

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HIST 323		Number of Credits: 4 Course credit policy (105)													
Course Full Title: History of Education in Canada Course Short Title: History of Education in Canada															
Faculty: Faculty of Humanities		Department (or program if no department): History													
Calendar Description: The history of education and formal schooling in Canada from pre-colonial Indigenous life to the present day, with a focus on the formative period from the 1840s to 1960s. Topics include Indigenous learning; the emergence of the public school system in the 19th century and its institutional growth after the 1850s; the social history of schooling and educational experience of teachers, students, and parents; the politics of education; the social inequities of the school systems; and the history of residential schools.															
Prerequisites (or NONE):		9 credits of lower-level history or 45 university-level credits.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): EDUC 323 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 30													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	60									Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: May 2022													
Faculty Council approval		Date of meeting: June 3, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: December 16, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify and analyze key components in Canadian Education History.
2. Identify and acknowledge key features of Indigenous learning in Canada.
3. Articulate historical debates on core topical themes, particularly those directly related to equity, diversity, and inclusion in the education system.
4. Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of education history.
5. Understand and use multiple sources, both primary and secondary, for course assignments.
6. Write using historical conventions and consciousness.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	20%	Assignments:	30%	Project:	50%
	%		%		%

Details:

Assignments: group presentation (20%) and seminar participation (10%)

Project: primary document (25%) and curriculum history (25%) analysis

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Yale D. Belanger	<i>Ways of Knowing: Introduction to Native Studies in Canada</i>	2018
2. Textbook	John L. Rury and Eileen H. Tamura (Eds)	Oxford Handbook of the History of Education	2019
3. Textbook	Truth and Reconciliation Commission of Canada	They Came for the Children: Canada, Aboriginal Peoples, and Residential Schools	2012
4. Other	Blackboard Modules of articles and book chapters		
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction and approaches to education history
- Western educational traditions
- Features of Indigenous learning
- Educational structures in New France
- Eclectic schooling in British North America
- Emergence of Canadian public schooling in the 19th century
- Teachers and teaching before World War I
- Politics of education in Canada before World War I
- Progressive education I: Theory
- Progressive education II: Canadian impact and consequences
- History of B.C. public school curricula in the 20th century
- Race and gender divisions in Canadian 20th century schooling
- History of Indian residential schooling and impact on schooling today