

HISTORY OF EDUCATIONAL POLICY

EDST 504A (941)
Department of Educational Studies
Faculty of Education
The University of British Columbia

Summer 1, 2019 (6 May – 20 June)
(* Reading week, no class: 3 – 7 June)

Mondays & Wednesdays, 4:30 PM – 7:30 PM

Ponderosa Commons, Oak House - PCOMM 1215

Instructor: Dr. Jason Ellis (PhD, MA York; BEd, OISE-University of Toronto;
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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 Canvas. **There is no course reader for purchase.**

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.

I will also lecture in class 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 Canvas. I do not, except under exceptional circumstances, accept paper or emailed copies of assignments. ****

- A) “Methods” reading presentation. 25%.
- B) Short written assignment, Policy origins fragment. 20%.
- C) Final essay – research paper. 45%.
- D) Class participation. 10%.

A) “Methods” reading presentation (25%):

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 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 objectives are 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 for 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, discussion leadership, and the usefulness of your handout.

Presentation dates: – sign up on Canvas – May 8th, 13th, 15th, 22nd, 27th.

B) Short written assignment: Policy fragment origins overview (20%):

A policy “fragment” is one aspect of a larger education policy. For example: the funding formula portion of a special education policy; or the “Activities Promoting Peace” of a school district’s Foundations and Basic Commitments Policy; or the language requirements internationally trained teachers must meet in order to qualify for certification in British Columbia.

Whether they were developed a few short years ago, or are vestiges from a more distant past, all policy “fragments” have a history. Your task is to uncover that history.

You will select a policy “fragment” in a policy that is active today and that interests you. You will research the historical origins of that policy “fragment” backwards into time. Some questions you may wish to consider:

- When in the past did this policy fragment originate?
- Why did it originate when, and how, it did? That is, what conditions in the past contributed to the rationale, design, and implementation of this policy fragment?
- What has changed over time in the policy fragment *and* in the context surrounding the policy fragment? What continuity over time has there been in the policy fragment and the context?
- Finally, evaluate the policy fragment based on your research, analysis, and evidence: What are the implications for the present of the policy’s past history? How does the policy fragment’s past continue to shape the policy’s fragment’s form and/or implementation in the present? What possibilities or limitations for the present arise from the policy’s history?

Finding a policy fragment: If you need ideas for a fragment, consider these sources as a starting point. Although these suggestions are not exhaustive, and do not capture the full range of policy, they are good examples of places to find policy fragments:

- Vancouver School Board Policy Handbook. https://www.vsb.bc.ca/District/Board-of-Education/Policy_Manual/Pages/default.aspx
- Vancouver School Board Bylaws. https://www.vsb.bc.ca/District/Board-of-Education/District_By_Laws/Pages/default.aspx
- Government of British Columbia. Education Legislation and Policy. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy>
- Indigenous Services Canada. <https://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605>
- First Nations Education Steering Committee (of BC) (FNESC) <http://www.fnesc.ca/>

Your paper, 4-6 pages in length, double-spaced, 12 point font, with a works cited page, should refer to (and cite) a specific policy and should also make appropriate references to relevant secondary historical literature.

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

You will be evaluated on your choice of a policy fragment; how effectively you locate the policy fragment in its historical context; your historical analysis of change and continuity and cause and effect; and your evaluation of the implications of the policy fragment's past on the present. (See also "Rubric on Written Work" at the end of this syllabus.)

Assignment due: Friday, May 31st, 2019, by 11:59 PM. (Submitted on Canvas.)

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

(One page proposal: 5%; finished paper: 40%)

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 entirely up to you to fairly regulate group members' relative contributions and to manage the group dynamic.

Individuals or groups 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?"

Topics are entirely open. You need not write about BC, or Canada.

Your research paper may involve course readings. However, you must also demonstrate that you have done original research and analysis that contributes

something to your own, and to your reader's, understanding of the topic. (You may not cite my lectures as sources.)

You will be evaluated on your research and contribution, 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 15-25 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 look at essays by other historians in the following books **(on reserve at the Education Library)**:

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

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).

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

Informal proposal due: no later than Friday, June 14th, 2019, by 11:59 PM. (Submitted on Canvas.): A one-page informal proposal that (a) identifies your topic; (b) identifies sources; (c) states any hypotheses you have about the topic so far. This informal proposal is worth 5% of your final grade.

On **Wednesday, June 19th**, you will have a brief consultation meeting with me during class time to discuss your proposal, and your progress on the paper. (These will be scheduled on Canvas.)

Final paper due: no later than Friday, June 28th, 2019, by 11:59 PM. (Submitted on Canvas.) Worth 40% of your final grade.

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, understand, and follow it:

<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 preparing citations:

<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 any question about how to quote, acknowledge, or cite material, **please consult with me before you submit your work.**

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

**Class One. Monday, May 6th, 2019.
Introduction and Methods.**

1. Lecture (topics):

- The historical method.
- History/policy.
- The history of the history of education.

2. Seminar discussion (reading required):

- **(1.1)** Jerome G. Delaney, "Chapter 1: An Overview of Educational Policy Studies," in *Educational Policy Studies: A Practical Approach* (Calgary: Detselig, 2002): **11-16.**
- **(1.2)** Susan E. Lederer, Jonathan Zimmerman, James L. Baughman, Catherine Brekus, Mary L. Dudziak, and Nancy F. Koehn, "Interchange: History in the Professional Schools," *The Journal of American History* 92, no. 2 (September, 2005): **553-576.**
- **(1.3)** Jason Ellis, "The History of Education as 'Active History': A Cautionary Tale?" 2012. <http://activehistory.ca/papers/history-papers-11/>
- **(1.4)** Larry Cuban, "Can Historians Help School Reformers?," *Curriculum Inquiry* 31, no. 4 (2001): **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.)

Guiding questions to consider, to get us started:

- What is policy?
- What is history?
- What is presentism? (Or "present-mindedness"?)
- What is history of education?
- What is revisionism?

Class Two. Wednesday, May 8th, 2019.
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 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 emergence of state schooling: benevolence? Social control? Neither?
- The legal and constitutional basis of public and separate schools in Canada today.

3. Seminar (reading required):

- **(2.2)** 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): **443-473.**
- **(2.3)** Jean Barman, "Transfer, Imposition or Consensus? The Emergence of Educational Structures in Nineteenth-Century British Columbia," in Nancy Sheehan, J. Donald Wilson, David C. Jones, *Schools in the West: Essays in Canadian Educational History* (Calgary: Detselig, 1986): **241-264.**
- **(2.4)** British Columbia. *Statutes of the Province of British Columbia, 1872*, no. 16, An Act Respecting Public Schools (Victoria: Government Printer, 1872), **39-49.**

Class Three. Monday, May 13th, 2019.
Rise and Fall of Bureaucracy, 1870s-present.

1. Group presentation (reading required):

- **(M.3.1)** 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), **453-479.**

2. Lecture (topics):

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

3. Seminar (reading required):

- **(3.2)** David Tyack, "Creating the One Best System," 39-59, "Inside the System: The Character of Urban Schools, 1890-1940," 177-182, and "Success Story: The Administrative Progressives," 182-216 in *The One Best System: A History of American Urban Education* (Cambridge, MA: Harvard University Press, 1974).
- **(3.3)** David C. Jones, "The Strategy of Rural Enlightenment: Consolidation in Chilliwack, B.C., 1919-20," in David C. Jones, Nancy M. Sheehan, and Robert M. Stamp, *Shaping the Schools of the Canadian West* (Calgary: Detselig, 1979), 136-151.
- **(3.4)** 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/Revue d'histoire de l'éducation* 15, no. 2 (Fall 2003): 210-236.

Class Four. Wednesday, May 15th, 2019.

Federal and Provincial Indian Education Policy, 1840-1951.

1. Group presentation (reading required):

- **(M.4.1)** 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.
- Residential schools, day schools, compulsory attendance

- Integration.

3. Seminar (reading required):

- **(4.2)** J.R. Miller, Chapter 4, “‘Calling In the Aid of Religion’: Creating a Residential School System,” **89-120**, in *Shingwauk’s Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996).

AND one of 4.3a/4.3b

- **(4.3a)** Jean Barman, “Schooled for Inequality: The Education of British Columbia Aboriginal Children,” **57-80** in *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 1995).

****OR****

(4.3b) Helen Raptis with members of the Tsimshian Nation, “Walking on Two Paths: Education and Schooling at Port Essington among the Pre-1950s Generation,” **56-102** in *What We Learned: Two Generations Reflect on Tsimshian Education and the Day Schools* (Vancouver: UBC Press, 2016).

- **(4.4)** Helen Raptis, “Actors, Ideas, and Institutions: The Forces Driving Integrated Education Policy in British Columbia, 1947-51,” *History of Education Quarterly* 58, no. 4 (November 2018), pp. **537-66**.

Monday, May 20th, 2019.
**** Victoria Day Holiday ****
No class.

Class Five. Wednesday, May 22nd, 2019.
Pursuing Equity and Excellence: Educational Policy, 1945–present.

1. Group presentation (reading required):

- **(M.5.1.)** Jack Dougherty, “Conflicting Questions: Why Historians and Policymakers Miscommunicate on Urban Education,” in Kenneth K. Wong and Robert Rothman eds., *Clio at the Table: Using History to Inform and Improve Education Policy* (New York: Peter Lang, 2009), **251-262**.

2. Lecture (topics):

- Expanding education: opportunities, costs.
- Equity and equality.

- Outcomes and accountability.

3. Seminar (reading required):

- **(5.2)** Helen Raptis, "A Tale of Two Women: Edith Lucas, Mary Ashworth, and the Changing Nature of Educational Policy in British Columbia, 1937–1977," *Historical Studies in Education/Revue d'histoire de l'éducation* 17, no. 2 (2005): 293-319.
- **(5.3)** Maxwell A. Cameron, Chapter 4 "The Finance of Education in British Columbia: General," in *Report of the Commission of Inquiry into Educational Finance* (Victoria: Charles F. Banfield, 1945), 36-40.
- **(5.4)** Province of British Columbia. Royal Commission on Education. Section II "The Aims of the British Columbia Educational System," *Report of the Royal Commission on Education* (Victoria: British Columbia Government, 1960), 11-24.
- **(5.5)** Province of British Columbia. Royal Commission on Education (1987–1988). Chapter 9 "Framing a Mandate," *A Legacy for Learners: The Report of the Royal Commission on Education 1988* (Victoria: Royal Commission, 1988), 218-22.

Class Six, Monday May 27th, 2019.

History of British Columbia's Higher Education System Policy.

1. Group presentation (reading required):

- **(M.6.1)** John R. Thelin, Chapter 1, "Colleges and Universities: Peculiar Institutions," 5-23, in *Higher Education and Its Useful Past: Applied History in Research and Planning* (Cambridge, MA: Schenkman, 1982).

2. Lecture (topics):

- The purposes of the university in post-Second World War Canadian society.
- The massification of post-secondary education.

3. Seminar (reading required):

- **(6.2)** 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), 31-58.

- **(6.3)** John B. MacDonald, *Higher Education in British Columbia and A Plan for the Future* (Vancouver: UBC, 1962), Excerpts, TBD. Each student will be assigned different excerpts.

PART 2 - APPLIED HISTORY AND POLICY TOPICS IN EDUCATION.

Class Seven. Wednesday, May 29th, 2019. Reconstructing Indigenous Education Policy, 1951-2018.

1. Lecture (topics):

- The 'White Paper' and the Indigenous short-term response.
- Indigenous self-government (the long-term response).
- The Nisga'a education authority.
- Land claims, court decisions, and treaties.
- Tri-partite agreements.

2. Seminar (reading required):

- **(7.1)** 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.
- **(7.2)** National Indian Brotherhood, *Indian Control of Indian Education* (author: 1972), 1-38.
- **(7.3)** National Indian Brotherhood, Assembly of First Nations, "A Summary of the Declaration of First Nations Jurisdiction Over Education," 40-43 in *Tradition and Education: Towards a Vision of Our Future. A Declaration of First Nations Jurisdiction Over Education* (author: 1988).
- **(7.4)** BC Tripartite Education Agreement: Supporting First Nation Student Success (2018). 1-21 and A-1-A-2

**Short written assignment, Policy fragment origins overview due.
Friday, May 31st, 2019, by 11:59 PM.**

Submitted on Canvas.

Reading Week.
June 3rd-7th, 2019.
No class.

Class Eight. Monday, June 10th, 2018.
The History of School Choice.

1. Lecture (topics):

- Private and public schools.
- Why do we (still) have religious schools?
- Alternative schools.
- Francophone schools in BC.

2. Seminar (reading required):

- **(8.1)** Jean Barman, "Deprivatizing Private Education: The British Columbia Experience," *Canadian Journal of Education/Revue canadienne de l'éducation* 16, no. 1 (Winter, 1991): **12-31**.
- **(8.2)** Diane Ravitch, "Choice: The Story of an Idea," **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).
- **(8.3)** Angela MacLeod and Sazid Hasan, *Where Our Students are Educated: Measuring Student Enrolment in Canada, 2017* (Vancouver: Fraser Institute, 2017), **1-41**.

Class Nine. Wednesday, June 12th, 2019.
History of Post-Secondary Education Reform and Internationalization.

1. Lecture (topics):

- The recent history of post-secondary education.

2. Seminar (reading required):

- **(9.1)** Robert Cowin, Chapter 5 "Cynicism (2000-15)" in *Postsecondary*

Education in British Columbia: Public Policy and Structural Development, 1960–2015 (Vancouver: UBC Press, 2018), **124-161**.

- **(9.2)** Dale M. McCartney, "Inventing International Students: Exploring Discourses in International Student Policy Talk, 1945–75," *Historical Studies in Education/Revue d'histoire de l'éducation* 28, no. 2 (Fall 2016): **1-27**.
- **(9.3)** P. Geoff Plant, *Access and Excellence: The Campus 2020 Plan for British Columbia's Post-Secondary Education System* (Victoria: Government of British Columbia, 2007), **Excerpts, TBD. Each student will be assigned different excerpts.**

**Paper proposal (5% of your final grade) due
Friday, June 14th, 2019, by 11:59 PM.
Submitted on Canvas.**

Class Ten. Monday, June 17th, 2019.

The History of SOGI (Sexual Orientation and Gender Identity) Education.

1. Lecture topics:

- History of sexuality/gender and schooling.
- Recognitive politics and equity policy.
- The Canadian Charter of Rights and Freedoms and education.

2. Seminar (reading required):

- **(10.1)** Julian Gill-Peterson, Chapter 5, "Transgender Boyhood, Race, and Puberty in the 1970s," in *Histories of the Transgender Child* (Minneapolis: University of Minnesota Press, 2018), **163-193**.
- **(10.2)** Rebecca Priegert Coulter, "Gender Equity and Schooling: Linking Research and Policy," *Canadian Journal of Education/Revue canadienne de l'éducation* 21, no. 4 (Autumn, 1996): **433-452**.
- **(10.3)** Grant Bowers and Wendy Lopez, "Which Way to the Restroom? – Respecting the Rights of Transgender Youth in the School System: A North American Perspective," *Education Law Journal* 22, no. 3 (November 2013): **243-66**.

Class Eleven, Wednesday, June 19th, 2019.

Consultation meetings with me.

Final paper due.
No later than Friday, June 28th, 2019, by 11:59 PM.
(Submitted on Canvas.)

Class Bibliography

This bibliography consists of some (not an exhaustive list) of the materials I have used to compose my lectures that do not otherwise appear in the syllabus.

British Columbia and British Columbia Educational History

- Jean Barman and Mona Gleason eds., *Children, Teachers and Schools in the History of British Columbia*, 2nd. (new) ed. (Calgary: Detselig, 2003).
- Jean Barman, Neil Sutherland, and J.D. Wilson eds., *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 1995).
- Jean Barman, *The West Beyond the West: A History of British Columbia* (Toronto: University of Toronto Press, 2007).
- David C. Jones, Nancy M. Sheehan, and Robert M. Stamp, *Shaping the Schools of the Canadian West* (Calgary: Detselig, 1979).
- J. Donald Wilson, Robert M. Stamp, and Louis-Phillipe Audet, *Canadian Education: A History* (Scarborough: Prentice Hall, 1970).
- J. Donald Wilson ed., *An Imperfect Past: Education and Society in Canadian History* (Vancouver: UBC, 1984),
- J. Donald Wilson and David C. Jones eds., *Schooling and Society in 20th Century British Columbia* (Calgary: Detselig, 1980).

Policy and History

- Richard Aldrich, "The three duties of the historian of education," *History of Education* 32, no. 2 (2003): 133-43.
- James D. Anderson, "Race-Conscious Educational Policies versus a 'Color-Blind Constitution': A Historical Perspective," *Educational Researcher* 36, no. 5 (2007), 249-57.
- Jean Barman and Neil Sutherland, "Royal Commission Retrospective," *Policy Explorations* 3, no. 1 (Winter 1988), 6-16.
- Milton Gaither, "The Revisionists Revived: The Libertarian Historiography of Education," *History of Education Quarterly* 52, no. 4 (November 2012): 488-505.
- Ivor Goodson, "Social Histories of Educational Change," *Journal of Educational Change* 2, (2001): 45-63.
- Marvin Lazerson, "Revisionism and American Educational History," *Harvard Educational Review*, 43, no. 2 (1973): pp. 269-283.
- Gary McCulloch and William Richardson, *Historical Research in Educational Settings* (Buckingham: Open University Press, 2000).
- Diane Ravitch and Maris A. Vinovskis eds., *Learning from the Past: What History Teaches Us About School Reform* (Baltimore: Johns Hopkins University Press, 1995).
- 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).
- Harold Silver, *Education, Change and the Policy Process* (London: Falmer Press, 1990).
- Hugh A. Stevenson and J. Donald Wilson, *Precepts Policy and Process: Perspectives on Contemporary Canadian Education* (London, ON: Alexander Blake & Associates, 1977).
- Penny Tinkler. "The Past in the Present: Historicizing contemporary debates in gender and education," *Gender and Education* 26, no. 1(2014): 70-86.
- E. Brian Titely ed., *Canadian Education: Historical Themes and Contemporary Issues* (Calgary: Detselig, 1990).
- 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).

- Maris Vinovskis, *History and Educational Policymaking* (New Haven, CT: Yale University Press, 1999).
- J. Donald Wilson ed., *Canadian Education in the 1980s* (Calgary: Detselig, 1981).
- Kenneth K. Wong and Robert Rothman eds., *Clio at the Table: Using History to Inform and Improve Education Policy* (New York: Peter Lang, 2009).

Establishing Public Schooling

- Paul Axelrod, *The Promise of Schooling: Education in Canada, 1800–1914* (Toronto: University of Toronto Press, 1997).
- F. Henry Johnson, *A History of Public Education in British Columbia* (Vancouver: University of British Columbia, 1965).
- Michael B. Katz, *The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts* (Boston: Beacon Press, 1968).
- Alison Prentice, *The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada* (Toronto: McClelland and Stewart, 1977).
- Ronald Manzer, *Public Schools and Political Ideas: Canadian Educational Policy in Historical Perspective* (Toronto: University of Toronto Press, 1994).
- Neil McDonald and Alf Chaiton eds., *Egerton Ryerson and His Times: Essays on the History of Education* (Toronto: MacMillan, 1978).

Indian Education Policy

- Jean Barman, Yvonne Hébert, and Don McCaskill eds., *Indian Education in Canada, Volume 1: The Legacy* (Vancouver: UBC Press, 1986).
- Jean Barman, Yvonne Hébert, and Don McCaskill, *Indian Education in Canada, Volume 2: The Challenge* (Vancouver: UBC Press, 1987).
- 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.
- James W. Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2013).
- Olive Patricia Dickason with William Newbigging, *A Concise History of Canada's First Nations*, 2nd ed. (Don Mills: Oxford University Press, 2010).
- *First Nations Jurisdiction over Education in British Columbia Act (Canada)* <http://laws-lois.justice.gc.ca/eng/acts/F-11.75/page-1.html>
- *First Nations Education Act* 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/>
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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.