Course Information

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<th>Prefix &amp; number</th>
<th>Title</th>
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<td>EDST 509</td>
<td>Constructing Citizens: Canada and the Educational Past</td>
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**Instructor**

Jason Ellis

**Prerequisites or restrictions (if any)**

None.

**Focus or Content**

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.

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.

**Goals, Objectives or Learning Outcomes**

True history courses don’t just teach students about history; they also teach students how to do 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.

**Assignments or Assessment Process**

Short writing assignment (20 %); seminar presentation (30 %); final assignment (you choose one of either a research essay or an oral exam) (40 %); discussion participation (10 %).

**Notes/Other**