



**History (HTST) 593**  
**Selected Topics in History: History of Education in**  
**Canada**  
**Fall 2020**  
**Synchronous Online Classes; Wednesday, 2:00-4:45pm**

<b>Instructor</b>	Dr. Paul Stortz Office: SS 618 Email: <a href="mailto:pjstortz@ucalgary.ca">pjstortz@ucalgary.ca</a> Instructor's Website: <a href="https://hist.ucalgary.ca/manageprofile/profiles/paul-stortz">https://hist.ucalgary.ca/manageprofile/profiles/paul-stortz</a> Office Hours (online): by appointment
<b>Course Delivery and Requirements</b>	The course is to be delivered online through Zoom. A computer with a supported operating system is needed, as well as a current and updated web browser, webcam (built-in or external), microphone and speaker (built-in or external or headset), current antivirus and/or firewall software enabled, and reliable broadband internet connection. Invitations for linking to the class on the stipulated day and time will be sent beforehand via email. A detailed breakdown of the days (Wednesdays, 2:00-4:45pm) is included in the Reading and Presentation Schedule (available on D2L).
<b>Course Description</b>	Canada is perceived according to interpretive pluralistic and complex approaches and perspectives. The development of the social and cultural histories of the nation have been implicated, shaped, and reconceptualized through numerous ideas and ideologies in myriad contexts that include region, class, immigration, ethnicity, gender and women, youth, rural and urban perspectives, government, community, media, the professions. Among these, however, educational systems, theories, practices, institutions, pedagogies, curricula, administrators, and teachers and students have had powerful and long-lasting impacts on region and nation-building. This course problematizes and complicates the time, spaces, and places that education historically inhabits by interrogating the subjective understandings of how people were educated, how they learn and conceive of their realities and lived experiences, and how their identities were created and mediated by education to inform fundamental understandings of nation, nationhood, and citizenship in Canada.
<b>Thinking, Research, and Learning Skills Practiced in the Study of History of Canadian Education</b>	<ol style="list-style-type: none"><li>1. connecting critical thinking to problem-solving in historical contexts</li><li>2. the use of empathy in in-depth historical explorations in Canadian history and education</li><li>3. the effective uses of informal argumentation</li><li>4. identifying and avoiding logical fallacies in arguing issues related to Canadian education</li><li>5. using techniques of clear and powerful writing and expression of thought, applicable to this and other courses</li></ol>

6. using effective ways of taking large and complex issues in Canadian history and history of education and synthesizing them to create and study the meanings and importance of them to you

### Learning

#### Outcomes of the Course

By the end of the course, the student should be able to:

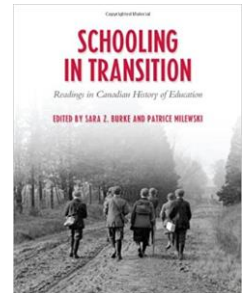
1. understand the important issues facing Canada and Canadian education in the past, present, and future
2. be able to engage in informed critical debate about Canada and Canadian education
3. be able to synthesize integral ideas and themes in relation to Canada and Canadian education and express them clearly and argumentatively
4. understand that all interdisciplinary knowledge in Canadian history and elsewhere is inter-related
5. be able to identify argument versus opinion and which one is more intellectually powerful

#### Instructional and Course Philosophy

As the instructor, I am also a facilitator, discussant, resource, and lecturer of Canadian history argument and discussion. I may be approached on any questions or comments related to course content and procedure, or on broad academic concerns or issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: together, we will tackle pertinent topics and arguments in the history of Canadian education, and strive to challenge foundational assumptions of the subject matter in debate and discussion.

#### Required Readings

1. Sara Z. Burke and Patrice Milewski, *Schooling in Transition: Readings in Canadian History of Education* (Toronto: University of Toronto Press, 2012). This book is available from the bookstore through curbside delivery or mail order.

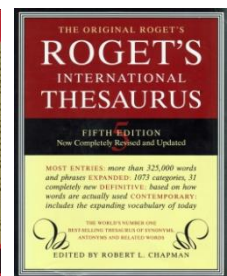
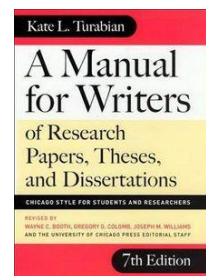
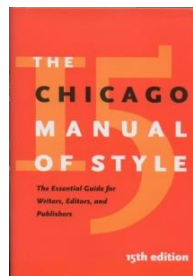


2. Peer-reviewed articles/book chapters. They are available on-line through the TDL.

3. "Constructing and Writing a History Argument." Copies are on D2L.

#### Recommended Research Tools

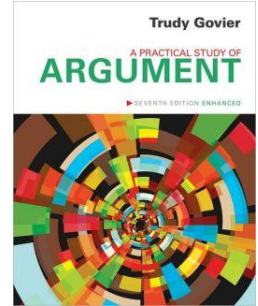
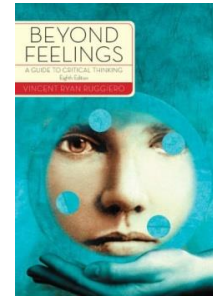
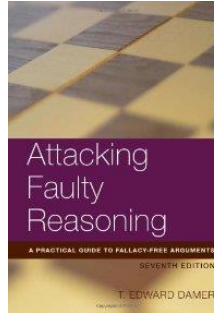
1. Formatting manuals are available in the bookstore and on-line. *Chicago* is the accepted formatting style. Consistent and accurate formatting is fundamental to the writing components of this course.



2. *The Original Roget's International Thesaurus* (latest edition). New York: Harper Collins.

### Recommended Critical Thinking/ Informal Argumentation Texts

Books on critical thinking and informal logic are extremely useful for this course and others. Examples include: T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth



Cengage Learning/Nelson Education Ltd.); Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill); Trudy Govier, *A Practical Study of Argument* (Belmont, CA: Wadsworth Publishing, 2009).

### Schedule of Lectures and Readings

The schedule of lectures and readings is available for download on D2L, and will be discussed in the first week of class.

### Assignments

Assignment	Weight	Due Date
Article Analysis	25%	4 November
Argument Paper	30%	16 December
Presentation and Leading of Discussion	25%	TBA
Attendance and Participation*	20%	throughout the term

\*Participation is an important and required component of this course. Participation includes the critical expression of knowledge and discussion of all assigned readings for each class, as well as insight and arguments pertinent to discussion and lecture topics. A handout that explains the participation mark is available on the course D2L.

If all assignments are not completed in the course, the final grade will be assessed a "F."

**Departmental  
Grading Scale**

This official objective grading scale is used in the Department of History and the Canadian Studies program.

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding performance
A	85-89%	4.0	Excellent performance
A-	80-84%	3.7	Approaching excellent performance
B+	77-79%	3.3	Exceeding good performance
B	73-76%	3.0	Good performance
B-	70-72%	2.7	Approaching good performance
C+	67-69%	2.3	Exceeding satisfactory performance
C	63-66%	2.0	Satisfactory performance
C-	60-62%	1.7	Approaching satisfactory performance
D+	56-59%	1.3	Marginal pass. Insufficient preparation for subsequent courses in subject
D	50-55%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject
F	0-49%	0.0	Failure. Did not meet course requirements.

For the official grade on any assignment or examination, a "F" is calculated as zero percent.

**Evaluation**

Demonstrated knowledge of the topics covered will be graded according to depth and breadth of analysis, perception, research, and expression of the material. An understandable and clearly-presented argument is always necessary. Evaluation of all assignments in this course will take into consideration clarity and accuracy of thought and presentation.

<b>Submission of Course Assignments</b>	<p>The assignments are to be submitted via email attachment on the due date. On all assignments, please ensure that your name and student number, the instructor's name, and course number are indicated on the front page. Format the assignments in the latest version of MSWord, and please ensure that the document is virus-free. Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Assignments are considered officially submitted only when they are acknowledged as received by the instructor.</p>
<b>Late Submissions</b>	<p>To be fair to class members who submit on time, assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. Please note that course workload or computer problems (a reminder to always back-up!) are not acceptable reasons for late submissions. If you think either of these issues will present a problem in this course, please see the instructor.</p>
<b>On-line Classroom Etiquette and Logistics</b>	<p>Zoom links and passwords are only intended for students registered in the course. Course documents, PPoint slides, discussions and presentations, and other teaching or class materials must not be shared, distributed, or published outside of class. Due to copyright issues, and to promote the full academic freedom of class members that requires unimpeded intellectual and knowledge creation and exchange, audio or visual recording of in-class proceedings is not allowed. According to university regulations, <u>unauthorized [without the instructor's permission] recording is a serious academic offense</u> and is included in the university calendar under the definition of "Academic Misconduct." For more information, see the university calendar, Item E.6: <i>Recording of Lectures</i>.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the <a href="#">Code of Conduct</a>). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe, and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.</p>
<b>Plagiarism</b>	<p>Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in "The History Student's Handbook," (<a href="https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook">https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook</a>) plagiarism may take several forms:</p> <ul style="list-style-type: none"><li>• Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.</li><li>• Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.</li><li>• Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.</li></ul>

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate dean of students who will apply the penalties specified in the *University of Calgary Calendar*. Section K: Integrity and Conduct, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

<b>Writing Support</b>	Students are encouraged to use the Writing Support Services and other Student Success Centre Services, located on the 3 <sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book one-on-one appointments online, sign up for drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit <a href="http://www.ucalgary.ca/ssc">www.ucalgary.ca/ssc</a> .
<b>Ethics</b>	Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first. For more information about your research ethics responsibilities, see the University of Calgary Research Ethics site: <a href="http://arts.ucalgary.ca/research/for-researchers/ethics">http://arts.ucalgary.ca/research/for-researchers/ethics</a>
<b>Freedom of Information and Protection of Privacy Act</b>	This course is conducted in accordance with the <i>Freedom of Information and Protection of Privacy Act</i> (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see: <a href="http://www.ucalgary.ca/secretariat/privacy">http://www.ucalgary.ca/secretariat/privacy</a> ; <a href="http://www.ucalgary.ca/legalservices/foip/foip-hia">http://www.ucalgary.ca/legalservices/foip/foip-hia</a>
<b>Copyright®</b>	The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <a href="http://library.ucalgary.ca/copyright">http://library.ucalgary.ca/copyright</a> .
<b>Sexual Violence Policy</b>	The University recognizes that all members of the University Community should be able to learn, work, teach, and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <a href="https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf">https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf</a>

- Program Advising and Student Information Resources**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team, please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
  - For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid, and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team, please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
  - For information on Registration Changes and Exemption Requests, please see <https://www.ucalgary.ca/registrar/registration/appeals>

**Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.

**Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

- Other Useful Information**
- Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:
- Wellness and Mental Health
  - Student Success
  - Student Ombuds Office
  - Student Union (SU) Information
  - Graduate Students' Association (GSA) Information
  - Emergency Evacuation/Assembly Points
  - Safewalk

**Department Twitter @ucalgaryhist**

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**Campus Security** 403-220-5333