University of Waterloo
SDS 205R/HIST 225 History of Education in Canada
Fall 2018: Wednesdays 11:30am-2:20pm Location: REN 1918

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Office: REN 1603 Office Hours: By appointment

Renison University College Land Acknowledgement:

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 not only critically analyze archival documents, film, and secondary literature, but they will create and interpret an oral history to understand Canada’s educational history.

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;
- apply the skills of qualitative research to preparing, conducting, and analyzing an oral history of women in higher education (e.g. ethics, interviewing, transcription, and analysis); and
- create a strong historical narrative through a digital medium about past experiences of higher education for women.

**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 Friday, Dec. 7th)</td>
<td>10%</td>
</tr>
<tr>
<td>Short Answer Examination (distributed on Nov. 21st, due on Friday, Nov. 23rd by midnight)</td>
<td>40%</td>
</tr>
<tr>
<td>Oral History Workshop Groups (throughout term)</td>
<td>N/A</td>
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<tr>
<td>Oral History Preparation</td>
<td>30%</td>
</tr>
<tr>
<td>1) Ethics Tutorial 5% (Friday, Sept. 28th by midnight)</td>
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<tr>
<td>2) Bibliography and Interview Guide 10% (Friday, Oct. 19th by midnight)</td>
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<tr>
<td>3) Archival Sources 5% (Friday, Nov. 2nd by midnight)</td>
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<tr>
<td>4) Scripting 10% (Tuesday, Nov. 13th by midnight)</td>
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<tr>
<td>SWEL Digital Short Video (public viewing Nov. 28th, final Friday, Dec. 7th by midnight)</td>
<td>20%</td>
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**Attendance and Participation (10%)**

Students are expected to attend class regularly and to be prepared for discussion. 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, most importantly, 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 designated drop box by Friday, December 7th. Attendance and participation is worth 10%.

**Short Answer Examination (40%)**

Students will be given a take-home examination on November 21st. Each student must complete the examination individually. Students will submit their work to the designated drop box in LEARN by midnight on Friday, November 23rd.

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 (corresponding to 40% of your total grade).

**Oral History Workshop Groups (No Assigned Grade)**

During week 1, you will be assigned to work in small group. In groups, you will workshop through preparing your project for Storying Women’s Educational Leadership (SWEL).

Each week there will be a workshop to assist you with oral history methods (e.g. ethics, analysis, scripting, etc.). For example, you will wrestle with qualitative research ethics and practice interviewing each other. If possible, at least one member of each group should bring a laptop to class each week.

You will be responsible for individually completing the ethics tutorial, but all other oral history assignments will be in your group. Workshop participation does not have an assigned grade, but is part of your attendance and participation grade and will result in a stronger final project.

**Oral History Preparation (30%)**

You will be required to complete one individual assignment and three group assignments in preparation for your oral history final project:

1) **Ethics Tutorial (CORE) 5%**

   Each student must complete The TCPS 2 Tutorial Course on Research Ethics (CORE) at [http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/). You will save a copy of the Certificate of Completion provided on the last screen of the tutorial and submit it to the
designated drop box in LEARN by midnight on Friday, September 28th. You should also print a copy of the certificate for your own files. Completion of the tutorial is worth 5% of your total grade (there are no partial grades).

IMPORTANT NOTE: Students are not permitted to contact their interviewee until the certificate is graded by the instructor.

2) Bibliography and Interview Guide 10%

Each group will select a potential interviewee from a list provided by the instructor. The list will include a short biography of each interviewee. Based on the biography, each group will create an annotated bibliography from secondary source research. This literature will help to construct the interview questions and contextualize the final digital short from the oral history. Each group is required to create an interview guide. In addition to your interview questions, the guide must specify the interviewee and the interview date and location. The bibliography and guide must be submitted to the designated drop box in LEARN by midnight on Friday, October 19th. The bibliography will be evaluated based on the thoroughness and relevance of the literature. The interview guide will be evaluated based on the substance and appropriateness of the questions. The bibliography and guide are worth 10% of your total grade.

IMPORTANT NOTE: The interview cannot take place until the ethics certificate is graded. The interview cannot take place until you have been trained and tested recording equipment or arranged for interview recording in studio with Media Production Services.


More examples can be found by exploring projects conducted by the Centre for Oral History and Digital Storytelling at Concordia University. Available at [http://storytelling.concordia.ca/oralhistory/](http://storytelling.concordia.ca/oralhistory/).

For secondary source resources, you may wish to begin by consulting:


3) Archival Sources 5%

We will visit the UW Archives on October 24th during the second half of class. Following the visit, each group will select archival materials (e.g. photographs, documents) to be used as part of their digital short. You may also locate archival materials from your interviewee or additional sources with copyright permission. The archival sources will be evaluated based
on relevance to the historical context and level of visual engagement. You should have at least 10 sources/images. The archival sources are worth 5% of your total grade. They will be submitted to the designated drop box in LEARN by midnight on Friday, November 2nd.

4) Scripting 10%

After reviewing the interview recording, each group will create a script for the digital short from the oral history. The script must include narration, interview clips (with time stamps), and visuals (including b-roll images) in an easy to follow order for an editor. The script will be used by an editor (who will either be from your group or an external support person) to construct a draft of your digital short. The script will be evaluated based on story focus, structure, interview excerpts, visuals, and additional information for context. The script will be submitted to the designated drop box in LEARN by midnight on Wednesday, November 14th. Please note this is a Wednesday deadline, rather than a Friday, in order to provide more time for the editing process after feedback. The script is worth 10% of your total grade.

IMPORTANT NOTE: Although your script is not due until November 14th, you will need to work on this as soon as you complete the interview in order to begin the editing process in a timely fashion. Editing will take at least the full two weeks remaining in the course. Late submissions run the risk of a late final project. Editors will be available to assist, but you must work in accordance with their schedules.

**Storying Women’s Educational Leadership – Digital Short Video (20%)**

In groups, students will create a digital short about the contributions of women to the history of higher education. Each digital short will speak to this broader theme based on an oral history with a transformative woman in the more than 60 year history of the University of Waterloo. The digital short will be approximately 5-7 minutes in length. An effective digital short includes:

- a hook (an engaging introduction)
- a structured historical narrative (a clear theme, storyline, and content)
- strong evidence (interview excerpts and archival materials)
- creative conclusion
- visual appeal (creative graphics and images)
- and proper citations/credit.

There will be workshops during each week of the course to prepare you for this final assignment. The digital short will be based primarily on an oral history, but must be contextualized by secondary sources and archival research. Production of your digital short will be supported by editors, but you may wish to edit your own. Media Production Services will support the video recording, including b-roll and voice over recording, of your digital short. You must schedule your time according to the availability of Media Production Services and editors.

The digital short will be evaluated based on its ability to create a historical narrative that highlights the transformative contributions of women to higher education (see criteria listed above). Refer to the evaluation rubric for details concerning the marking of this assignment. Each group will write a two page explanation of how their project meets these criteria. Each group will also provide a self and peer evaluation that speaks to their contributions to the oral history preparation and the final project.
The digital short will be shared with your classmates and possibly the interviewees during the last class on November 28th. The final version, including explanation and evaluation, will be submitted to the designated drop box in LEARN by midnight on Friday, December 7th. The SWEL project is worth 20% of your grade.

Exemplars for oral history narratives (in article form) are provided in the recommended readings (weeks 4 to 11). Examples, and potential secondary sources, can also be found in the “Working Draft of Oral History Bibliography,” created by Making History/Faire l'histoire: Narratives and Collective Memory in Education/Récitsetmémoires collectives en education. Available at http://www.makinghistory-fairehistoire.ca/?page_id=68#oralhistory. Exemplars for digital shorts from oral histories will be provided by the instructor during the course.

**WEEKLY SCHEDULE AND REQUIRED READINGS:**

<table>
<thead>
<tr>
<th>Week 1 – September 12: Introduction to the History of Education</th>
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<tbody>
<tr>
<td>Workshop groups will be assigned for the SWEL project.</td>
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<th>Week 2 – September 19: The Rise of Public Education</th>
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<td><strong>Discussion Question:</strong> What is the foundation of our public schools and are they still relevant institutions for our society?</td>
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**Required Readings:**


**Recommended Reading:**


**Workshop:** What is Oral History and Ethics of Oral History

[https://meet61517506.adobeconnect.com/_a1148530947/p9fz9vw98qq/?launcher=false&fcsContent=true&pbMode=normal](https://meet61517506.adobeconnect.com/_a1148530947/p9fz9vw98qq/?launcher=false&fcsContent=true&pbMode=normal)

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<th>Week 3 – September 26: Compulsory Schooling</th>
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<td><strong>Note:</strong> TCPS 2 Tutorial Certificate of Completion (Ethics) is due in LEARN by midnight on Friday, September 28th.</td>
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</table>
**Discussion Question:** Why have young people been compelled to attend school and should this still be the law?

**Required Readings:**


**Recommended Reading:**


**Workshop:** Digital Production and Media Production Services

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**Week 4 – October 3: 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:**


**Workshop:** Preliminary Oral History Planning (i.e. Bibliography and Group Work)

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**Week 5 – October 10: Study Days for Fall Break (No Class)**
This week is the fall break. Wednesday classes are re-scheduled to Fridays. In order to give you a full break, we will not have class this week. Instead, this will be your research week. This week is designed to provide you with space and time to begin archival and pre-development research for your SWEL project. You are encouraged to meet with your workshop group (in-person or virtually) to finish your bibliography and interview guide due next week. By the end of this week you should have scheduled your interview for between October 24th and November 12th.

**Week 6 – October 17: Segregated Schooling**

**Note:** The Bibliography and Interview Guide are due in LEARN by midnight on Friday, October 19th. You must set an interview date within the three week period of October 24th to November 12th.

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

**Required Readings:**


**Recommended Reading:**


**Workshop:** Interviewing Techniques

**Week 7 – October 24: Indigenous Education**

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

**Required Readings:**


**Recommended Reading:**


**Workshop:** Jessica Blackwell - Archival Research at UW Archives

### Week 8 – October 31: ‘Healthy’ Schools

**Note:** The Archival Sources are due in LEARN by midnight on Friday, November 2nd.

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

**Required Reading:**


**Recommended Reading:**


**Workshop:** Interview Analysis and Scripting
**Week 9 – November 7: 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:**


**Workshop:** Scripting and Preliminary Editing

**Week 10 – November 14: Progressive Education**

**Note:** The Script is due in LEARN by midnight today. This is a Wednesday deadline, rather than Friday, to allow for maximum editing time.

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

**Required Readings:**


**Recommended Reading:**


**Workshop:** Editing a Full Draft

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<th>Week 11 – November 21: Back to Basics Learning</th>
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**Note:** The Examination will be distributed at the end of class today and must be submitted in LEARN by midnight on Friday, November 23rd.

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

**Required Readings:**


**Recommended Reading:**


**Workshop:** Final Editing

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<th>Week 12 – November 28: Digital Shorts Launch</th>
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**Note:** The final Digital Short is due in LEARN by midnight on Friday, December 7th.

Class members will share their SWEL projects.
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. Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline. In some cases, you may complete alternate assignments for deadlines that are missed.

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

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).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

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 [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71]. 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 form 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.