UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2005
REVISED COURSE IMPLEMENTATION DATE: January 2017
COURSE TO BE REVIEWED: (six years after UEC approval) February 2016
Course outline form version: 11/22/13

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:

Faculty: Faculty of Humanities **Department (or program if no department):** History

Calendar Description:

The history of schooling in Canada from New France to the present day, with a focus on the formative period from the 1840s to 1960s. Topics include emergence of the public school system in the 19th century; its institutional growth after the 1850s; social history of schooling and educational experience of teachers, students, and parents; politics of education; and history of residential schools for Aboriginal people.

Note: Students with credit for EDUC 323 cannot take this course for further credit.

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

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s): **EDUC 323**
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (Note: If yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☐ No
If yes,
Different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 30

Expected frequency of course offerings
(every semester, annually, etc.): every 2nd year

Department / Program Head or Director:	Chris Leach	**Date approved:**	
Campus-Wide Consultation (CWC)		**Date of posting:**	April 15, 2016
Faculty Council approval		**Date approved:**	
Dean/Associate VP:	Jacqueline Nolte	**Date approved:**	
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	April 22, 2016

Learning Outcomes

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

- Identify and analyze key components in Education History.
- Discuss and debate themes and issues in Education History.
- Articulate historical debates on the subject.
- Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
- Work with multiple sources, both primary and secondary.
- Write for historical audiences.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Teaching methods will include lectures, discussions, and the use of audio-visual materials.

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Place of Publication	Year
1.	Jean Barman and Mona Gleason	Children, Teachers and Schools in the History of British Columbia	2nd	Brush Books	2013
	Thomas Fleming	*Worlds Apart: British Columbia Schools, Politics, and Labour Relations Before and After 1972*		Bendall Books	2011
3.	Truth and Reconciliation Commission of Canada	*They Came for the Children: Canada, Aboriginal Peoples, and Residential Schools*		Truth and Reconciliation Commission of Canada	2012
4.		Coursepack of additional readings	☐		
5.		The Homeroom: British Columbia's History of Education Website (http://www2.viu.ca/homeroom/)	☐		

Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)

N/A

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	0%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Seminar Participation:	15%	Group Presentation:	10%	Document Analysis	20%	Total:	100%
Curriculum Analysis	30%						

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

Typical Course Content and Topics

Week 1: Introduction and Approaches to Education History
Week 2: Western Educational Tradition
Week 3: Emergence of Canadian Public Schooling in the 19th Century
Week 4: 19th Century School Experience
Week 5: Politics of Education in Canada before World War One
Week 6: Progressive Education I: Theortical Goals
Week 7: Progressive Education II: Impact and Consequences
Week 8: Topics in Education History: First Nations' Residential School Experience and Aboriginal Policies in Education
Week 9: Topics in Education History: 'Race' and Education
Week 10: Topics in Education History: Gender and Education
Week 11: Curriculum History I: Social Studies
Week 12: Curriculum History II: Physical and Technical Education
Week 13: Student Curricula History Presentations