

**GRADUATE PROGRAM IN EDUCATION
GRADUATE PROGRAM IN HISTORY**

HISTORY OF HIGHER EDUCATION IN CANADA

EDUC 5410 3.0

HIST 5126 3.0

Winter 2012

Wednesdays 5:30 p.m.

Location: McLaughlin 101A

COURSE DIRECTOR: Paul Axelrod

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COURSE OBJECTIVES

Until recently, the recorded history of Canadian higher education was found mostly in single institutional studies which served more as tributes to individual universities than as serious contributions to educational history. In the last 25 years, significant strides have been made in exploring the social and intellectual history of higher education in Canada and elsewhere, and this course seeks to reflect that development.

After introducing students to different approaches to studying the development of higher education, the course examines the emergence and evolution of the university in Western Europe. It then turns to Canada and studies the origins and development of universities since the mid-nineteenth century, focusing on the Ontario experience. The course emphasizes the social and intellectual history of university life, and attempts to provide a context for the discussion of contemporary issues. The conflict between the sacred and the secular, the experience of women, student culture and politics, professionalization, universities and war, academic freedom, the rise of community colleges, and the political economy of higher education since the 1960s comprise a number of course themes. Using the university as a prism, the course is designed to provide students with an appreciation of the interplay between educational and social change. It will deepen students' understanding of historical interpretation and the use of evidence. It will provide a foundation for the informed discussion and scholarly exploration of current developments in post-secondary education.

COURSE REQUIREMENTS

Students will be expected to read the Required Readings, participate in weekly seminar discussions, report on one Supplementary Reading, and write one major essay (c. 15-20 pages) on a topic of their choosing in consultation with the course director. Each student will select one of the Supplementary Readings, to be selected by the end of class, January 18. They will summarize the argument/thesis of the article, comment on the sources used by the author, and relate the article to the week's topic. (This is an oral presentation only).

There are two parts to the major essay assignment. The first is a one page description of the essay topic plus annotations of five of the sources you plan to use in your research. An annotation is a one-paragraph summary of the approach, theme(s), conclusion etc. of the article/report/book etc. This must be submitted no later than February 1, 2012. Proposals can be submitted by email. Students may explore subjects not covered in the course, including comparative themes. Contemporary topics may be chosen (e.g. access, governance, student identities, institutional management, teaching and learning etc.) so long as the research includes a historical perspective. The essay is due on **April 4, 2012**. The essay may be submitted online to paxelrod@edu.yorku.ca

GRADING

Essay description/annotations: 10%

Major Essay: 55%

Supplementary Reading Presentation: 10%

Seminar Participation: 25%

The regulations of the Faculty of Graduate Studies designate that course work be graded as follows:

- A+ *exceptional*. Excellence in writing, research, and reading combined with originality. Publishable.
- A *excellent*. Work that shows a superior command of the subject, clearly written, competently researched.
- A- *high*. Work that shows a superior command of the material but with flaws in research and/or presentation.
- B+ *highly satisfactory*. Work that shows a sound command of research, writing, and reading skills but that may be flawed in some visible and correctable way.
- B *satisfactory*. Work that meets minimum expectations of a graduate student in research, writing, and reading skills.
- C *conditional*. Unsatisfactory work; flawed in methodology or critical assumptions; incoherently organized, poorly written, or superficially researched.
- F *failure*.

REQUIRED ARTICLES and TEXTS

Students will require one book and a prepared kit of readings (both available in the York bookstore). The book is, Paul Axelrod and John Reid, eds., *Youth, University and Canadian Society: Essays in the Social History of Higher Education* (Montreal and Kingston: McGill-Queen's University Press, 1989).

The course reading list includes required articles that are available online at Scott through electronic periodicals. Print copies of these articles will not be provided but students are expected to read them.

COMMUNICATIONS

Although there is no website for the course, we can communicate via an email list-serve, which the course director will create. Students should be certain to provide current email addresses so that course-related information can be posted. MOODLE SITE....

ETHICS/ACADEMIC HONESTY

For information and guidelines on academic honesty, see the following page of the Faculty of Graduate Studies website: www.yorku.ca/grads/policies/academichonesty.htm. Students might also find it useful to consult the Tri-Council policy statement, Ethical Conduct for Research Involving Human Subjects at www.pre.ethics.gc.ca. The policy governs university and Faculty protocols with respect to research practices.

NOTE ON SOURCES AND BIBLIOGRAPHIES

In preparing your bibliographic assignment and your essays, you may find it useful to consult the extended bibliographies in *Youth, University and Canadian Society* (one of the course texts), and a similar, and more recent bibliography, in the book, *Historical Identities: The Professoriate in Canada*, edited by Paul Stortz and E. Lisa Panayotidis (Toronto: University of Toronto Press, 2006). You are not restricted to the use of these sources, but you may find them helpful.

TOPICS AND READINGS

1. Jan. 4 STUDYING THE HISTORY OF HIGHER EDUCATION

2. Jan. 11 THE ORIGINS AND DEVELOPMENT OF UNIVERSITIES

REQUIRED

Harold Perkin, "The Historical Perspective," in Burton R. Clark, ed. *Perspectives on Higher Education* (Berkeley: University of California Press, 1984): 18-55 [Moodle]

John C. Scott, "The Mission of the University: Medieval to Postmodern Transformations," *The Journal of Higher Education* 77, no. 1 (Jan.-Feb. 06): 1-39 [Scott ejournal]

Roger Geiger, "The Ten Generations of American Higher Education," in P. Albach et al., eds., *American Higher Education in the 21st Century* (Baltimore: Johns Hopkins Press, 2005), 38-70 [Moodle]

3. Jan. 18 FOUNDATIONS OF HIGHER EDUCATION IN NORTH AMERICA

REQUIRED

A.B. McKillop, *Matters of Mind: The University in Ontario, 1791-1951* (Toronto: University of Toronto Press, 1994, 3-55 [Moodle]

Paul Axelrod, "Higher Education in Canada and the United States: Exploring the Roots of Difference," *Historical Studies in Education* 7, no. 2 (Fall 1995): 141-175 [Open Access journal]

4. Jan. 25 THE SACRED AND THE SECULAR: THE CHALLENGE OF DARWIN

REQUIRED

A.B. McKillop, *Matters of Mind*, 83-123 [Moodle]

Marguerite Van Die, "The College Student: Reason and Religion," in Van Die, *An Evangelical Mind: Nathanael Burwash and the Methodist Tradition in Canada, 1839-1918* (Montreal: McGill-Queen's University Press, 1989), 38-64 [Moodle]

SUPPLEMENTARY

Jack C. Lane, "The Yale Report of 1828 and Liberal Education: A Neo-republican Manifesto," *History of Education Quarterly* 27, no. 3 (Fall 1987): 326-338 [Scott ejournal]

Michael Gauvreau, *The Evangelical Century: College and Creed in English Canada from the Great Revival to the Great Depression* (Montreal: McGill-Queen's University, 1991), 125-137

Barry Moody, "'The Trail of the Serpent': The Appointment of a 'Professor of Didactics' at Acadia College, 1883," in Paul Stortz and E. Lisa Panayotidis, eds., *Historical Identities: The Professoriate in Canada* (Toronto: University of Toronto Press, 2006), 107-130

5. Feb. 1 THE ARRIVAL AND EXPERIENCE OF WOMEN

ESSAY OUTLINE DUE (See above)

REQUIRED

(3 of the following)

Sara. Z Burke, "New Women and Old Romans: Co-Education at the University of Toronto, 1884-95," *The Canadian Historical Review*, 80, no. 2 (June 1999), 219-41 [Scott ejournal]

Judith Fingard, College, Career and Community: Dalhousie Co-eds, 1881-1921," *Youth, University and Canadian Society*, 26-50

Diana Pedersen, "The Call to Service': The YWCA and the Canadian College Woman, 1886-1920", in *Youth, University and Canadian Society*, 187-215

Catherine Gidney, "Dating and Gaiting: The Moral Regulation of Men and Women at Victoria and University Colleges, University of Toronto 1920-1960," *Journal of Canadian Studies* 41, no. 2 (2007): 138-60 [Scott ejournal]

SUPPLEMENTARY

Jo Lapierre, "The Academic Life of Canadian Co-eds," 1880-1900," *Historical Studies in Education* 2, no. 2 (Fall 1990), 225-46 [Open Access journal]

Alison Prentice, "Scholarly Passion: Two Persons Who Caught It," *Historical Studies in Education*, 1, no. 1 (Spring 1989): 7-28

W.P.J. Millar and R.D. Gidney, "Medettes": Thriving or Just Surviving?" Women Students in the Faculty of Medicine, University of Toronto, 1910-1951," in Elizabeth Smyth et al., eds, *Challenging Professions: Historical and Contemporary Perspectives on Women's Professional Work* (Toronto: University of Toronto Press, 1999), 215-233

6. Feb. 8 PROFESSIONALISM AND THE UNIVERSITY: PROGRESS, OPPORTUNISM. SOCIAL CONTROL?

REQUIRED

Paul Axelrod, *Making a Middle Class: Student Life in English Canada during the Thirties* (Montreal: McGill-Queen's University Press 1990), 65-97 [Moodle]

David Labarlee, "Teacher Ed in the Past: The Roots of its Lowly Status," in David Labarlee, *The Trouble with Ed Schools* (New Haven: Yale University Press, 2004), 17-38 [Moodle]

Alison Prentice, "Women Becoming Professional Scholars, Historians and Physicists," in Ruby Heap et al., eds. *Learning to Practice: Professional Education in Historical and Contemporary Perspectives* (Ottawa: University of Ottawa Press, 2005), 213-239 [Moodle]

SUPPLEMENTARY

Veronica Strong-Boag, "Feminism Constrained: The Graduates of Canada's Medical Schools for Women," in Linda Kealey (ed.). *A Not Unreasonable Claim:*

Women and Reform in Canada, 1880s-1920s (Toronto: Women's Educational Press, 1979), 9-29.

R.D. Gidney and W.P.J Millar, *Professional Gentlemen: The Professions in Mid-Nineteenth Century Ontario* (Toronto: University of Toronto Press, 1994), 152-179

Thérèse Hamel, "The Experiences of Professors in Normal Schools and Faculties of Education during the Quiet Revolution in Quebec," in Paul Stortz and E. Lisa Panayotidis, eds., *Historical Identities: The Professoriate in Canada* (Toronto: University of Toronto Press, 2006), 183-206

7. Feb. 22 STUDENT LIFE, POLITICS AND CULTURE

REQUIRED

(3 of the following)

Keith Walden, "Hazes, Hustles, Scraps and Stunts: Initiations at the University of Toronto, 1880-1925," *Youth, University and Canadian Society*, 94-121

A.B. McKillop, "'Marching as to War': Elements of Undergraduate Culture, 1880-1914", in *Youth, University and Canadian Society*," 75-93

Paul Axelrod, "The Student Movement of the 1930s", in *Youth, University and Canadian Society*," 216-46

Nancy Kiefer and Ruth Roach Pierson, "The War Effort and Women Students at the University of Toronto, 1939-45," in *Youth, University and Canadian Society*, 161-183

E. Lisa Panayotidis and Paul Stortz, "Visual Interpretations, Cartoons, and Caricatures of Student and Youth Cultures in University Yearbooks, 1898-1930," in *Journal of the Canadian Historical Association* (2008): 195-227 [Moodle]

SUPPLEMENTARY

"James Pitsula, Student Life at Regina College in the 1920s," In *Youth, University and Canadian Society*, 122-143

"Barry Moody, "Acadia and the Great War," in *Youth, University and Canadian Society*, 143-160

Elaine Barnard, "A University at War: Japanese Canadians at UBC during WWII," *BC Studies* (Autumn 1977)," 36-55

Lucia Nixon, "Rituals and Power: The Anthropology of Homecoming at Queen's," *Queen's Quarterly* 94 (Summer 1987): 312-31

Nicole Neatby, "Student Leaders at the University of Montreal from 1950-1958" Beyond the 'Carabin Persona,' *Journal of Canadian Studies* 29, no. 3 (Fall 1994): 26-44 [Scott ejournal]

8. Feb. 29 THE RISE AND ROLE OF COMMUNITY COLLEGES

REQUIRED

John D. Dennison, "Community College Development in Canada Since 1985," in John Dennison ed., *Challenge and Opportunity: Canada's Community Colleges* (Vancouver: UBC Press, 1995), 11-12, 43-57 [Moodle]

Paul Gallagher, "Promise Fulfilled, Promise Pending," in John D. Dennison, ed., *Challenge and Opportunity: Canada's Community Colleges* (Vancouver: UBC Press, 1995), 256-73 [Moodle]

John. S. Levin, "The Revised Institution: The Community College Mission at the End of the Twentieth Century," *Community College Review* 28, no. 2 (Fall 2000): 1-25 [Scott ejournal]

Michael Skolnik, "A Look Back at the Decision on the Transfer Function at the Founding of Ontario's Colleges of Applied Arts and Technology," *Canadian Journal of Higher Education*, Vol. 40, No. 2, 2010, 1-17 [Scott ejournal]

SUPPLEMENTARY

Stephen Brint and Jerome Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity 1900-1985* (New York: Oxford University Press, 1989), chapter 3 [Moodle]

Stephen Bell, "Research and Work Satisfaction of Community College Faculty," *Research in Higher Education* 15, no. 3 (1992): 307-325 [Scott ejournal]

Michael Skolnik, "Evolution of Relations between Community Colleges and Universities in Ontario," *Community College Journal of Research and Practice* 19, no. 5 (1995): 437-450 [Scott ejournal]

9. March 7 THE MEANING OF ACADEMIC FREEDOM

REQUIRED

Michiel Horn, "'The Wood Beyond': Reflections on Academic Freedom, Past and Present," *Canadian Journal of Higher Education* 30, no. 3 (2000): 157-78 [Scott ejournal]

Paul Stortz, "Rescue our Family from a Living Death: Refugee Professors and the Canadian Society for the Protection of Science and Learning, 1939-1946," *Journal of the Canadian Historical Association* 14 (2003): 231-61. [Moodle]

Steve Hewitt, "Information Truly Believed: RCMP Security Intelligence Activities in Canadian University Campuses and the Controversy Surrounding Them, 1961-1971," *Canadian Historical Review* 81, no. 2 (June 2000): 191-228 [Scott ejournal]

Resnick, Philip. "Why PC? Why B.C.?" In *Mistaken Identities: The Second Wave of Controversy over "Political Correctness,"* edited by Cyril Levitt, Scott Davies, and Neil McLaughlin. New York: Peter Lang, 1999, 116-129 [Moodle]

SUPPLEMENTARY

Mark Kuhlberg, "'By Just What Procedure Am I to be Guillotined?' Academic Freedom in the Toronto Forestry Faculty between the Wars," *History of Education* 31, no. 4 (2002): 351-70 [Scott ejournal – check]

L.D. Stokes, "Canada and an Academic Refugee from Nazi Germany: the Case of Gerhard Herzberg," *Canadian Historical Review* 57, no. 2 (June 1976): 150-170 [Scott ejournal]

Barry Cahill, "Dismissal of a President: the Ordeal of Carleton Stanley at Dalhousie University, 1943-1945," *Acadiensis* 31, no. 2 (Autumn 2001): 76-102 [Scott ejournal]

10. March 14 THE SIXTIES

REQUIRED

Paul Axelrod, *Scholars and Dollars: Politics, Economics and the Universities of Ontario, 1945-1980* (Toronto: University of Toronto Press, 1982): chapter 1

Patricia Jasen, "In Pursuit of Human Values (or 'Laugh When You Say That'): the Student Critique of the Arts Curriculum in the 1960s," in *Youth, University and Canadian Society*, pp. 247-271

Christabelle Sethna, "'Chastity Outmoded!': The Ubyyssey, Sex and the Single Girl, 1960-1970," in Madga Fahrni and Robert Rutherford, eds., *Creating Postwar Canada: Community, Diversity and Dissent since 1945* (Vancouver: University of British Columbia Press, 2008) [Moodle]

Stuart Henderson, "Off the Streets and into the Fortress: Experiments in Hip Separatism at Toronto's Rochdale College, 1968–1975," *Canadian Historical Review* 92, no. 1 (March 2011): 107-133 [Scott ejournal]

SUPPLEMENTARY

Charles Levi, "Sex, Drugs, Rock & Roll, and the University College Lit: The University of Toronto Festivals 1965-69," *Historical Studies in Education* 18, no. 2 (2006): 163-190 [Open Access ejournal]

"Cicero vs Socrates: The Liberal Arts Debate in the 1960s at the University of Saskatchewan Campus," *Historical Studies in Education* 15, no. 1 (2003): 101-29 [Open Access journal]

Catherine Gidney, "Poisoning the Student Mind? The Student Christian Movement at the University of Toronto, 1920-1965," *Journal of the Canadian Historical Association*, New Series 8 (1997) 147-63

11. March 21 WHAT IS THE PURPOSE OF HIGHER EDUCATION?

REQUIRED

Harold T. Shapiro, "Liberal Education, Liberal Democracy and the Soul of the University," in Harold T. Shapiro, *A Larger Sense of Purpose: Higher Education and Society* (Princeton: Princeton University Press, 2005, 88-119), 88-119 [Moodle]

Donald J. Maurasse, "Have Ivory Tower, Will Travel," in Maurasse, *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities* (New York: Routledge, 2001), 29-64 [Moodle]

Donald Fisher, Kjell Rubenson, Glen Jones, Theresa Shanahan, "The Political Economy of Post-secondary Education: A Comparison of British Columbia, Ontario and Québec," *Higher Education* 57, no. 5 (May, 2009): 549-566 [Scott ejournal]

OR

Theresa Shanahan, "An Overview of the Impetus to Accountability, its Expressions and Implications," in Proceedings, Ontario Confederation of University Association Conference, 2009, <http://www.ocufa.on.ca/conferences.index.gk> (click on Accounting or Accountability in Higher Education? 2009)]

12. March 28 RESEARCH PRESENTATION SEMINAR

April 4 ESSAY DUE

