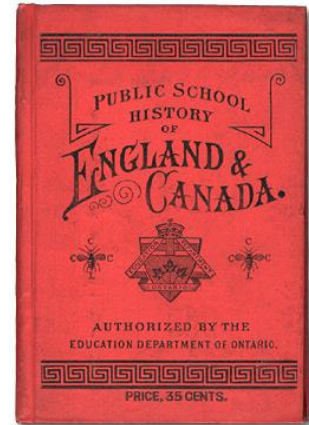




Robert Harris, *A Meeting of the School Trustees* (PEI; 1885)



(1886) Archives of Ontario Library Collection

History (HTST) 593
Selected Topics in History: History of Education in
Canada
Winter 2022
Thursdays, 2:00-4:45pm
Room: SS 315

Instructor

Dr. Paul Stortz

Office: SS 300

Email: pjstortz@ucalgary.ca

Instructor's Websites: <https://wpsites.ucalgary.ca/paul-stortz/>

<https://profiles.ucalgary.ca/paul-stortz>

Office Hours: by appointment

Course Delivery, Required Learning Technologies

The course is delivered and attended in person. Course documents, supporting material, and assignments (not including PowerPoint Slides or lecture notes) are available through D2L. Students are required to have reliable and secure access to the Internet, either through a university or their own computer

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.

Important Concepts in the History of Education

The following is a selection of key concepts that are important in this course:

agency	historicism	narrative
causation	historical relativism	nationalism and nationhood
citizenship	identity	objectivity/subjectivity
class	the imagination	ontology
critical theory	inference	oral history
culture	interdisciplinarity	postcolonialism
deconstructionism	interpretation	postmodernism
discipline construction	knowledge	poststructuralism
epistemology	labour	power
existentialism	lived experience	structuralism
explanation	Marxism	subjectivity
gender	memory	truth
grand narratives	microhistory	
hegemony	<i>Mentalités</i>	
hermeneutics	Modernism	

Thinking, Research, and Learning Skills and Objectives 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

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. 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
8. be able to approach future research projects and tasks more insightfully and effectively; and
9. to help make the students more powerful, critical, and judicious humane thinkers and researchers which is an integral skill not only for this course but for fulfilling life choices and for career aspirations on campus and off.

Instructional and Course Philosophy

The instructor is to be considered a facilitator, discussant, resource, and lecturer of historical argument and discussion. The instructor may be approached on any questions or concerns related to course content and procedure, or to broad academic issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: as a group, we will tackle pertinent topics and arguments in the history of Canada, and strive to challenge foundational assumptions of the subject matter in debate and discussion based on critical and thoughtful perspectives.

Required Readings

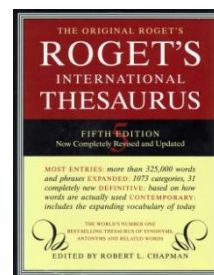
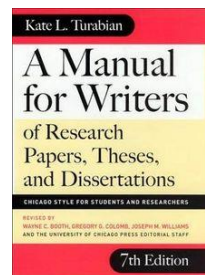
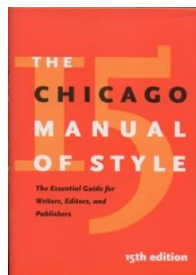
1. "Constructing and Writing a History Argument" (available on D2L and will be available from the instructor)
2. Required weekly readings of peer-reviewed articles and book chapters are available on-line through the University of Calgary library.

Recommended Research Tools

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

2. *Funk & Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary*.

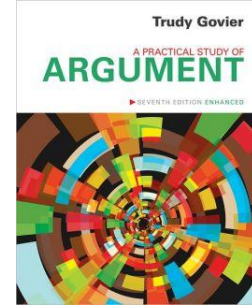
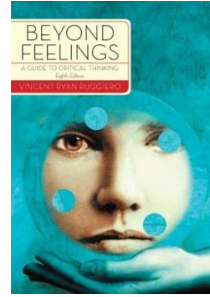
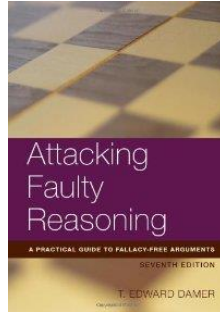
3. *The Original Roget's International Thesaurus* (latest edition). New York: Harper Collins.



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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, presentations, discussion, and readings is available for download on D2L, and will be discussed in the first week of class. Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor. For reasons of copyright, PowerPoint slides, presentations, and videos are not posted on D2L.

Assignments and Evaluation

Assignment documents and instructions are available on D2L. Students must keep a copy of each submitted assignment and be able to produce the copy immediately if requested. All assignments and discussions will be based on the material covered in lectures, assigned readings, and any handouts and outlines. Demonstrated knowledge of the topics covered will be graded according to such indicators as depth and breadth of analysis, critical perception, research, and expression of the material. An understandable and clearly-presented argument is always necessary. Following the research and writing guidelines discussed in the course and adhering to the Chicago/Turabian formatting manual are necessary for structuring and arguing all qualitative responses throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on the any course component or assignment.

Evaluation will take into consideration clarity and depth of thought and presentation. The final mark on the assignments will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, and lack of proper, supported, and convincing argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts, arguments, and issues discussed in class.

All assignments must be submitted in MSWord format through the D2L Dropbox on the day of submission as stipulated in this syllabus. See Policy for Late Assignments, below.

Policy for Late Assignments:

All assignments are due by 11:59pm on the due date. Ensure that the assignment has been successfully uploaded and sent to the D2L Dropbox. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day of the week and weekends, late. Please ensure that the instructor's name and course number are clearly indicated on the front page. Extensions will not be granted without instructor approval. Academic workload issues or computer problems are not acceptable reasons for a late assignment, the main argument being that extensions contravene the fairness of your colleagues who submit on time. A core suggestion is to start your assignments early, especially the Research Report. Time management is a fundamental skill to exercise in this course, and indeed throughout your academic program.

Assignments submitted after the stipulated time and day of submission will be graded without written comments.

Evaluation Breakdown

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.

- **Course 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.

- **Classroom collegiality and attentiveness:** Adherence to classroom etiquette is vital. Talking in class while the lectures, presentations, and related discussions are conducted is unacceptable because it disrupts the intellectual culture and focus of the class and disturbs your student colleagues. Also please be aware that the use of laptops for other than recording lecture and discussion notes can be distracting for colleagues nearby. Food and (non-alcoholic) drinks are allowed.

Assignment	Weight	Due Date
Research Report	25%	2 March
Argument Paper	30%	6 April (last day of class)
Presentation and Leading of Discussion	25%	TBA

Attendance and Participation*	20%	throughout the term
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► If ALL assignments and the examination are NOT completed in the course, the final grade will be assessed a "F."

Registrar-scheduled Final Examination: No.

Departmental Grading Scale

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

Plagiarism and Other Academic Misconduct

Academic Misconduct

Academic Misconduct refers to student behavior that compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student’s Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- ▶ Failing to cite sources properly
- ▶ Submitting borrowed, purchased, and/or ghostwritten papers
- ▶ 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art’s associate deans of students who will apply the penalties specified in [the university calendar](#).

Use of Internet and Electronic Communication Devices



During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, **audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is prohibited.** Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of “Academic Misconduct.” Please note that use of laptops for other than typing lecture, discussion, and presentation notes is distracting for colleagues nearby.

Instructor Intellectual Property

Course materials created by instructors (including presentations, slides, and notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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. 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>.

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes and electronic versions of textbooks). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

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 sites: [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (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>

Student/Academic Accommodations

If necessary, requesting academic accommodations according to the [Student Accommodations policy](#) is the student's responsibility. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Writing Support Services

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis required in this course. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal argumentation and argumentative structure. Students

must become familiar with “On Constructing and Writing a History Argument.” Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness such as grammar, punctuation, and sentence structure, but also general clarity and organization. Research papers must be properly documented.

If you need help formulating a thesis statement, about the proper use and formatting of footnotes, or want to ask someone about your written assignments, besides seeking out the guidance of the instructor, the Department of History offers small-group and individual writing support from some of our top graduate students for all students registered in a History class. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd 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.

Sexual Violence Policy

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 sexual and gender-based violence policy](#).

Safewalk and Campus Security: 403-220-5333

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page 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