



Course Information

Prefix & number	Title
EDST 509	Constructing Citizens: Canada and the Educational Past.
Instructor	Prerequisites or restrictions (if any)
Jason Ellis	None.

Focus or Content
<p>Schools construct citizens. Schools make boys and girls into women and men; they make immigrant children and Indigenous youngsters into Canadian citizens (or not); they make blue-collar kids into wage workers and other young people into privileged professionals. Citizens also, however, construct schools. They push back against sexist and heterosexist curricula. They confront racist, able-ist, and class-ist streaming. They occupy Indian residential schools and get them shut down. These things are what this course is about—schools constructing citizens, and citizens constructing schools, as both have changed over time.</p> <p>The course is structured as a historical examination of education and identity formation, focussing on six identity categories: race and ethnicity; Indigeneity; religion; gender and sexuality; class; and ability and disability. Each category is examined twice: once before 1950, and a second time after, to show change over time.</p>

Goals, Objectives or Learning Outcomes
<p>True history courses don't just teach students <i>about</i> history; they also teach students how to <i>do</i> history. In this course you will learn how to research and write history yourself, so that you may use these abilities to investigate topics that matter to you. To that end we will work weekly with primary sources that capture history at the moment it happened and you will analyse these and formulate historical claims from them.</p>

Assignments or Assessment Process
<p>Short writing assignment (20 %); seminar presentation (30 %); final assignment (students may choose <u>one</u> of either a research essay or an oral exam) (40 %); discussion participation (10 %).</p>

Notes/Other
<p>Featured primary sources in the course (partial list): Indigenous oral tradition of Treaty 7 (n.d.); Sandiford and Kerr, "Intelligence of Chinese and Japanese Children" (1926) [racism and IQ testing]; National Film Board, <i>Danny & Nicky</i> [film on institutionalization and inclusion] (1969); <i>Report of the Royal Commission on the Status of Women in Canada</i> (1970); National Indian Brotherhood, <i>Indian Control of Indian Education</i> (1972); <i>Zylberberg v. Sudbury Board of Education</i> (1988) [Supreme court case, prayer in public schools].</p>