We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Course Description:

This course considers the development of education as an institution within Canadian society and provides an understanding of significant educational issues and policies from a historical perspective. What we teach, who teaches, and how young people experience schooling is built upon historical legacies. To know what we want education to be, we must have a firm understanding of what it has been in various historical contexts and how it has been defined based on religion, gender, race, ethnicity, class, sexuality, and (dis)ability. This course examines the meaning of education in Canada's past by assessing teaching, curriculum, school reform, student life, government policies, and educational philosophies. Students will also critically analyze archival documents, and secondary literature.

Learning Objectives:

By the end of this course, students will be able to:

- identify the historical foundations of our current public education system (e.g. compulsory schooling, separate schools, feminization of teaching);
- describe how education has been shaped by gender, religion, class, race, ethnicity, sexuality, and (dis)ability;
- recognize divergent meanings of education for individuals according to historical context and social locations;
- interpret and critique primary and secondary sources in the history of education;
- and gain an introductory understanding of historical research methods
**Required Texts:**


Additional journal articles are available in electronic form through UW course reserves at [https://www.reserves.uwaterloo.ca/ares/](https://www.reserves.uwaterloo.ca/ares/) or through LEARN. You are encouraged to locate readings at the beginning of term, so they are available as required.

**Assignments and Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation (self-evaluation by <strong>April 8&lt;sup&gt;th&lt;/sup&gt; 2022</strong>)</td>
<td>10%</td>
</tr>
<tr>
<td>Local School Naming Assignment—<strong>Due February 17&lt;sup&gt;th&lt;/sup&gt; 2022 at 11:30 pm on LEARN drop box</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Short Answer Examination (distributed on: <strong>March 23&lt;sup&gt;rd&lt;/sup&gt;, and due by March 25&lt;sup&gt;th&lt;/sup&gt; at 11:30 pm on LEARN drop box</strong>)</td>
<td>40%</td>
</tr>
<tr>
<td>Historical Significance Assignment--<strong>Due April 4&lt;sup&gt;th&lt;/sup&gt; 2022 at 11:30 pm on LEARN drop box</strong></td>
<td>25%</td>
</tr>
</tbody>
</table>

**Attendance and Participation (10%)**

Students are expected to attend class regularly and to be prepared for discussion. Since this course will begin remotely, students will have the ability to participate both in LEARN discussion boards, and in our synchronous classes. The discussion boards will be open for a week, and then I will lock the discussion board for that week’s lecture. You are encouraged to also respond and engage with your classmates on the discussion boards. If/when we return to in-person classes, students will be able to participate in in-class discussions.

The criteria for evaluating class participation is based on a student’s understanding of material, the ability to foster discussion, demonstration of an understanding of others, and, willingness to participate in workshops. Attendance does not equate to participation. You do, however, need to be in attendance to participate.

To be fully prepared for participation, you should come to class having completed the readings with notes and questions to share with classmates. If you are having difficulty participating, please see me for strategies early in the course.
You will be required to provide a self-evaluation for participation at the end of the course that will assist me in determining your grade. This form is available in LEARN and should be submitted to the drop box by April 8th 2022. Attendance and participation is worth 10%.

Local School Naming Project (25%)

Details: February 17th at 11:30pm on LEARN drop box

Students may do this assignment independently or as a pair. Students who choose to work as a pair will be given the same mark. Students will select one school name from the Waterloo region (See Appendix A). Students will analyze the person for which the school is named after and consider whether the school should be renamed. Students are encouraged to be creative for this assignment. Students may choose to create a video, podcast talk, infographic, PowerPoint slides, etc. Students must cite material they use in their assignment. For example, if students choose to submit an infographic, students should include sources in the text as needed, and the full citation at the bottom of their infographic, or on another page. If students are having trouble knowing where to cite material for this assignment, please come see the instructor for support.

An effective and creative project should include:

- Who is the school named after? What is the historical significance of the individual?
- Provide a brief biography of the individual. What are they known for? What views did they hold?
- After researching the individual, students will assess whether the school should continue to keep its name or should be renamed and why
- If renaming the school, what would you change the name to?

Proper citations must be included. Chicago Manual of Style is typically used in history; however, I will accept any citation style if it is consistent. Students may use primary and secondary sources for this assignment. The use of primary sources is strongly encouraged.

History of Education Historical Significance Assignment (25%)

(The inspiration for this assignment was drawn from Canada History magazines #OurStoriesOurVoices contest: https://www.canadashistory.ca/youth/ourstoriesourvoices)

Details: Due April 4th at 11:30 pm on LEARN drop box

Students will select a past person, group/organization, or event discussed in the course readings or lectures. Students must complete this assignment individually. Students will research this person or event to discuss why they are significant to the history of education. Students will write a 1200-1500 word (double-spaced, 12 pt. font) essay that provides:

- Historical framing of the person/organization/event: What time did this take place in?
- Background context of the person, organization, or event. What did they do?
- Why you chose this person/organization, or event?
- Why is this person/organization/event important to Canada’s history of education?
Students may use primary and secondary sources for this assignment. The use of primary sources is strongly encouraged. Proper citations must be included. Students may choose any citation style if it is consistent. Students will confirm their choice of individual/organization/event with me at our March 9th check in class. Note: Students must choose a different individual from their school naming assignment.

**Short Answer Final Examination (40%)**

Students will be given a take-home examination on March 23rd 2022 after class. Each student must complete the examination individually. Students will submit their work to the designated drop box in LEARN by 11:30pm on March 25th 2022.

The examination will include six questions covering all lectures and readings in the course. Each student will answer four out of the six questions in one to two pages (minimum 250 to maximum 500 words) per question (total of 4 to 8 pages), typed, and double-spaced, excluding citations.

An excellent examination will directly and thoroughly answer each question by substantially and critically drawing on an array of course material (e.g. lectures and readings). Students should not draw upon non-course material for the substance of their answers. Students must provide proper citations for all non-lecture material. Each question will be evaluated out of 10 marks, for a total of 40 marks.

**WEEKLY SCHEDULE AND REQUIRED READINGS:**

**A Note About the Weekly Schedule:**

Given the current COVID-19 situation, this course will begin remotely. For the remote weeks of this class, I will post lectures on Monday morning, to be viewed asynchronously. The introductory class on January 5th will be asynchronous and posted on January 5th.

I will continue to hold a synchronous class time on Wednesday's from 4:00pm-5:20pm. This class time will be devoted to questions and discussion about that week's lecture, and a short workshop. Note: I will record the workshop portion for those who are unable to make the synchronous session.

**Week 1A– January 5th 2022: Introduction to the History of Education**

Introduction to the Course.

**Week 2A– January 10th 2022: The Rise of Public Education**

**Discussion Question:** What is the foundation of our public schools and are they still relevant institutions for our society?

**Required Readings:**


**Week 2B– January 12th 2022: Workshop**

**Workshop:** What is historical research?

**Week 3A– January 17th 2022: Compulsory Schooling**

**Discussion Question:** Why have young people been compelled to attend school and should this still be the law?

**Required Readings:**


**Week 3B– January 19th 2022: Workshop**

**Workshop:** Historical Sources: Primary and Secondary Sources

**Week 4A– January 24th 2022: Workshop**

**Workshop:** Presentation from Nick Richbell, Head of Special Collections and Archives at the University of Waterloo Archives.

**Week 4B– January 26th 2022: Feminization of Teaching**

**Discussion Question:** How do the historical causes of the feminization of teaching relate to current demographics of teaching?

**Required Readings:**


**Recommended Reading:**


### Week 5A – January 31st 2022: School Names

**Discussion Question:** What can school names tell us about the past? How are they important to contemporary discussions about schools?

**Required Readings:**


### Week 5B – February 2nd 2022: School Names Assignment Workshop

**Workshop:** School Naming Project Introduction + Research Session

### Week 6A – February 7th 2022: Segregated Schooling

**Discussion Question:** How is separate schooling today similar and/or dissimilar to segregated schooling in Canadian history?

**Required Readings:**


**Recommended Reading:**


**Week 6B – February 9th 2022: Workshop**

**Workshop:** Historical Writing Tips and Tricks

**Week 7A – February 14th 2022: Indigenous Education**

**Discussion Question:** How can we decolonize education based on lessons from the past?

**Required Readings:**


**Recommended Reading:**


**Week 7B – February 16th 2022: Workshop**

**Workshop:** Bibliographies and Citations
Reminder: Local School Naming Assignment Due February 17th at 11:30pm on LEARN dropbox

Reading Week—No Class February 21st or 23rd

No Class this week.

Week 8A – February 28th 2022: ‘Healthy’ Schools

Discussion Question: How have ‘experts’ defined the healthy/normal child and what remains of such definitions for school policies?

Required Reading:


Recommended Reading:


Week 8B– March 2nd 2022: Gender and Education

Discussion Question: How has schooling impacted the educational experience for different genders?

Required Readings:


**Week 9A–March 7th 2022: Citizenship Lessons**

**Discussion Question:** What has been and continues to be required of students and teachers during times of national crisis and uncertainty?

**Required Readings:**


**Recommended Reading:**


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**Week 9B – March 9th 2022: Check In**

**Check In:** Final Assignment check-in. Selection of person/organization/events.

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**Week 10A – March 14th 2022: Progressive Education**

**Discussion Question:** In what ways do our education systems show the roots of progressivism and/or traditionalism?

**Required Readings:**


**Recommended Reading:**

**Week 10B– March 16th 2022: Workshop**

**Workshop:** Historical Research Methodologies

**Recommended Reading:**


**Week 11A– March 21st 2022: Back to Basics Learning**

**Discussion Question:** What have been the results of education reforms for diversity in Canada’s education systems?

**Required Readings:**


**Recommended Reading:**


**Reminder:** Short Answer Exam is released on March 23rd 2022, and due on March 25th 2022.

**Week 11B – March 23rd 2022: Workshop**

**Workshop:** Exam discussion/questions.

Exam released after class.

**Week 12A– March 28th 2022: Final Assignment Discussion**

- Discussion about the final assignment. Answer any final questions
- Debrief from exam

**Week 12B – March 30th 2022**
No Class. Time to Work on the Final Assignment.

**Reminder:** Final Assignment is due on **April 4th 2022 on LEARN dropbox at 11:30pm.**

**Week 13 – April 4th 2022**

Final Wrap-Up of the Course.
Review of the term.

**ASSIGNMENT DEADLINES AND COURSE GRADING:**

**Cross-listed Courses**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Assignment Deadlines**

You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are acceptable in the case of medical reasons (with a medical note), for serious compassionate reasons, or as a pre-arranged accommodation for students. Students must email the instructor before the assignment is due to ask for an extension.

An assignment submitted later than 10 days or for the final assignment 5 days before marks must be submitted will receive a 0 unless an arrangement has been made with the instructor ahead of the deadline.

A student who finds themselves struggling with an assignment during the term is encouraged to meet with the instructor as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems.

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Travel and Final Examination (Completion of Final Assignment) Policy**

Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time or final course assignment date (see [http://www.registrar.uwaterloo.ca/exams/finalexams.html](http://www.registrar.uwaterloo.ca/exams/finalexams.html)).
The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**EXPECTATION OF ACADEMIC INTEGRITY:**

**Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the Office of Academic Integrity webpage for more information.

**Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

**Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

**LEARNING MATERIALS AND ENVIRONMENT:**

**Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
• lecture content, both spoken and written (and any audio or video recording thereof)
• questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
• work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline [link]. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On-Campus
• Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
  MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
• Health Services Emergency service: located across the creek from Student Life Centre

Off-Campus, 24/7
• Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
  Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
• Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

Academic Freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Appendix A: School Names in Waterloo Region

<table>
<thead>
<tr>
<th>School Name</th>
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<tbody>
<tr>
<td>AR Kaufman Public School</td>
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<tr>
<td>Abraham Erb Public School</td>
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<tr>
<td>Sir John A Macdonald Secondary School</td>
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<tr>
<td>Edna Staebler Public School</td>
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<tr>
<td>Sir Adam Beck Public School</td>
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<tr>
<td>Jean Steckle Public School</td>
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<td>J.W. Gerth Public School</td>
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<td>J.F. Carmichael Public School</td>
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<td>John Darling Public School</td>
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<td>Mary Johnstone Public School</td>
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<td>Ryerson Public School</td>
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<tr>
<td>Howard Robertson Public School</td>
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<tr>
<td>King Edward Public School</td>
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<td>Lester B Pearson Public School</td>
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<tr>
<td>Mackenzie King Public School</td>
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<td>N A MacEachern Public School</td>
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<tr>
<td>Queen Elizabeth Public School</td>
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<tr>
<td>St. Andrew’s Senior Public School</td>
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<tr>
<td>William G Davis Public School</td>
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<tr>
<td>Winston Churchill Public School</td>
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<tr>
<td>Jacob Hespeler Secondary School</td>
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