created a system of free, non-denominational public schools in the nineteenth century because...*CLAIM. & CLAIM. Etc.*”)
- You must present evidence supporting your thesis.
- In answering the question, you should use the secondary and primary sources for Class 2. You may – if you wish – consult additional secondary or primary sources, but this is not a requirement.
- The paper will be from 3 to 7 pages in length, double-spaced, 12-point font.
- The paper must be appropriately referenced; it must correctly employ the formatting conventions of your choice of Chicago, or APA, or MLA, or another recognized style that you use. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.)
- Your **paper will be evaluated** on the quality of your claims and thesis, appropriateness of the evidence you present to support your claims, and on writing and organization (proper introduction, conclusion, thesis statement, paragraphing, topic sentences, etc.). (**See the rubric for written work at the end of the syllabus for a guide.**)

B) Video presentation (30 %)

Due: Throughout the course (sign up for a week on Canvas), submitted on Canvas by 11:59 PM on the Friday before we take up the topic in class.

The objectives of this assignment are for students to:

- Learn how to summarize succinctly secondary sources.
- Learn how to analyze and interpret primary sources.
- Demonstrate knowledge acquired from reading secondary and primary sources for this week’s topic and across topics in the course.

Working individually, your task is to record a brief (5-7 minute) video presentation that discusses one secondary source reading and one primary source reading from one week in the course that you will choose.

Your video should address the following:

- Choose **one** secondary source reading from this week.

- What main argument and important historical claims does the author make?
 - What evidence does the author use to support their argument and claims?
 - Are the argument, claims, and supporting evidence, convincing? Why? Why not?
- Choose **one** primary source reading from the same week that *adds* to the history presented in the secondary source reading.
 - What additional insights does your analysis and interpretation of this primary source bring to this topic? (Analysis: what the document says. Interpretation: what you think the document means.)
 - Does it support the secondary source author's claims? Or does it challenge them? How?
 - Does it enable *you* to make additional historical claims about the topic that the secondary source does not make? Which claims? Why?

You must record your video presentation ahead of time and upload it by the Friday before we take up the topic in class.

The video must be in a format that can be uploaded to Canvas's Media Gallery. I recommend students use Kaltura Capture to record their videos. It is available free to UBC students and comes pre-integrated into Canvas. (<https://faculty.canvas.ubc.ca/using-kaltura-in-canvas-a-self-paced-course/>)

You may not exceed the 7 minute limit.

You may use slides. These should be few in number. They should correspond to your presentation. They should be properly referenced (citations for everything, **including any images or other visual elements.**)

<u>C) Final Assignment (40 %):</u>

For the final assignment, you may choose one of two approaches.

<i>Approach 1: Conventional research essay.</i>

Due: Friday April 23rd, 2021, by 11:59 PM - Submitted on Canvas.

The objectives of this assignment are for students to:

- Demonstrate their ability to locate primary sources.
- Demonstrate their abilities to analyse and interpret primary sources and develop an original thesis and set of supporting claims from that analysis and interpretation.
- Demonstrate their ability to situate their original thesis and supporting claims in the literature on a historical topic.
- Demonstrate and apply content knowledge from course readings, where appropriate.

A conventional historical research essay on a topic of your choice, involving original primary sources and secondary source material. 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, or APA, or MLA, or another recognized style that you use. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.)

- Topic selection: you may select any topic you wish. You could write an essay related to the topic that you selected for your video presentation. Or, you may choose to pursue a new topic. You may not write your paper on the topic of Class 2 as you will have already been evaluated on this topic.
- Your essay must have an original thesis and related claims.
- Your essay must present evidence supporting your thesis and related claims.
- Your essay must employ primary and secondary sources.
 - Primary sources: Construct an original thesis and claims using those sources.
 - Secondary sources: Situate your thesis within the secondary literature that you consulted. To what extent does your thesis draw on the historical claims of other authors? Does it enhance or modify them? What does your original thesis add to the secondary literature?
- Conduct research. Your research essay may involve course readings. However, **you must also demonstrate that you have done considerable in-depth research** and analysis that goes beyond the course materials.

You will be evaluated on these criteria, especially on your thesis and claims and on your ability to present evidence supporting your thesis and related claims that is coherent and convincing. **(See the rubric for written work at the end of the syllabus for a guide.)**

Or, Approach 2: Oral examination (over Zoom) and short paper (2-5 pages).

The objectives of this assignment are for students to:

- Demonstrate their abilities to analyse primary sources from the course.
- Demonstrate their abilities to identify authors' historical claims in secondary sources from the courses.
- Demonstrate their content knowledge from secondary readings from the course.
- Demonstrate their ability to use the above to formulate historical claims in response to examination questions.

Due: Ongoing, 60 minute blocs, scheduled days or evenings from April 14th to 16th, 2021, over Zoom. Short paper submitted on Canvas 24 hours after the oral examination.

- Select **two** weekly topics on which you would like to be examined. You may not choose the weekly topic for your video assignment; nor may you choose the topic from Week 2, as you will have already been evaluated on these topics.
- Sign up on Canvas.
- The oral examination will last 45 to 60 minutes (Weighting 30 %).
- The oral examination **will touch on secondary sources only**. It will consist of two types of questions: (i) broad questions designed to test your knowledge about the weekly topics you have selected (not just “dates and facts”); (ii) questions about how the different authors you read constructed their historical claims using evidence.
- You will also submit a short paper (2-5 pages, double spaced). (Weighting 10 %).
- For the short paper, you will choose one primary source from each of the two weekly topics that you selected for your oral examination. You will summarize each primary source and analyze how it relates to the weekly topic it was assigned under.

- You are permitted to bring a one-page, single-sided, single-space, 10-point font, “crib sheet” to the oral examination.

D) Class participation (10 %):

You will be evaluated on the quality and consistency (not frequency) of your synchronous and/or asynchronous contributions to the class.

I will evaluate your synchronous and/or asynchronous contributions. **However, I will not require you to participate a minimum number of times asynchronously (by posting a certain number of times on the discussion board), or synchronously (by speaking weekly in class).**

My emphasis in the evaluation is on quality and consistent contributions. If you are a person who prefers to speak little in class, or does not wish to write lengthy discussion board posts, I will not penalize you for this. Even if you only speak or post once or twice in the course, I will evaluate you on those contributions and you may still earn an A or A+ participation grade. By the same token, I will not reward students for frequent contributions to class or frequent discussion board posts. Quality and consistency. Not frequency.

Academic honesty (plagiarism and cheating)

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

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>

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

<https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>

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.**

Topics, Reading List, and Guiding Questions:

Class One. Tuesday, January 12th, 2021.

Introduction.

Guiding questions:

- What does studying the history of education entail? What questions are addressed? How are they taken up?
- How have different historians interpreted or presented the history of Canadian schooling differently?

Secondary source reading (required):

- Richard Aldrich, "The three duties of the historian of education," *History of Education* 32, no. 2 (2003): **pp. 133-143. (Link on Canvas.)**
- C.E. Phillips, "Preface," in Phillips *The Development of Education in Canada* (Toronto: W.J. Gage & Co., 1957), **pp. xi-xiii. (Link to library e-reserve on Canvas.)**
- Michael B. Katz, "Class, Bureaucracy and Schools," in Douglas Myers ed., *The Failure of Educational Reform in Canada* (Toronto: McClelland & Stewart, 1973), **pp. 15-28. (Link to library e-reserve on Canvas.)**
- Axelrod, *Promise of Schooling*, **pp. vii-x. (Book for purchase at bookstore, and available on e-reserve on Canvas.)**

Supplementary (Not required. Read only if you need more background on British Columbia and Canada in this period. You can also read selectively around events and people by using the indexes to look these up):

- Conrad, Finkel and Fryson, *Canada: A History*, **pp. xvi-xvii (Introduction). (Book for purchase at bookstore, and one copy on reserve at Education Library.)**

Class Two. Tuesday, January 19th, 2021.

Constructing Schooled and Moral Citizens, ca. 1800-1920.

Guiding questions:

- Was public schooling imposed on a reluctant citizenry; or did citizens want, welcome, request it? What can nineteenth-century compulsory attendance laws (e.g. Ontario's 1871 law) tell us about the answer to this question?

- What types of citizen were the schools of the nineteenth century, and early twentieth century, trying to create? How did they try to create them?

Secondary source reading (required):

- Axelrod, *Promise of Schooling*, **pp. 1-68**. (Book for purchase at bookstore, and available on e-reserve).
- Jean Barman, Chapter 1, "The Emergence of Educational Structures in Nineteenth-Century British Columbia," **pp. 13-35** in Barman and Mona Gleason eds., *Children, Teachers and Schools in the History of British Columbia*, 2nd. ed. (Calgary: Detselig, 2003). (Link to library e-reserve on Canvas).
- Amy von Heyking, *Creating Citizens*, **pp. 8-28**. (Book for purchase at bookstore, and available on e-reserve).

Primary source reading (required):

- Douglas A. Lawr and Robert D. Gidney eds., *Educating Canadians: A Documentary History of Public Education* (Von Nostrand Reinhold: Toronto, 1973). Read the introduction by the historians, Lawr and Gidney, i.e. "C. The Role of the Church in Public Education" (not a primary source) and read primary source excerpts **C.1 to C.5. (pp. 67-76) (PDFs on Canvas)**.
- Excerpts from Chapter XXX, "Compulsory Education and the Repression of Juvenile Crime," (ca. 1868) **pp. 264-266**, in J.G. Hodgins, ed., *Documentary History of Education in Upper Canada* (Toronto, 1896-1910), Volume 20. (PDFs on Canvas).
- Excerpts from "The Diary of W.C. Wilkinson: School Truant Officer," Vol. I. May 2nd, 1872 - September 12th, 1872. (Toronto District School Board Archives; typescript), **np. (5 pp.) (PDFs on Canvas)**.

Supplementary (Not required. *Read only if you need more background on British Columbia and Canada in this period. You can also read selectively around events and people by using the indexes to look these up.*)

- Barman, *The West Beyond the West*, **pp. 3-103**. (Book for purchase at bookstore, and one copy on reserve at Education Library.)
- Conrad, Finkel and Fryson, *Canada: A History*, **1-221**. (Book for purchase at bookstore, and one copy on reserve at Education Library.)

**Class Three. Tuesday, January 26th, 2021.
Constructing Indian Education: 1850s-1950.**

Guiding questions:

- What similarities and differences existed in the views of (a) the various First Nations (then known as “Indians”), (b) the federal government and its officials, (c) provincial education officials, (d) the churches, on the role of education in constructing “Indians”? What evidence can you offer to support your answer?
- How did the construction of “the Indian” change over time in Indian education? How would you periodize the changes?
- How are the “number treaties” (e.g. Treaty No. 7 discussed in the primary source) related to this week’s discussion of Indian education?

Secondary source reading (required):

- Axelrod, *Promise of Schooling*, **pp. 69-77**.
- J.R. Miller, Chapter 4, “‘Calling In the Aid of Religion’: Creating a Residential School System,” **pp. 89-120**, in *Shingwauk’s Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996).
- Jean Barman, “Schooled for Inequality: The Education of British Columbia Aboriginal Children,” **pp. 57-80** in *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 1995).
- 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**.

Primary source reading (required):

- Chapter 3, “The First Nations’ Perspective on Treaty 7,” **pp. 111-145** and Chapter 6, “The Text of Treaty 7,” **pp. 230-239** in *Treaty 7 Elders, The True Spirit and Original Intent of Treaty 7* (Montreal-Kingston: McGill-Queen’s University Press, 1995).
- P.H. Bryce, *The Story of A National Crime: Being An Appeal for Justice to Indians of Canada* (Ottawa: James Hope & Sons, 1922), **pp. 3-14**.

Supplementary (not required):

- Dickason and Newbigging, *Indigenous Peoples within Canada*, **pp. 1-252**. **(Book for purchase at bookstore, and one copy on reserve at Education Library.)**
- Barman, *The West Beyond the West*, **pp. 104-188**.
- Conrad, Finkel and Fryson, *Canada: A History*, **pp. 222-260**.

Class Four. Tuesday, February 2nd, 2021.
Constructing Race, Ethnicity, and Nationality to 1950.

Guiding questions:

- How were schools involved in the processes of creating Canadian nationality?
- How were race and ethnicity (as concepts, categories, identities) involved in the processes of schools making citizens?
- How did immigrant and racialized people respond to schooling for Canadian nationality?

Secondary sources – read (required):

- Axelrod, *Promise of Schooling*, **pp. 78-87.**
- Timothy Stanley, “The 1922-23 Students’ Strike,” **pp. 20-44** in *Contesting White Supremacy: School Segregation, Anti-Racism, and the Making of Chinese Canadians* (Vancouver: UBC Press, 2011).
- Vipond, *Making a Global City*, **pp. ix-47.** **(Book for purchase at bookstore, and one copy on reserve at Education Library.)**

Primary sources – read (required):

- Excerpts from Inspector W.F. Chapman’s report, **pp. 28-30** and Inspector G.H. Armstrong’s report, **p. 56** in *Toronto Board of Education Annual Report* (Toronto: 1913)
- Peter Sandiford and Ruby Kerr, “Intelligence of Chinese and Japanese Children,” *The Journal of Educational Psychology* 17, no. 6 (September 1926): **pp. 361-367.**

Supplementary (not required):

- Dickason and Newbigging, *Indigenous Peoples within Canada*, **pp. 253-266.**
- Barman, *The West Beyond the West*, **pp. 189-285.**
- Conrad, Finkel and Fryson, *Canada: A History*, **pp. 261-375.**

Class Five. Tuesday, February 9th, 2021.
Constructing Workers, Constructing Class: 1890-1940.

Guiding questions:

- How did vocational education and guidance intend to address constructing workers for an industrial economy?
- Was vocational education a working-class issue, or was it imposed on workers by members of a manager class?
- What was progressive education (also sometimes known the “new education) and how was it related to vocational education and guidance?
- How did workers shape schools?

Secondary sources – read (required):

- Axelrod, *Promise of Schooling*, **pp. 104-122.**
- von Heyking, *Creating Citizens*, **pp. 29-53.**
- Craig Heron, “The High School and the Household Economy in Working-Class Hamilton, 1890-1940,” *Historical Studies in Education* 7, no. 2 (1995): **217-259.**
- Jean Barman, “‘Knowledge is Essential for Universal Progress but Fatal to Class Privilege’: Working People and The Schools in Vancouver During The 1920s,” *Labour/Le Travail* 22 (Fall 1988): **9-66.**

Primary sources – read (required):

- E.A. Bott, Appendix D, **pp. 88-94** in *Studies in Industrial Psychology. I. Point of View and II. Juvenile employment in relation to public schools and industries in Toronto* (Toronto: University Library, 1920).
- Excerpts from James Simpson, “Inaugural Address of James Simpson, Esq., Chairman of the Board of Education for The City of Toronto, 1910,” **pp. 3-8** in *Toronto Board of Education Minutes 1910* (Toronto: 1910).

Supplementary (not required):

- ***** Same pages as last week (October 1st, 2019)** from Dickason and Newbigging, *Indigenous Peoples within Canada*; Barman, *The West Beyond the West*, and Conrad, Finkel and Fryson, *Canada: A History*.

Tuesday, February 16th, 2021.
**** NO CLASS – READING WEEK****

Class Six. Tuesday, February 23rd, 2021.
Constructing Gender: Girls into Women, Boys into Men, 1870-1930.

Guiding questions:

- How were femininity and masculinity constructed historically? What role did schools play?
- What types of women were schools trying to make girls into? What types of men were they trying to make boys into?
- How successful were schools at making women and men? How can we know this?

Secondary sources – read (required):

- Marta Danylewycz, “Domestic Science Education in Ontario,” **pp. 127-145** in Ruby Heap and Alison Prentice eds., *Gender and Education in Ontario* (Toronto: Canadian Scholars’ Press 1991).
- Ryan van den Berg, “‘Thank Goodness We Have a He-Man’s School’: Constructing Masculinity at the Vancouver Technical School in the 1920s,” *Historical Studies in Education/Revue d’histoire de l’éducation* 28, no. 1 (Spring 2016): **pp. 96-124**
- Nancy Jackson and Jane Gaskell, “White Collar Vocationalism: The Rise of Commercial Education in Ontario and British Columbia, 1870-1920,” *Curriculum Inquiry* 17, no. 2 (1987): **pp. 177-201**.

Primary sources – read (required):

- Adelaide Hoodless, “The Social Value of Practical Training: Homemakers and Wage Earners,” **pp. 171-173** in Douglas A. Lawr and Robert D. Gidney, *Educating Canadians: A Documentary History of Public Education* (Von Nostrand Reinhold: Toronto, 1973), reprinted *Report of the Minister of Education, Ontario, On Trade Schools in Relation to Elementary Education* (Toronto, 1909), 3-5.
- Marjory MacMurchy, Chapter I, “Thinking About Work,” **pp. 1-3** and Chapter XXV, “Health,” **pp. 116-120**, in *The Canadian Girl at Work: A Book of Vocational Guidance* (Toronto: Minister of Education for Ontario, 1919).

Supplementary (not required):

*** **Same pages as Week 4/5** from Dickason and Newbigging, *Indigenous Peoples within Canada*; Barman, *The West Beyond the West*, and Conrad, Finkel and Fryson, *Canada: A History*.

Class Seven. Tuesday, March 2nd, 2021.

Constructing Ability, Disability, and Deafness 1900-1950.

Guiding questions:

- How did ability and disability intersect with other identities that schools constructed?
- How do the responses of people who were disabled to schooling compare to the responses of other groups to it?
- In what ways was special education progressive education?

Secondary sources – read both (required):

- Jason Ellis, excerpt from “Introduction” (read **pp. 3-6**) and Chapter 1 “Eugenics Goes to School and Other Strange Legacies: Auxiliary Education’s Origins” (read **pp. 11-51**) in *A Class by Themselves? The Origins of Special Education in Toronto and Beyond* (Toronto: University of Toronto Press, 2019).
- Mona Gleason, Chapter 6 “Reforming the Body: Doctors, Educators, and Attitudes Towards Disability in Childhood,” **pp. 119-137** in *Small Matters: Canadian Children in Sickness and Health* (Montreal and Kingston: McGill-Queen’s University Press, 2013).
- Jason Ellis, “‘All Methods—and wedded to none’: The deaf education methods debate and progressive educational reform in Toronto, Canada, 1922-1945,” *Paedagogica Historica* 50, no. 3 (2014): **pp. 371-389**.

Primary sources – read (required):

- Excerpts from Helen MacMurchy, *To Inspectors, Principals, and Teachers*, Ontario Department of Education Pamphlets (Toronto: A.T. Wilgress, 1919), **pp. 8-12**.
- Excerpts from “Are All Children Alike?,” White Paper No. 4, **pp. 3-8** (Toronto: Toronto Bureau of Municipal Research, 1915).
- Julius Wiggins, Chapter I **pp. 1-6** in *No Sound* (New York: The Silent Press, 1970).

Supplementary (not required):

*** **Same pages as Week 4/5/6** from Dickason and Newbigging, *Indigenous Peoples within Canada*; Barman, *The West Beyond the West*, and Conrad, Finkel and Fryson, *Canada: A History*.

Class Eight. Tuesday, March 9th, 2021.
Morality, Progressivism, and Schooled Subjects, 1925-present.

Guiding questions:

- Identify the changes over time that have occurred in how schools produced moral (and religious), and schooled pupils between the 1850s and today? What remained the same?
- What was progressive education in theory in the periods the readings discuss? What was it in practice? How did theory and practice differ? Most importantly, *why* did they differ?
- What were the areas of conflict – and agreement – between progressives and traditionalists in these periods? Why did they disagree and agree?

Secondary sources – read (required):

- Vipond, *Making a Global City*, **pp. 48-76.**
- von Heyking, *Creating Citizens*, **pp. 55-122.**
- Catherine Gidney, ““Breathe in... breathe out”: Contextualizing the Rise of Mindfulness in Canadian Schools,” *Historical Studies in Education/Revue d’histoire de l’éducation* 32, no. 2 (Fall 2020): **pp. 119-47.**

Primary sources – read (required):

- Excerpts from Chapter 6, “Social, Spiritual, and Other Aspects of Education,” **pp. 123-128** in Ontario. Royal Commission on Education in Ontario. *Report of the Royal Commission on Education in Ontario 1950* (Toronto: Baptist Johnston, 1950).
- Excerpts from Chapter III “Public Opinion and Educational Aims: “V. Traditional Aims Manifest in the British Columbia School Systems; VI. Some Modern Educational Aims,” **pp. 40-45** in J.H. Putman and G.M. Weir, *Survey of the School System* (Victoria: Charles Banfield, 1925).
- Hilda Neatby, “Introduction,” in Neatby *So Little for the Mind* (Toronto: Clarke, Irwin & Co., 1953), **pp. 7-19.**

Supplementary (not required):

- Conrad, Finkel and Fryson, *Canada: A History*, **pp. 376-392.**
- Barman, *West beyond the West*, **pp. 286-421.**

Class Nine. Tuesday, March 16th, 2021.

Reconstructing Indigenous Education and Cultures, 1945-present.

Guiding questions:

- What major changes to the Canada-First Nations relationships in the area of education occurred after approximately 1945? What were the causes of those changes? What were the effects?
- What was the status of the culture and language of the Stó:lō in the twentieth century? How did it change over time? How did it stay the same? How was the education of Stó:lō (and of all Indigenous people within Canada) involved in these changes and continuities?
- How did the changing Canada-First Nations relationships in the area of education reflect and contribute to changes in these relationships in areas other than education?

Secondary sources – read (required):

- Helen Raptis, “Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-81,” *Historical Studies in Education/Revue d’histoire de l’éducation* 20, no. 1 (Spring 2008): **118-146.**
- Ella Bedard, “‘Bringing Home All That Has Left’: The Skulkayn/Stalo Heritage Project and the Stó:lō Cultural Revival,” in Keith Carlson, Albert J. McHalsie, David M. Schaepe, and John S. Lutz, eds., *Towards a New Ethnohistory: Community-Engaged Scholarship Among the People of the River* (Winnipeg: University of Manitoba Press, 2018): **pp. 169-90.**
- **Excerpts** from “A Short History of Aboriginal Education in Canada,” in Jerry P. White, Julie Peters, Dan Beavon and Nicholas Spence, *Aboriginal Education: Current Crisis and Future Alternatives* (Toronto: Thompson Educational Publishing, 2013): **(read only) pp. 20-31.**

Primary sources – read (required):

- National Indian Brotherhood, *Indian Control of Indian Education* (author: 1972), **45 pp.**
- **Excerpts from** British Columbia. First Nations Education Steering Committee. Canada. *BC Tripartite Agreement: Supporting First Nation Student Success* (n.p.: 2018): **(read only) pp. 1-20.**

Supplementary

- Dickason and Newbigging, *Indigenous Peoples within Canada*, **pp. 253-370.**

Class Ten. Tuesday, March 23rd, 2021.

Constructing Multicultural and Modern Canada, 1950-present.

Guiding questions:

- How were race and ethnicity involved in schools making citizens after 1950?
- What does Canadian multiculturalism look like in schools? How has this changed over time since 1950? Why has it changed and (most importantly) who made the changes?
- What was new about neo-progressivism? What accounts for the new elements? What remained the same?
- How did neo-progressives approach the self and identity? How were these approaches related to changes in racial and ethnic identity-making?

Secondary sources

- Vipond, *Making a Global City*, **pp. 77-197.**
- von Heyking, *Creating Citizens*, **pp. 123-150.**

Primary sources – read/view before class (required):

- Excerpts from *Zylberberg v. Sudbury Board of Education*, 1988 CanLII 189 (ON CA) **“1. Statutes and Regulations”- “6. Conclusion.” (18 pp.)**
- *Canadian Civil Liberties Association v. Ontario (Minister of Education)*, (Ont. C.A.), 1990 CanLII 6881 (ON CA) **[aka. Elgin County Case] (60 pp.)**
- TVO Parents. “Africentric School Update,” Published January 2010. YouTube video, **28:06.**

Supplementary (not required):

- Conrad, Finkel and Fryson, *Canada: A History*, **pp. 408-442, 456-467.**
- Barman, *West beyond the West*, **Same pages as Class Eight (i.e. pp. 286-421).**

Class Eleven. Tuesday, March 30th, 2021.

Constructing Workers and Consumers, Post-secondary Students, and Class: 1940-present.

Guiding questions:

- How did the contribution of K-12 schools and post-secondary institutions to preparing workers change after 1950? Why? What

remained the same? Could vocationalism still be said to exist? (Did it ever exist?)

- How was a changing class structure made after 1950? What or who contributed to the changes and how? (How did curriculum and program (“streaming”) in K-12 schools and post-secondary institutions contribute to a changing class structure? How did people contribute to a changing class structure?)

Secondary sources – read (required):

- Katherine Rollwagen, “Classrooms for Consumer Society: Practical Education and Secondary School Reform in Post-Second World War Canada,” *Historical Studies in Education/Revue d’histoire de l’éducation* 28, no. 1 (Spring 2016): **32-52**.
- Harry Smaller, “Vocational Education in Ontario Secondary Schools: Past, Present – and Future?,” **pp. 95-112** in Hans G. Scheutze and Robert Sweet eds. *Integrating School and Workplace Learning in Canada: Principles and Practices of Alternation Education and Training* (Montreal and Kingston: McGill-Queen’s University Press, 2003).
- Paul Axelrod, Chapter 1 “Education, Utilitarianism, and the Acquisitive Society,” **pp. 7-33** in *Scholars and Dollars: Politics, Economics, and the Universities of Ontario 1945-1980* (Toronto: University of Toronto Press, 1982).

Primary sources – read (required):

- Excerpt from John Porter, Chapter VI: Social Class and Educational Opportunity,” in Porter *The Vertical Mosaic: An Analysis of Social Class* (Toronto: University of Toronto Press, 1965): **pp. 165-191**.
- John B. Macdonald, “New Dimensions: Higher Education in the Years Ahead,” **pp. 4-18** in *Higher Education in British Columbia and a Plan for the Future* (Vancouver: University of British Columbia, 1962).

Supplementary (not required):

- Conrad, Finkel and Fryson, *Canada: A History*, **pp. 393-407, 443-455**.
- Barman, *West beyond the West*, **Same pages as Class Eight (i.e. pp. 286-421)**.

Class Twelve. Tuesday, April 6th, 2021.

Constructing Gender and Sexuality: Girls into Women, Boys into Men, 1950-present.

Guiding questions:

- How did schools and other sites of education construct gender in this period? How was this different than in the period prior to 1950? How was it the same?
- How did “normal” operate through schools and other sites of education? What evidence do we have for this?
- Did gender intersect with, sexuality, and other identities in this period? (Think of intersections in schools, curricula, activism, popular culture.) If yes, how? If no, what does that tell us?

Secondary sources – read (required):

- Mona Gleason, Chapter 3, **pp. 52-79** “Gendering the Normal Parent and Child,” in *Normalizing the Ideal: Psychology, Schooling, and the Family in Postwar Canada* (Toronto: University of Toronto Press, 1999).
- Mary Louise Adams, Chapter 5 “‘Why Can’t I be Normal?’: Sex Advice for Teens,” **pp. 83-106** in *The Trouble with Normal: Postwar Youth and the Making of Heterosexuality* (Toronto: University of Toronto Press, 1997).
- Rebecca Priegert Coulter, “Gender Equity and Schooling: Linking Research and Policy,” *Canadian Journal of Education* 21, no. 4 (Autumn 1996): **pp. 433-452.**

Primary sources – read/view before class (required):

- Excerpts from Canada. Royal Commission on the Status of Women in Canada. *Report of the Royal Commission on the Status of Women in Canada* (Ottawa: Information Canada, 1970), **Chapter 3 Education**, “Introduction” (**pp. 161-2**); “Present Patterns of Enrolment,” “Education and Stereotypes,” (**pp. 165-187**).

And view **one** of the following two:

- Don Haldane. “Joe and Roxy,” 1957. National Film Board, **28:53**
- Crawley Films. “How Much Affection?,” 1958. Crawley Films, **19:48**

Supplementary (not required):

- Conrad, Finkel and Fryson, *Canada: A History*, **Same pages as class Eight, (i.e. pp. 393-407, 443-455).**

Class Thirteen. Tuesday, April 13th, 2021.

Constructing Ability, Disability, and Inclusion 1950-present.

Guiding questions:

- How were disabled identities different before and after ca. 1950?
- What factors account for a move from exclusion to inclusion?
- How complete is this move as of today? Why?

Secondary sources – read (required):

- 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 (September 2017): **pp. 483-504.**
- Jason Ellis and Paul Axelrod, “Continuity and Change: Special Education Policy Development in Toronto Public Schools, 1945 to the Present,” *Teachers College Record* 118 (February 2016): **pp. 1-42.**

Primary source – read/view before class (required):

- Douglas Jackson. “Danny and Nicky,” 1969. National Film Board, **55:44.** **(**A note on content in Danny & Nicky: Be aware that some of the language used in the movie is dated. Some of the scenes shot at the Ontario Hospital (Orillia) show child neglect and may be difficult to watch.)**
- Moore v. British Columbia, 2012 SCC 61, **(34 pp.)**

Research Help:

Bibliographies:

- “Bibliography of Canadian Educational History.”
Recurring feature in the journal Historical Studies in Education (see below).
- Linda L. Hale, comp., *Vancouver Centennial Bibliography: A Project of the Vancouver Historical Society* (Vancouver : Vancouver Historical Society, 1986). **Koerner library reference section.**
Sources for Vancouver’s history.
- Neil Sutherland, Jean Barman, and Linda L. Hale, comps. *History of Canadian Childhood and Youth: A Bibliography* (Westport, CT: Greenwood Press, 1992). **Koerner library reference section.**
Secondary and primary sources for the history of Canadian young people.

Digital books

- Internet Archive. <https://archive.org/index.php>
A non-profit organization that has digitized a large number of out-of-copyright books from university libraries. Includes a considerable number of education books.

Indexes and databases:

- *America: History & Life and Historical Abstracts.* UBC libraries online.
The two main research databases for academic books and articles and books in history. Canadian and American topics covered in A H&L.

Major journals for history of education:

- *Historical Studies in Education/Revue d’histoire de l’éducation* (Canada).
- *History of Education Quarterly* (United States).
- *History of Education* (United Kingdom).
- *History of Education Review* (Australia & New Zealand).
- *Paedagogica Historica* (International; mainly Europe).

Essay research and writing in history courses:

- William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* 2nd ed. (Don Mills: Oxford University Press, 2008).

Other:

- THEN/HiER. (The History Education Network)
<http://www.thenhier.ca/>
Virtual network and clearing house for resources, sources, and links for history and history education in Canada.
- Franca Iacovetta and Molly Ladd Taylor eds., *Becoming a Historian: A Canadian Manual*, New ed. https://cha-shc.ca/_uploads/hng50cgt.pdf

Rubric for Written Work in Dr. Ellis's Graduate Classes

Superior (80-100%)	Satisfactory (68-79%)	Poor/Unsatisfactory (67%>)
<ul style="list-style-type: none"> - The essay has an original and engaging thesis. - 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 very 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 thesis. - 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 thesis is not original, is derived mainly from other authors' work. - 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) thesis 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) thesis 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) thesis. 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 and very well written. - 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). 	<ul style="list-style-type: none"> - The essay is well-organized and well written. - 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). 	<ul style="list-style-type: none"> - The essay is somewhat disorganized. The writing meanders or is verbose. - 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.