



UNIVERSITY OF
CALGARY

History (HTST) 593
Selected Topics in History: History of Education in
Canada
Winter 2020
Wednesday, 3:00-5:45pm
Room: SS623

Instructor

Dr. Paul Stortz

Office: SS 618

Email: pjstortz@ucalgary.ca

Instructor's Website: <https://hist.ucalgary.ca/manageprofile/profiles/paul-stortz>

Office Hours: by appointment

**Course
Description**

Canada has been perceived by individuals and agencies according to 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 and contingent 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.

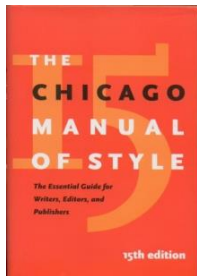
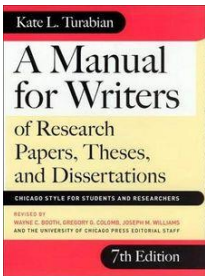
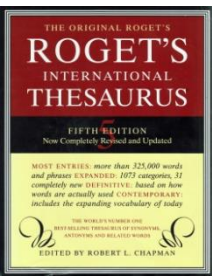
**Thinking,
Research, and
Learning Skills
Practiced in the
Study of History
of Canadian
Education**

1. connecting critical thinking to problem-solving in historical contexts
2. the use of empathy in in-depth historical explorations in Canadian history and education
3. the effective uses of informal argumentation
4. identifying and avoiding logical fallacies in arguing issues related to Canadian education
5. using effective research techniques and identification and analysis of source material
6. using techniques of clear and powerful writing and expression of thought, applicable to this and other courses
7. 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	<p><u>By the end of the course, the student should be able to:</u></p> <ol style="list-style-type: none"> 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. be able to approach future research projects and tasks more insightfully and effectively 5. understand that all interdisciplinary knowledge in Canadian history and elsewhere is inter-related 6. be able to identify argument versus opinion and which one is more intellectually powerful 7. understand more clearly the power and practice of judicious and critical thought
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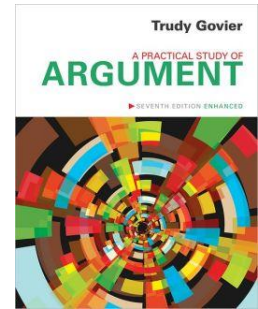
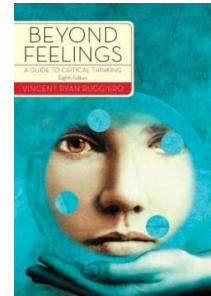
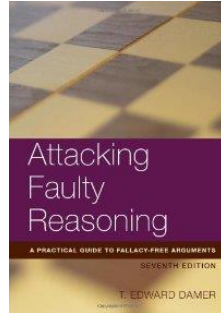
Instructional and Course Philosophy	<p>As the instructor, I am also a facilitator, discussant, resource, and lecturer of Canadian history argument and discussion. I may be approached on any and all questions or comments related to course content and procedure, or on broad academic concerns or issues 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.</p>
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Required Readings	<ol style="list-style-type: none"> 1. "Constructing and Writing a History Argument" (on D2L and will be available from the instructor in the first day of class) 2. Required weekly readings of mostly peer-reviewed articles and book chapters are available on-line through the University of Calgary library.
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Recommended Research Tools	<ol style="list-style-type: none"> 1. Formatting manuals are available in the bookstore and on-line. <i>Chicago</i> is the accepted formatting style. Consistent and accurate formatting is fundamental to the writing components of this course. 			
	<ol style="list-style-type: none"> 2. <i>Funk & Wagnalls Canadian College Dictionary</i>. Toronto: Fitzhenry and Whiteside; <i>Oxford English Dictionary</i> (latest editions if consulting hardcopy formats). 			
	<ol style="list-style-type: none"> 3. <i>The Original Roget's International Thesaurus</i> (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 Desire2Learn, and will be discussed in the first week of class.

Assignments

Assignment	Weight	Due Date
Research Report	25%	4 March
Argument Paper	30%	15 April (last day of class)
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.

Submission of Course Assignments	The assignments are to be submitted in class on the due date. Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Unless otherwise arranged with the instructor, assignments are considered officially submitted only when they are received by the instructor in hardcopy form.
Late Submissions	<p>If assignments are not submitted directly to the instructor, a (red) drop box for late submissions is available outside of the main office in the history department, SS656. On all assignments, please ensure that your name and student number, the instructor's name, and course number are indicated on the front page.</p> <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. The red box is emptied daily at 8:30am and 4:00pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00pm will be collected the following workday and stamped with that day's date. The papers are not time stamped. Course workload or computer problems are not acceptable reasons for late submissions. Assignments submitted after the stipulated time and day of submission will be graded but without written comments.</p>
Classroom Etiquette	Adherence to classroom etiquette is essential. Talking in class while lectures, presentations, and related discussions are conducted is unacceptable. Among the main arguments for this is that it disrupts the intellectual culture of the class and disturbs your student colleagues. Food and (non-alcoholic) drink are allowed; cell phones must be turned off.
 Use of Internet and Electronic Communication Devices	Please be courteous of those around you. The use of laptops/Ipads/Iphones for other than typing lecture notes or course-related work can be distracting to your colleagues nearby. Note that several academic studies have concluded that using social media during lectures distracts the student from the knowledge being created and discussed to the detriment of learning experience, growth, and success.
 Recording or photographing Lectures and PowerPoint	Due to copyright issues, and to promote the full academic freedom of class members that includes unimpeded intellectual and knowledge exchange, unless otherwise arranged with the instructor, audio or visual recording of in-class proceedings is not allowed. According to university regulations, <u>unauthorized 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> .
Plagiarism	<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," plagiarism may take several forms:</p> <ul style="list-style-type: none"> • Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged. • 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.

- 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.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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*.

Writing Support	Students are encouraged to use the Writing Support Services and other Student Success Centre Services, located on the 3 rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc .
Ethics	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: http://arts.ucalgary.ca/research/for-researchers/ethics
Freedom of Information and Protection of Privacy Act	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: http://www.ucalgary.ca/secretariat/privacy ; http://www.ucalgary.ca/legalservices/foip/foip-hia
Copyright®	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. What this means is that no copyrighted 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 http://library.ucalgary.ca/copyright .
Academic Accommodations	The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy . 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 .

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

**Program
Advising and
Student
Information
Resources**

For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.

▶ For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.

▶ For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.

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

▶ Registration Changes and Exemption Requests:
<https://www.ucalgary.ca/registrar/registration/appeals>

**Course
Assessments**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference — please participate in USRI.

**Other Useful
Information**

Department Twitter @ucalgaryhist

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

Campus Security 403-220-5333