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; BAH, Queen’s)
E-mail:  j.ellis@ubc.ca
Office: PCOMM 3081
Office hours: Monday, Wednesday, 1:30-3:30 PM; Friday, 9:30-10:30 AM; or by appointment.
Phone:  (604) 822-9190

“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 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
• 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:


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):


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.

Introduction and Methods.

1. Lecture (topics):

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

2. Seminar discussion (reading required):


- (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):


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):


Rise and Fall of Bureaucracy, 1870s–present.

1. Group presentation (reading required):


2. Lecture (topics):
• Policy alternatives to bureaucracy.
• Bureaucratization.
• Policy centralization.
• Educational finance and policy making.
• Decentralization.

3. Seminar (reading required):


Federal and Provincial Indian Education Policy, 1840–1951.

1. Group presentation (reading required):


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


**OR**


** Victoria Day Holiday **
No class.


Pursuing Equity and Excellence: Educational Policy, 1945–present.

1. Group presentation (reading required):


2. Lecture (topics):

• Expanding education: opportunities, costs.
• Equity and equality.
• Outcomes and accountability.

3. Seminar (reading required):


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Class Six, Monday May 27th, 2019.

**History of British Columbia’s Higher Education System Policy.**

1. Group presentation (reading required):


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):

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.

1. Lecture (topics):

- 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):


- (7.2) National Indian Brotherhood, Indian Control of Indian Education (author: 1972), 1-38.


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.

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):
   - (8.3) 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


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

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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):


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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.

<table>
<thead>
<tr>
<th>British Columbia and British Columbia Educational History</th>
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<tbody>
<tr>
<td>• Jean Barman, Neil Sutherland, and J.D. Wilson eds., <em>Children, Teachers and Schools in the History of British Columbia</em> (Calgary: Detselig, 1995).</td>
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<tr>
<td>• J. Donald Wilson and David C. Jones eds., <em>Schooling and Society in 20th Century British Columbia</em> (Calgary: Detselig, 1980).</td>
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• 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


### Indian Education Policy


First Nations Jurisdiction over Education in British Columbia Act (Canada) [http://laws-lois.justice.gc.ca/eng/acts/F-11.75/page-1.html](http://laws-lois.justice.gc.ca/eng/acts/F-11.75/page-1.html)


- Michelle Pidgeon, Marissa Muñoz, Verna J. Kirkness, and Jo-ann Archibald, “Indian Control of Indian Education: Reflections and Envisioning the Next 40 Years,” *Canadian*
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<th>Bureaucratization, Centralization, and Decentralization</th>
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<th>Equity &amp; Accountability</th>
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<td>• Jerry Paquette, <em>Publicly Supported Education in Post-Modern Canada: An Imploding Universe</em> (Toronto: Our Schools/Our Selves, 1994).</td>
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<th>Post-secondary education</th>
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<tr>
<td>• Paul Axelrod, “Higher Education in Canada,” Essay review of <em>A History of Higher...</em></td>
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- Hugh Johnston, Radical Campus: Making Simon Fraser University (Vancouver: Douglas & McIntyre, 2005).

Private and Independent Schools and School Choice


### Rubric for Written Work

**Dr. Jason Ellis**

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<thead>
<tr>
<th>Superior (80-100%)</th>
<th>Satisfactory (68-79%)</th>
<th>Poor/Unsatisfactory (&gt;67%)</th>
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<tr>
<td>- The essay has an original and engaging argument.</td>
<td>- The essay has an original argument.</td>
<td>- The essay’s argument is not original, is derived mainly from other authors’ arguments.</td>
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<tr>
<td>- Thesis statement very clearly articulates the author’s (your) main contentions and cleverly introduces them.</td>
<td>- Thesis statement articulates the author’s (your) main contentions.</td>
<td>- Thesis statement is unclear regarding the author’s main contentions.</td>
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<tr>
<td>- Author’s (your) contentions are nearly perfectly situated in relation to the existing literature on the topic.</td>
<td>- Author’s (your) contentions are situated in relation to the existing literature on the topic.</td>
<td>- Author’s (your) contentions are not well situated in relation to the existing literature on the topic.</td>
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<tr>
<td>- 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.</td>
<td>- Thesis statement is articulate, gives the reader a sense of where the author (you) is going and how the author (you) will get there.</td>
<td>- 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.</td>
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<td>- The essay shows evidence of considerable scholarly research and excellent engagement with the scholarship on the topic.</td>
<td>- The essay shows evidence of scholarly research and engagement with the scholarship on the topic.</td>
<td>- The essay shows insufficient evidence of scholarly research.</td>
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<tr>
<td>- The author (you) demonstrates an excellent command of the important concepts and the information relating to the topic.</td>
<td>- The author (you) demonstrates a good command of the important concepts and the information relating to the topic.</td>
<td>- The author (you) demonstrates an insufficient command of the important concepts and the information relating to the topic.</td>
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<td>- The evidence used to support the author’s (your) main argument is convincing, very well-selected, and engaging.</td>
<td>- The evidence used to support the author’s (your) main argument is convincing and well-selected.</td>
<td>- The evidence used does not support the author’s (your) main argument. Is not relevant / is inaccurate.</td>
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<td>- The author’s (your) interpretation and analysis of primary and secondary sources is excellent. I.e.,</td>
<td>- The author’s (your) interpretation and analysis of primary and secondary sources is good. I.e.,</td>
<td>- The author’s (your) interpretation and analysis of primary and secondary sources is insufficient.</td>
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<tr>
<td>- Evaluates primary and secondary sources’ content</td>
<td>- Evaluates primary and secondary sources’ content</td>
<td>- Does not go beyond a descriptive approach.</td>
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<td>- Evaluates primary sources’ origins</td>
<td>- Evaluates primary sources’ origins</td>
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<td>- Makes good inferences from primary sources.</td>
<td>- Makes good inferences from primary sources.</td>
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<td>- Uses secondary sources to support own ideas.</td>
<td>- Uses secondary sources to support own ideas.</td>
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<td>- Goes well beyond a descriptive approach.</td>
<td>- Goes beyond a descriptive approach.</td>
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<td>- The essay is well-organized</td>
<td>- The essay is well-organized</td>
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<td>way organized</td>
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<td>and very well written.</td>
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<td>- Writing is direct, to the point, and concise.</td>
<td>- Writing is mostly direct, to the point, and concise.</td>
<td>- There are a noticeable number of spelling mistakes and examples of poor grammar, sentence structure, paragraphing, or confusing formatting.</td>
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<td>- The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting. The writing style is engaging and artful.</td>
<td>- The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting.</td>
<td>- The introduction appears not to contain a thesis statement.</td>
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<td>- There is an introduction containing the thesis statement.</td>
<td>- There is a proper conclusion that restates the thesis statement in different words.</td>
<td>- The conclusion does not restate the thesis statement in different words.</td>
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<td>- There is a proper conclusion that restates the thesis statement in different words.</td>
<td>- The conclusion highlights some main points of interest.</td>
<td>- The conclusion is underdeveloped.</td>
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<td>- The conclusion highlights main points of interest.</td>
<td>- The conclusion suggests further research lines on the topic (if appropriate).</td>
<td>- Essay elements are missing or not all of the conditions that relate to style, formatting, and length are respected.</td>
</tr>
<tr>
<td>- The conclusion does an excellent job suggesting further research lines on the topic (if appropriate).</td>
<td>- All of the essay elements are present and all of the conditions that relate to style, formatting, and length are respected.</td>
<td>- Citations are incomplete, inaccurate or improperly formatted.</td>
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