

TPS1003 H**Conducting Research in Educational Administration [RM]**

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper. NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.

TPS1004 H**Research Literacy in Educational Administration [RM]**

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research. NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.

TPS1005 H**The Computer in Educational Administration**

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.

TPS1010 Y**Research Seminar in Educational Administration**

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

TPS1012 H**Organizational Culture and Decision-Making**

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.

TPS1016 H

School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.

TPS1018 H

Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.

TPS1019 H

Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.

TPS1020 H

Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to

aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

TPS1023 H

Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

TPS1024 H

Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations. .

TPS1025 H

School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

TPS1026 H

Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

TPS1027 H**The Search for Educational Quality and Excellence in a Global Economy**

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.

TPS1027 H**La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale**

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éducationnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

TPS1028 H**Policy Delivery and Schools**

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

TPS1029 H**Special Applications of the Administrative Process: School-Based Management and Restructuring****TPS1029 H****Special Applications of the Administrative Process**

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

TPS1029 H**Special Applications of the Administrative Process: Advanced Methods of Conducting Research in**

This course will explore issues and problems encountered by students in conducting research in Educational Administration. Students will identify problems encountered in their research experience, and solution strategies will be addressed by the class. Prerequisite: TPS1003 or Permission of instructor

TPS1029 H**Special Applications of the Administrative Process: Health, Education, and Educational Administration:**

This course examines salient facets of health, illness, and illness prevention in the context of education.

Incorporating micro and macro-level analyses, students will explore relationships among: (1) experiences of health and illness in an educational context; (2) health and quality of working life; (3) health awareness and illness prevention through education; (4) program evaluation and health education; (5) educational administration; and (6) social policy, health, and education.

TPS1029 H**Special Applications of the Administrative Process: Administering Schools in Multicultural****TPS1029 H****Special Applications of the Administrative Process: Educational Accountability and School**

Public education systems have been the focus of a wide range of accountability policies over the past decade. This course will develop students' understandings of the concept of accountability, examine the major different approaches to holding schools and districts more accountable, review evidence concerning the intended and unintended consequences of accountability policies and develop the implications for those in leadership roles in schools and districts. Students will be expected to write a critical analysis of one major approach to educational accountability and work with a small group of colleagues on a case problem related to the implementation of an accountability policy in a school.

TPS1029 H**Special Applications of the Administrative Process: Assessing Improvement Through Action Research**

The history and process involved in action research will be explored as a means of assessing personal professional practice and school improvement. Action research is presented as personal research conducted by a practitioner to improve personal practice or as a means for a group of practitioners to assess school improvement efforts in their school. As qualitative research methodology is typically considered most appropriate for action research, where appropriate the underlying methodology and assumptions of qualitative research will be examined. Each student will conduct an action research study using qualitative research methodology. .

TPS1029 H

Special Applications of the Administrative Process: Multicultural and Diversity Policies in Comparative Perspective: Canada and the United States

Sociocultural pluralism is a feature of the populations of both the United States and Canada. It is also increasingly recognized as an important feature of many other societies. Canadian students of diversity education are generally quite familiar with the U.S. literature on multicultural education and often refer to it unproblematically in their discussions of Canadian diversity. They are often unaware, though, of the difference in both the policy context and the lived reality of diversity in the two countries. In addition, if they are aware of a larger international context for the discussion of diversity, they are limited by a view that presents diversity or multiculturalism as a Western invention. This course would seek to make students more aware of the social and policy contexts within which multicultural and diversity education have developed in Canada and the United States and to situate this understanding in a global context. A parallel course would be offered at the University at Buffalo (SUNY). Students would have the opportunity through face-to-face and electronic encounters to interact with their counterparts in the U.S.

TPS1029 H

Special Applications of the Administrative Process: Student Success, Student Engagement and

This course explores the different meanings of and pedagogical approaches to student engagement in the context of diverse student needs and student success. Data and cases from two national studies on student engagement and 'students at risk' will be critically explored with the aim of developing visions and strategies relevant to the context of the participants

TPS1029 H

Special Applications of the Administrative Process: Research in Urban Schools: Methods, Ethics,

The purpose of this course is to provide students in the interdepartmental urban education M.Ed. Cohort with a foundation in interview and observation research skills they will need for their internship and action research projects

TPS1029 H

Special Applications of the Administrative Process: Improving Student Outcomes on a System Wide

Governments and school systems across the world have been engaged in efforts to create lasting and substantial improvement in a range of student outcomes. In this course students will examine recent change efforts in Ontario and elsewhere so as to develop both a conceptual and practical understanding of strategies for improving system wide outcomes for students, and the strengths and limitations of these strategies

TPS1029 H

Special Applications of the Administrative Process: Race, Poverty, and Urban School Leadership

The purpose of this course is to require educational administration master's degree students, many of whom aspire to or currently occupy important administrative roles in their schools and districts, to explore the following questions: *What should school administrators know about racial, ethnic, and economic inequalities? *How should school administrators learn about racial and ethnic inequalities and poverty? *Once school administrators know this information, what should--and can--they do about it on the job?

TPS1029 H

Special Applications of the Administrative Process: Critical Democratic Approaches to Policy and

This course will introduce students to critical-Democratic traditions in educational administration. It will engage students in discussions of critical theory, feminisms, post-structuralism, anti-racism and other theoretical positions that have informed the development of critical-Democratic traditions in leadership and policy. It will also look specifically at what it means to engage in critical work in education and how this can be done through practice in leadership and policy study.

TPS1029 H

Special Applications of the Administrative Process: Language Policy in Educational Administration

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first - or minority - language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

TPS1030 H

The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.

TPS1036 H

Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.

TPS1040 H

Educational Administration I: Introduction to Educational Administration: Policy, Leadership and

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways. NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.

TPS1041 H

Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change. NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.

TPS1042 H

Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student

populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

TPS1045 H

Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

TPS1047 H

Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

TPS1048 H

Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

TPS1050 H

Themes and Issues in Change, Leadership, Policy, and Social Diversity

This course has been designed to be the final course for students in the 10-course M.Ed. Program in Educational Administration. The course provides an opportunity for students to explore and develop a

comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

TPS1052 H

Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

TPS1400 H

The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

TPS1401 H

The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

TPS1403 H

History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).

TPS1404 H**History of Rural Education in Canada**

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.

TPS1405 H**History of Education and Film: Selected Topics**

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.

TPS1406 H**Sexuality and the History of Education**

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.

TPS1410 H**Schooling in the Movies: Education as Reflected in Hollywood Films**

The course will be built around a series of six two week class units. In the first class of each unit students will view a film after which, with the film still fresh in mind, they will have a first discussion of the film and issues it raises. For the next class students will watch a second film on the same topic from a short list supplied, read contemporary reviews for both films, read assigned monographs or articles related to the historical period or subject matter of the films and prepare a short critique based on the films and readings. The second class in each unit will then review the critiques and discuss the films in light of insight afforded by historians or other scholars. Students will also prepare a course paper.

TPS1411 H**Cinema, Popular Education and Cultural Identities**

Each class involves two components: first, viewing a selected film (or a part of a film); and, second, discussing this cinematic work in relation to the main themes of the course – “Truth “?; “Power/Gender”; “Class Struggle”; and “Other-ness’. Students will be expected to contribute to the in-class discussions and to exhibit a knowledge with other films (from a list provided by the instructor in the course outline, handed out to all students in the first meeting). In addition, a bibliography of “suggested reading materials” (listed in the “Bibliography” and provided to students in the course outline at the first meeting) will be relevant to in-class discussions. In the course of the study-program, students will be expected to frame an essay-topic and to present the instructor with an essay-outline in

order to complete the essay within the time-frame provided by the School of Graduate Studies – papers must be presented to the instructor no more than ten days before the grade-submission deadline so that the instructor has an opportunity to read and grade the essays of all the students in the class.

TPS1415 H

The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.

TPS1416 H

Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

TPS1416 H

L'éducation en Ontario

Ce cours trace l'évolution et les transformations de l'éducation de langue française en Ontario du 18e au 21e siècles, en la situant dans le contexte de l'histoire de l'éducation en Ontario. Les analyses de textes et les discussions porteront sur les intersections entre la langue, la religion, la race, les classes sociales, l'ethnicité et les spécificités sexuelles (gender).

TPS1419 H

Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education. NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.

TPS1420 H

European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

TPS1422 H

Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

TPS1423 H

The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kinds of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

TPS1424 H

Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

TPS1426 H

The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.

TPS1427 H

History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical

commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities. .

TPS1428 H

Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

TPS1429 H

Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

TPS1430 H

Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

TPS1432 H

Knowledge, Mind, and Subjectivity: Foucault and Education

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations

of learning (styles; ability/disability).

TPS1433 H

Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

TPS1435 H

Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

TPS1436 H

Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

TPS1438 H

Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts. .

TPS1439 H

Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

TPS1440 H**An Introduction to Philosophy of Education**

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

TPS1441 H**Philosophical Dimensions of Moral Education**

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment—such as the conceptual dichotomies of "public/private", "the right/the good", "duty/virtue", etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.

TPS1442 H**Cultural and Racial Difference in Education: Philosophical Perspectives**

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.

TPS1443 H**'Troubling' Knowledges in Education: The Politics of Claiming Truths**

Conversations about knowledge, knowing and knowers are central to educational theory, practice, and research. Knowledge concepts, processes, evaluation, and dispositions are the mainstay of educational work. This course addresses these conversations by first articulating and, then, troubling, conventional wisdom on such matters as: truth claims and 'regimes of truth', experience, testimony, language games, constructivism, and the authority and situatedness of expertise and experience. Challenges to the

European Enlightenment, presented by Indigenous, postcolonial, Feminist, Critical Race and Disability studies are taken up. In a postmodern era what counts as knowledge is literally and virtually up for grabs. In an era of globalization the stakes as to what and whose knowledge counts are higher than ever. The aim of this course is to familiarize ourselves with some of these most compelling conversations regarding knowledge and knowers in order to appreciate the work we do as educators and learners, the benefits and burdens of producing knowledge, and the political ramifications of privileging some forms of knowledge (and knowers) over others. "With whose blood have my eyes been crafted?" Donna Haraway, "Situated Knowledges."

TPS1446 H

The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

TPS1447 H

Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

TPS1448 H

Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will

pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

TPS1452 H

Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS1453 H

Individual Reading and Research in the Philosophy of Education: Master's Level

TPS1454 H

The Battle Over History Education in Canada

Canadians, like other peoples around the world, have witnessed a breakdown in consensus about what history should be taught in schools, and a heightened awareness of the political nature of deciding whose history is, or should be, taught. Debates about what to teach, and how, are appearing as strands within larger discussions about the social and political meaning and purposes of history, and 'historical consciousness' is emerging in a wide range of cultural activities, from visiting museums to watching the History Channel. Adults and children alike seem to be seeking answers to questions of identity, meaning, community and nation in their study of the past. Students in this course will explore through readings and seminar discussions some of the complex meanings that our society gives to historical knowledge, with particular emphasis on the current debates about history teaching in Canadian schools, and the political and ethical issues involved. This course was previously listed under TPS1461 - "Special Topics in History: History Wars: Issues in Canadian History Education".

TPS1460 H

History and Educational Research [RM]

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

TPS1461 H

Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

TPS1461 H

Special Topics in History of Education: Consciousness and Learning

After decades of neglect, consciousness has emerged as the "hot topic" of the 1990s in philosophy of mind, psychology and cognitive science. But what is consciousness? What do the "new" theories of consciousness contribute to theories of learning? How is consciousness involved in imagination and emotion; and how are these implicated in learning? Is consciousness an evolutionary and/or developmental phenomenon? Where does consciousness fit in children's developing theories of mind? Must consciousness be conceptual in nature? Do computer-mediated learning environments distort a learner's conceptual consciousness of the non-computer world? Can a computational theory of mind account for consciousness? These are some of the questions to be addressed primarily in the context of 1990s literature. Final selection of topics will be determined by the participants' various research interests.

TPS1461 H

Special Topics in History of Education: Educational Issues in Historical Perspectives (Crucial Issues)

Important and controversial issues - such as destreaming, back-to-basics, student evaluation, parental involvement in schools, school governance and teaching training - continue to dominate the contemporary schooling agenda. These issues are not new to Canadian education: in fact, debate over these crucial educational matters has raged for decades, and has occasioned dramatic changes in educational structures and practices in the past. This course will allow participants to select from a number of contemporary schooling issues of interest and explore some of the past conditions and connections, in order to develop further insights on the present-day debates.

TPS1461 H

Special Topics in History of Education: The Refugee Experience in Canadian History

TPS1461 H

Special Topics in History of Education: History and Anti-Racist Education: A Twentieth Century Case

This course will examine the history of racism and genocide in the twentieth century. By focusing on the social history and implications of the Holocaust, classes will explore how learning about the past can be utilized to promote critical thinking about the problems of racism and prejudice currently confronting society. Oral history methodology will be utilized as a means for exploring and teaching these events.

TPS1461 H**Special Topics in History of Education: History of Technology in Education**

In this course, students will be presented with a series of readings and discussion materials on the history of various technologies that had a major impact on education. Specific topics may include the history of paper, the book, photography, radio and television, printing and reproduction machines, and of course, history of computer technology - all in how they relate to Education. .

TPS1461 H**Special Topics in History of Education: The Historical Context of Educational Philosophy**

This course considers the work of major educational philosophers (Plato to Kant) and looks at their work in the perspective of the social and historical context in which it was written.

TPS1461 H**Special Topics in History: Canada and the Holocaust: Fact, Artifact and Education**

This course will examine Canadian engagement with the Holocaust, its aftermath, and the ways in which the Holocaust has historical impact on Canadian law, memory and educational and curricula thought.

TPS1461 H**Special Topics in History of Education: Feminism(s), Art, and Education**

This seminar will explore recent developments in the theory and practice of feminist art, focusing specifically on its liberatory and pedagogical potential. Topics to be explored will include: the 'male gaze' and the feminist oppositional gaze; the role of the spectator/spectatrix in creating meaning and 'getting the message'; feminist art as activist art; gynocentric aesthetics versus feminist rejections of aesthetics; and the role of the museum or gallery and documentary film in education.

TPS1461 H**Special Topics in History of Education: Race and Schooling**

Notions of race have never been far from the centre of Canadian historical experience. This course will explore the historical origins and development of race as an idea and how race has been used to define community and order a society undergoing change. In these regards the course will focus on several periods in Canadian history during which issues of race played a particularly important role in defining citizenship and shaping the social, political and educational enterprise. Finally the course will discuss race in schools and strategies for examining race in the classroom.

TPS1462 H

Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.

TPS1465 H

Special Topics in Philosophy: Concepts of Community: Pedagogy Between Ethics & Politics

This course offers an overview of philosophical concepts of community and a pluralistic approach to the question of what is held 'in common'. Within Philosophy of Education Studies, as well as within educational research, scholars and educators frequently invoke the concept of community. Yet only too rarely do scholars have the opportunity to explore conceptions of community within intellectual, philosophical, and historical/cultural traditions and the ethical and moral values associated with particular invocations of 'community'. Students in this course will engage directly with the broad range of concepts of community within diverse traditions of the theoretical humanities. Topics will include: communities under empire; utopian communities; the Enlightenment community; communities of friends and enemies; communities and anti-colonialism; imagined communities; communities of the gift, expenditure, friendship, and affirmation; and communities of pleasure. Course aims include: situating diverse concepts of community in their historical moment; analyzing their pedagogical features; and examining in detail their contributions and limitations with respect to contemporary educational practices.

TPS1465 H

Special Topics in Philosophy: Diversity Matters: Power and Discipline in the Classroom

This course aims to take up the tensions that are generated as educators prioritize diversity and social justice mandates within institutional contexts (school classrooms, school board and ministry of education governance) that produce effects of power, (discipline, normalization and subjectivation) which are antithetical to diversity foci. Seminar discussions will privilege classroom settings/dilemmas and will be informed by scholarship drawn from philosophical (ethics, epistemology) feminist, anticolonial, queer and critical race theory discourses.

TPS1465 H

Special Topics in Philosophy: 'Troubling' Knowledge in Education

Conversations about knowledge, knowing and knowers are central to educational theory, practice, and research. Knowledge concepts (discourses), processes (games), evaluation (deconstruction), and knowledge dispositions (performances) are the mainstay of educational work. This course addresses these conversations by first articulating and, then, troubling, conventional wisdom on such matters as; truth claims and 'regimes of truth', the nature and limits of objectivity, reliability, indoctrination, constructivism, and the authority and situatedness of expertise and experience. In a postmodern era

what counts as knowledge is virtually up for grabs. In an era of globalization the stakes as to what--and whose--knowledge counts are higher than ever. The aim of this course is to familiarize ourselves with some of these most compelling conversations regarding knowledge and knowers in order to appreciate the work we do as educators and learners, the benefits and burdens of producing knowledge, and the political ramifications of privileging some forms of knowledge (and knowers) over others.

TPS1465 H

Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

TPS1465 H

Special Topics in Philosophy: Consumerism and School Commercialism

This course investigates the origins and nature of consumerism as a prevalent ideology. Consumer goods and consumer values have taken a central place in modern society, and all too often the West has been more successful at spreading consumer goods and values than espoused values of democracy. Recent events clearly demonstrate the problematic political, economic, and educational implications of the prevalence of consumerism. In this course we explore implications of consumerism from the perspective of thinkers including Karl Marx, Max Weber, Martin Heidegger, John Dewey, Jane Kenway & Elizabeth Bullen, Susan Bordo, Vandana Shiva, bell hooks, Alex Molnar, Benjamin Barber and Jean Baudrillard. Topics include: consumerism as more than shopping but rather an entire 'way of being-in-the-world'; the shift from the political importance of production to consumption; advertising and branding; the 'McDonaldization' of the world; distinctions between public/private and citizen/consumer; the symbolic/semiotic character of commodities. We then analyze the effects of 'school commercialism' as it redefines students as consumers and challenges the democratic aims of schooling.

TPS1465 H

Special Topics in Philosophy: Philosophies of the Body

This seminar addresses divergent philosophical approaches to understanding the relationship of bodies, minds, and emotions. The course examines the political, epistemological, and ethical implications of how bodies are imagined, experienced, and represented historically and in contemporary discourse and culture. Readings will draw on philosophies ranging from phenomenology and historical materialism, to post-structuralism and psychoanalysis.

TPS1465 H

Special Topics in Philosophy: Philosophies of Emotion

This course offers an overview of theories and philosophies of emotion and affect, focusing particularly

on the shift from locating emotion in the individual to feminist and poststructural accounts that understand emotions in their cultural, historical, and political contexts. We will read key thinkers including Raymond Williams, Brian Massumi, Lauren Berlant, Sandra Bartky, Frantz Fanon, Eve Kosovsky Sedgwick, Arlie Hochschild, bell hooks, and Sarah Ahmed. Questions include: How have emotions, affect, and feeling been defined and theorized? How might theorizing emotion and affect inform new accounts of the public sphere and political philosophy, ethics, and epistemology? What is at stake in how we conceptualize emotions and affect in relation to subjectivity, public and private, race, class, gender, and agency?

TPS1465 H

Special Topics in Philosophy: Gilles Deleuze in the Context of Poststructuralism

This course examines the philosophy of Gilles Deleuze to explore connections and distinctions between his philosophical pedagogy and that of other post-structuralist thinkers. Through a wide range of Deleuze's texts, including those co-authored with Felix Guattari, the course will map the development of his thought from structuralism and metaphysics to later works on ethics, immanence, and the history of philosophy. Readings by other key thinkers will form a backdrop to or critique of his work, including writings from Marxism, psychoanalysis, feminism, and post-colonialism. This overview introduces students to Deleuze's unique philosophical project, its contextual development, and its value for rethinking questions of pedagogy, politics, and the contemporary world.

TPS1465 H

Special Topics in Philosophy: Character Education and Its Critics

This course will critically examine popular approaches to character education and their diverse philosophical underpinnings within the broader literature on moral education. We will explore analyze their (often hidden) assumptions pertaining to the boundaries of the moral realm and how character fits within it, the possibility of moral knowledge and objectivity, the role of the teacher, the nature of learning in this area of education, and the implied conceptions of democracy. The assumptions will then be explored in practical terms of how character education raises difficult moral and political issues, such as the legitimacy of character education in a society with deep commitments to cultural diversity, dealing with controversial issues, the advisability of teacher neutrality, tensions between home and school, hidden curriculum, the danger of indoctrination, relation to political ideologies such as neo-liberalism, ways of facing/avoiding systemic social issues such as racism.

TPS1465 H

Special Topics in Philosophy of Education: Equity and Embodiment in Education

This course examines diverse theorizations (e.g. continental and feminist philosophy, queer theory, critical disability studies) of how particular bodies are constructed as 'normal' and other constructed as 'deviant bodies'. Phenomenological and cultural/political forms of resistance to coercive normalization are analysed.

TPS1465 H

Special Topics in Philosophy: Themes in Contemporary Philosophy of Education Discourse

This course is designed to facilitate a broad acquaintance with some contemporary themes in philosophy of education discourse. As such, it will function as a combination of an individual reading course and seminar format. Each student will identify a particular research focus and will read extensively for papers relevant to that focus published in the last (approximately) 15 years of the Philosophy of Education Yearbook and a list of relevant journals. Syntheses of the most interesting four papers and evaluative comments pertaining to their relevance to the student's interest will be shared electronically with other participants on a weekly basis. Participants will also meet on a weekly basis to discuss their findings, and, at least once in the year, to provide an overall synthesis to date. The course should be of particular use to students writing theses in the field of philosophy of education and needing to survey the literature in depth concerning their possible thesis topic. Permission of the instructor is required.

TPS1465 H

Special Topics in Philosophy: Philosophical Perspectives on Globalization, Democracy and Education

Globalization, while a comparatively recent phenomenon, profoundly impacts the context and aims of education. Is it advancing or undermining the democratic aims of education? How has this discourse shaped educational theories and practices, and political debates and philosophies? This course examines the relationship between education, democracy and globalization within a neoliberal, consumer-driven and market-oriented environment. We will aim to both broaden and focus the meanings of such key terms as 'democracy' and 'globalization' and compare contrasting theoretical conceptualizations and analyses. Topics will include: the impact of the knowledge economy, marketization as a dominant paradigm, cosmopolitanism, and global environmental educational movements. Students will gain a rich vocabulary and analysis of the effects of globalization on aims, processes and institutions of democracy and education, and will have opportunities to apply these debates to specific independent research interests. Readings will include, Michael Hardt and Antonio Negri, Benjamin Barber, Vandana Shiva, Francis Fukuyama, and Arundhati Roy.

TPS1465 H

Special Topics in Philosophy: Indoctrination is/and/or Education: Whose knowledge counts?

With few exceptions, educators and educational theorists regard indoctrination as the antithesis of acceptable educational practice. Fearing charges of indoctrination, educators want to be clear about the distinctions between teaching and indoctrinating and philosophers of education have responded with hundreds of scholarly articles and books focused on clarifying this troublesome term. In spite of the term's continuous use in educational and public discourse, scholars have not agreed on the work "indoctrination" is intended to do as a normative, conceptual tool. In this course we will explore the fractious discourse on indoctrination as it unfolded from the early days of John Dewey's Progressive

Education Movement to the present. We will “trouble” the discourse’s modernist/mainstream epistemology by examining its key features through lenses of emerging post-structuralist/feminist epistemologies, which notice the under-interrogated political and moral constituents of knowledge construction practices.

TPS1471 H

Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.

TPS1801 H

The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

TPS1802 Y

Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research. .

TPS1803 Y

Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

TPS1804 H

Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified

those issues.

TPS1805 H

The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

TPS1806 H

Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

TPS1807 H

Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States. NOTE: This course with a systems focus complements TPS1811H, which has an institutional focus.

TPS1808 H

Research in Health Professional Education [RM]

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.

TPS1809 H

Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.

TPS1810 H**Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions**

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.

TPS1811 H**Institutional Research and Planning [RM]**

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. NOTE: This course with an institutional focus complements TPS1807H, which has a systems focus.

TPS1812 H**Education and the Professions**

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneurial university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

TPS1813 H**Issues in Cognitive and Educational Psychology: Implications for Health Professional Education**

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.

TPS1814 H**Curriculum in Institutions of Higher Education**

This course examines the logic and current practices related to curriculum design in postsecondary

educational institutions.

TPS1815 H

Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

TPS1817 H

Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.

TPS1818 H

Educational Development: Examination of Strategies for Improving Teaching and Learning in

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

TPS1819 H

Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

TPS1820 H

Special Topics in Higher Education: Leadership and Curriculum Change in Higher Education

This course will examine the process of facilitating the changing of paradigms in curriculum perspectives within higher education. Issues will be explored in light of different philosophic perspectives, theory and research reflected in the literature on leadership and change, paradigm shifts and curriculum planning, as well as from the perspectives and actual experiences of faculty, administrative/governance personnel, and faculty association/union leaders.

TPS1820 H**Special Topics in Higher Education: Professional Development for Health Professional Teachers and**

The course focuses on the professional and career development of the health professional teacher/educator in institutions of higher education: the nature of academic health science centres; motivations and job activities of health professionals; mentoring in the health professions; evaluations of teachers and teaching and the use of these evaluations for faculty development, promotion and compensation; faculty and instructional development programs for health professional teachers; the hierarchy and promotions within an academic health science centre; barriers to promotions of minorities; inter-professional relationships in the health professions. The purposes of the course are two-fold: (1) to help the participant in his/her own career development; (2) to help the participant develop some knowledge, skills and expertise to assist with professional and faculty development programs in his/her own institution. .

TPS1820 H**Special Topics in Higher Education: Master's Level**

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.

TPS1820 H**Special Topics in Higher Education: Simulation in the Health Professions**

This course will consist of a survey of the application of simulation in the health professions, with an emphasis on high-fidelity simulation.

TPS1820 H**Special Topics in Higher Education: Policy and Higher Education**

This course details the process of policy making as it affects higher education. A case study approach is used to illustrate the manner in which institutions and governments develop and implement new policies.

TPS1820 H**Special Topics in Higher Education: Introduction to Student Development Part II: Serving Students**

A stated goal of the student affairs profession is to maximize student learning through the facilitation of the many aspects of personal and interpersonal development. To accomplish this goal, student affairs professionals must have a clear understanding of the developmental issues facing students throughout their lifetimes and the process by which development occurs. They must also be aware of factors that

affect development and be able to work with individuals, groups, and organizations within the diverse campus community to establish environments conducive to the development of students from a variety of backgrounds. Knowledge of theories of human development and their application in college settings will assist student affairs professionals in accomplishing these goals. This course will focus specifically on the following aspects of identity development: spiritual; racial/ethnic; sexual orientation; gender; and developmental issues of disabled individuals and in the ways that these students' needs are met by the institution.

TPS1820 H

Special Topics in Higher Education: The University in an International Context: Ethics, Human Rights,

Universities participate in numerous international exchanges and projects. This course will address the question whether a fundamental framework of ethics can be found which is responsive to this situation and whether human rights can serve as a guide in this context. At issue also is the question whether the universities (and where) can respond to some of the major troubling issues of our times, such as extreme poverty, the systematic exploitation of various groups and massive human rights violations.

TPS1820 H

Special Topics in Higher Education: Health Professions Education Development ssions Education Development

The course will be conducted as a seminar that will address a series of problems and issues in Health Professions Education Development. These include: relationships between education and research, ways and means of funding health research, scientific communication, research methods, issues regarding the use of human subjects.

TPS1820 H

Special Topics in Higher Education: Ideology of Science

This course examines the political and cultural production of science and technology, with an emphasis on feminist and anti-racist questioning of epistemologies, methodologies, and the role of power and imperialism in the legitimation of academic knowledges. We will discuss scientific imperialism as an aspect of market relations in the 21st century, and explore its link to global racism and militarism.

TPS1820 H

Special Topics in Higher Education: Critical Pedagogies in Higher Education

This seminar critically explores the relationship between theory and practice in educational contexts. Poststructuralist accounts run throughout the seminar and specific attention is given to queer, postcolonial, and feminist pedagogies. A politics of identity is central to the course where we consider the various ways in which race, gender, sex, ability, sexuality, and class circulate in educational spaces. The vision of the course is threefold: expose current inequities in educational theories and practices; use

a social justice framework to rework curriculum, teaching, and learning practices; and develop creative ways for thinking about critical pedagogies.

TPS1820 H

Special Topics in Higher Education: Survey Methodology (RM)

This course uses the concept of total survey error as a framework to discuss the survey elements relative to representation and measurement. These include appropriate sampling frames, various sample design strategies, data collection, the role of the interviewer, non-response and bias, the effect of question structure, wording and context, respondent behavior, post-survey processing, and estimation in surveys. This course requires students to have completed TPS1820H, TPS1003, or similar quantitative research courses prior to enrolling.

TPS1820 H

Special Topics in Higher Education: Introduction to Student Services

This course will discuss the philosophical foundations, administrative and organizational structures, ethical principles, and core competencies of the student affairs profession. Students will develop and articulate a working philosophy for building relationships and working effectively with students and others within the academic community. Students will also develop a professional competency development plan.

TPS1820 H

Special Topics in Higher Education: Quantitative Research Process and Design [RM]

This course is designed to help graduate students learn the fundamental concepts of quantitative research design. Students will evaluate research presented in the popular press and in scholarly journals. In addition to becoming a savvy consumer of research, students will learn the elements of a quantitative research study including: framing a research question, reviewing relevant literature, insuring internal and external validity, data analysis, presentation of results, and the ethical standards of conducting research.

TPS1820 H

Special Topics in Higher Education: Higher Education and Globalization: Critical Policy Perspectives

Globalization has emerged as a major theme in higher education studies, forcing us to reconsider how universities, colleges and the state are being reconfigured with respect to international markets. We will be examining critical policy trajectories within this landscape, including the policies of international institutions within an emerging global financial architecture. We will consider topics such as the commodification of education, corporatization of postsecondary institutions, and the production of neocolonialisms (for example, through the race to capture international education markets in the global south, or through the production of biotechnologies that affect food production and distribution, and so

on). We will examine these themes through a social justice lens that considers race, class, and gender.

TPS1820 H

Special Topics in Higher Education: Critical Analysis of Research in Higher Education

This course will focus on the critical analysis of interdisciplinary research conducted within the higher education context. Participants will begin with an exploration of the fundamental characteristics and underlying theories of quantitative, qualitative and mixed mode research methodologies, and the strengths and limitations of each in relation to issues relevant to higher education. Building on this foundation, the participants will analyze and critique publications and theses reporting higher education research. Recommendations and implications suggested in these documents will be critiqued with respect to their potential impact on decisions made by organizational leaders with respect to equity issues, policies and procedures. Finally, participants will develop a sound research proposal that could conceivably be conducted within the higher education context.

TPS1820 H

Special Topics in Higher Education: Issues in Policy Implementation and Institutional Change

This course will provide an opportunity to students to examine and reflect upon the complexity and dynamics of policy formulation, implementation, and institutional change. They will develop an understanding of the manner in which policy and reform objectives are received by the implementation agents at various levels; how the top-down guidelines are inevitably transformed by responses of the agents of change; and how processes of interpretation, negotiation, conflict, power politics, and compromise come into play in determining outcomes, intended and unintended. The course will entail examining these dynamics at different levels, progressively moving from the wider socio-political, cultural, and governance contexts within which policy is being formulated and institutional change envisaged, to the institutional responses to policy regimes, and down to the manner in which heads of departments and 'street level' agents manage and navigate the implementation.

TPS1820 H

Special Topics in Higher Education: Democratizing the Academy

This seminar examines what is happening inside the academy in relation to what is happening outside the "ivory tower." Various social, cultural, political, and institutional aspects of higher education will be explored in order to consider what it might mean to democratize the academy. Citizenship discourse marks the core of the course where we consider the circulation of bodies in relation to capitalism, globalization, neoliberalism, and neocolonialism. Space and time function as critical points of interest throughout the course where specific attention is placed on conceptualizing and rethinking agency as a central element of democratizing practices.

TPS1820 H

Special Topics in Higher Education: Transformative Teaching in Higher Education

This course will provide a comprehensive overview of the role of higher education teachers as cultural workers and political change agents. Literature from a variety of social critical perspectives and standpoints will be examined including anti-racism, anti-colonialism, feminism, queer theory, social class, and ableism. We will also examine literature on Aboriginal issues in Canadian higher education, and implications for teaching. .

TPS1820 H

Special Topics in Higher Education: Faculty in Colleges and Universities

It has been argued that while much is known about research, teaching and governance in postsecondary education, little is known about the faculty who people these institutions. This course begins by examining issues of power visible in faculty careers with a particular focus on equity. Some of the topics that will be examined are labour relations, faculty-student relations, collegial arrangements, academic freedom, involvement in governance, knowledge production (research, publication, curriculum) and teaching and workload. The role of the intellectual from various theoretical perspectives will also be considered.

TPS1820 H

Special Topics in Higher Education: Research Universities in Contemporary Society

The research university is now a global model, a highly influential template for organizing education and research activities in contemporary societies. Research universities are complex organizations, sprawling conglomerates that harbor multiple (and often competing) ideals, missions, activities, and variegated academic communities. This seminar examines major lines of inquiry on the research university in cross-national perspective, with a focus on the North American landscape. Students are expected to engage with conceptual and empirical studies from a variety of disciplines that contribute to an increased understanding of change and continuity in the research university.

TPS1820 H

Special Topics in Higher Education: A Century of Ontario University Policy: Evolution or Revolution?

This course will begin with an examination of the early years of Ontario universities, and will trace their rise with an eye on their development as public institutions, and the very Canadian - and perhaps even the Ontario-specific - notion of 'public'. The course will examine changing patterns of finance (government funding, tuition fees) and other policy areas with respect to universities, guided by the question of whether or not our notions of 'publicness' are again being challenged and transformed. The course will begin with a look at 19th century ideas of the purpose and nature of higher education.

TPS1820 H

Special Topics in Higher Education: Introduction to Student Development in Higher Education

This course will examine the origins, present status, challenges and future directions of student development within the context of higher education in western society. Sessions will focus on dimensions of student diversity, the role of institutional structure and function in facilitating student development and pathways to student success and retention. In addition, the social, psychological and cultural foundations of the student personnel movement as well as the role and functions of student services staff will be examined.

TPS1820 H

Special Topics in Higher Education: Internationalization of Higher Education in a Comparative

The purpose of this course is to examine the complex phenomenon of internationalization of higher education. The course explores and develops a conceptual framework for internationalization through a rigorous analysis of the definition; shifting rationales, benefits, risks, and outcomes; and the diversity of actors, stakeholders and policies. Students will apply the conceptual framework to a region or group of countries through analysis of key priorities, policies and issues. Comparing current internationalization approaches of different countries will raise important questions about the role and implications for higher education. Emerging trends and issues linked to internationalization including commercialization, neo-colonization, brain drain/gain, quality assurance, cultural homogenization, and development cooperation will be examined.

TPS1820 H

Special Topics in Higher Education: Knowledge Production, Anti-Racism and Higher Education

In this course the role of Western Knowledge Systems that is promoting and perpetuating the marginalization of Women and non-Western people is critically examined and resistance to such marginalization from those marginalized within and outside the Academy is documented. Such examination is urgent in a context where capitalist patriarchy is becoming entrenched and the academy itself is gradually becoming corporatized, while at the same time, vibrant discussions around the globe are articulating alternatives to the neo-liberal paradigm.

TPS1820 H

Special Topics in Higher Education: Human Resource & Diversity Issues in Higher Education

This course will explore and discuss the complex issues facing universities whose strategic imperative is to be Employers of Choice within an increasingly diverse internal and external context. The course will focus on models of leadership appropriate for a collegial workplace; the challenges of enhancing diversity; measuring and enhancing employee engagement

TPS1820 H

Special Topics in Higher Education: Inquiry Methods in Higher Education Research

Philosophies and practices associated with interpretive approaches (e.g. hermenentics, semiotics,

discourse analysis, etc.) and inductive approaches (e.g., ethnography, participant-observation, etc.) will be examined in terms of how these can complement each other. In addition to empirical approaches, students will explore the role that historical, philosophical, critical, and aesthetic inquiry can play in higher education research.

TPS1820 H

Special Topics in Higher Education: The Politics of Health and Bodies

This seminar explores the social, cultural, political, and systemic productions of “bodies” with a specific focus on the bodies of knowledge and knowledge of bodies in the health professions. Equity and social justice lenses will be used to expose the identity politics of health issues. Poststructural, queer, postcolonial, and feminist thinkers will be used to examine the political construction of health issues that become gendered, racialized, sexualized, and classed. Various clinical, medical, and psychiatric examples will be integrated throughout the course to study the politics of health and bodies. Some examples include: body image, skin bleaching, reproductive technologies, geneticism, gender identity disorders, sexual reassignment surgeries, breast cancer mastectomies, intersexuality, sexually transmitted diseases, depression, and sexual violence. The vision of this seminar is to create new spaces for health professionals to think about the relationships amongst bodies, identities, and culture by critically examining the socio-political implications and future potentialities of body politics.

TPS1820 H

Special Topics in Higher Education: College Choice - Models, Factors and Process

This course introduces the concept of "College Choice" from both the student and institutional perspectives. The course provides a historical perspective on the development of various college choice models. It examines the factors and processes of college choice that influence the students' decision-making of an undergraduate or a graduate program. Current and emerging issues and trends related to international students' choices are explored as well. The Choice Models pertain to the various "conceptual" approaches to the choice models - econometric models, sociological models, marketing models, and push-pull models. From a process perspective, four combined student college choice models are introduced. The choice Variables discuss major factors influencing students' choice, such as (1) institutional characteristics - quality and rankings, and financial aid, (2) student characteristics, and (3) significant others. The College Choice examines the major studies on college choice of undergraduate students, graduate students, and international students (including undergraduates and graduates). For the purpose of this course, the term "college choice" is broadly used to explain students' choice of a post-secondary educational institution, be it a community college, university, or graduate program at the masters' or doctoral level.

TPS1820 H

Special Topics in Higher Education: Innovative Curricula in Higher Education and Professional

This course explores how educators in higher education and professional programs approach curriculum

development from an innovative perspective. Curriculum theories, philosophic perspectives in the literature, and current realities in the classroom will be explored. Curriculum challenges with respect to access, quality and funding in higher education will be identified and analyzed, and innovative strategies for addressing these challenges will be generated.

TPS1820 H

Special Topics in Higher Education: Social Science Perspectives on Health Professions Education

Research in health professions education is evolving an increasing focus on sociological issues such as the nature of 'professionalism', the politics of performance evaluation, and the characteristics of team communication. This course examines how theoretical frameworks from the social sciences can be fruitfully brought to bear on research questions in this field using the perspectives of three key theorists whose work has relevance to the exploration of sociological questions in health professions education research: Pierre Bourdieu, Michel Foucault, and Kenneth Burke. The course will devote three weeks to each theorist, with one introductory class and two summary classes. Students will be required to write their final paper exploring the construct(s) of one of the three theorists.

TPS1820 H

Special Topics in Higher Education: Leadership in Community Colleges

The purpose of this course is to provide a theoretical framework for community college leaders to examine exemplary leadership programs and practices in post-secondary education, review the relevant leadership literature, and engage in action research. The course is designed to enable students to both study and develop necessary knowledge and skills to be an effective community college leader in the changing college environment.

TPS1820 H

Special Topics in Higher Education: The Healing Teacher

Within the health professions, the term "clinical educator" designates the role of those who become teachers within a context of clinical practice. This course provides a critical examination of the historical construction of the "clinical educator" through the discourse of medicine, and the ideology of western science. This discussion will then serve as a backdrop for introducing other perspectives on healing taught by experienced and respected practitioners working outside mainstream medicine. Using anticolonial methodology, students will have an opportunity to critically explore and develop their own understandings of what it means to be a "healing teacher" within a framework of equity, social concern, and spiritual/moral understanding.

TPS1820 H

Special Topics in Higher Education: Toward an Integrated Approach to Equity in Higher Education

This course begins by providing an overall framework to understand equity practices in education. Here,

we review definitions and terms, gain an overview of the larger context of social, political and economic changes in which attempts at equity are situated, and look at power issues that permeate all educational settings. We then look at selected writings on efforts to transform existing classroom practices and educational research. Rather than treating them as perfect models, we treat them as exemplars from which we may borrow in working toward new formulations of educational and societal equity. .

TPS1820 H

Special Topics in Higher Education: Evaluation in the Health Professions

TPS1821 H

Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.

TPS1822 H

The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

TPS1824 H

The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

TPS1825 H**Comparative Education Theory and Methodology [RM]**

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

TPS1826 H**Comparative Higher Education**

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

TPS1827 H**The Politics of Higher Education**

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

TPS1828 H**Evaluation in Higher Education**

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

TPS1832 H**East Asian Higher Education**

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region. .

TPS1833 H

Academic Capitalism: Higher Education with a Corporate Agenda

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

TPS1834 H

Qualitative Research in Higher Education [RM]

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionist, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

TPS1837 H

Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints

of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada. .

TPS1838 H

Continuing Education

The intent of this course is to explore current issues in continuing education including: access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs; the roles of colleges, universities, the work place and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs; the impact of educational technologies on the accessibility and the quality of continuing education. .

TPS1839 H

Administration of Technology in Higher Education

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.

TPS1842 H

Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

TPS1843 H

Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

TPS1844 H**The Student Experience in Postsecondary Education**

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad forms of literature/documentation that addresses various components of the student experience. A particular focus of this course will be on exploring the various outcomes of postsecondary education and examining forms of assessing the various student outcomes in and beyond postsecondary education. .

TPS1845 H**Applications in the Student Experience [RM]**

This course will provide students an opportunity to apply knowledge, reflections and skills developed in the Student Experience in Postsecondary Education course, "The Student Experience in Postsecondary Education", and their experiences working in areas related to student development and learning. Students will be required to construct and conduct a mini- research project; analyze data from the research project and design and lead a course module on a theory and research-to-practice aspect of student learning and development using the results from their research analyses. Portions of the course will follow the structure of Open Space Technology (Owen, 1997) which requires the co- creation of the course outline and approaches by students and the instructor.

TPS1852 H**Individual Reading and Research in Higher Education: Master's Level**

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

TPS2006 H**Educational Finance and Economics**

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth. STUDENTS WHO HAVE TAKEN TPS1017 or TPS1841 WILL NOT BE ELIGIBLE TO TAKE THIS COURSE FOR CREDIT.

TPS2006 H

TPS3017 H**Problems in the Finance and Economics of Education**

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education. Prerequisite: 1017H or permission of instructor.

TPS3018 H**Governing Education: A Seminar on Politics**

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

TPS3020 H**Educational Change in the Postmodern Age**

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

TPS3022 H**The Investigation of School Culture: An Examination of the Daily Life of Schools**

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

TPS3024 H**Field Studies in Educational Leadership**

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field

priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

TPS3025 H

Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

TPS3028 H

Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

TPS3029 H

Special Topics in Educational Administration: Educational Policy - Current International Trends

This one-time only seminar provides students with an exposure to current international trends in educational policy. Researchers world-wide, a sizeable proportion of them from OISE/UT, have contributed chapters for a forthcoming international handbook on educational policy. Seminar sessions will focus on large-scale reform, governance and leadership, literacies and learning, workplace learning, and teaching quality. Each of these sessions will take a broad and critical interdisciplinary examination of the issues, and will consider how they play out in practice in different contexts, their evolution, and recommendations for future directions. The course will allow students to gain a sense of policy and research trends in these fields, to participate in the critiquing and editing process of the handbook, and to understand policy-making and research processes more broadly.

TPS3029 H

Special Topics in Educational Administration: Advanced Legal Issues of Education

TPS3029 H

Special Topics in Educational Administration: School, Parents and Community Relations and

School, Parents and Community Relations are important contributors to school effectiveness and improvement. This course will explore the different types of relations and partnerships which are conducive to common educational goals and to the establishment of a true learning community. Special emphasis will focus on policies, plans and projects which support and facilitate the induction of stakeholders in the delivery of educational services and support activities

TPS3029 H

Special Topics in Educational Administration: Radical Approaches to Policy Studies in Education

This course will critically engage students in understanding and examining the theoretical underpinnings and practical applications of critical-radical traditions in policy studies in education. True to the interdisciplinary nature of policy study, this course will draw on work from philosophy, history, and sociology of education with a special focus on radical discourses/pedagogies (including, critical pedagogy, feminist pedagogy, critical race theory, integrative anti-racism, anti-colonialism, and post-structuralism). Following from recent interest in studying education from K-16, the course will examine issues in primary, secondary, and post-secondary education.

TPS3029 H

Special Topics in Educational Administration: Professional Learning Communities

This course explores professional learning communities including their conceptual basis in organizational, professional development, professional relationships and educational policy. The class will consider the opportunities and constraints of this reform strategy in general and in terms of particular practical examples.

TPS3029 H

Special Topics in Educational Administration: School District Role in Educational Change

This course examines historical and contemporary research on the role of the school district in educational change. The district role is considered as a source of change, as mediating the implementation of changes mandated by external governments (provincial/state, national), and as a support for changes initiated at the school level. The role of districts in mobilizing and enabling improvement-focused change in schools is understood as variable (i.e., not all districts approach change in the same ways) and as evolving in response to changes in educational policy contexts over time. The concept of "district" is extended to include independent education systems that serve multiple schools beyond the public sector (e.g., school systems run by non-governmental and community-based organizations). The course also reviews methodological approaches and challenges in studying the district role.

TPS3029 H

Special Topics in Educational Administration: Politics and Education

The purpose of this course is to provide OISE/UT doctoral students with a review of some of the fundamental ideas, texts, and debates that underlie the politics of education in Canada. During this seminar, students will develop the analytical skills necessary to describe, critique, and act upon the political dilemmas central to their professional practice. The course is organized around the examination of questions and dilemmas with political implications. For example: who has the authority and power to make decisions that have an impact on educational organizations? Where does that power originate? What are some of the persistent political fights in education, and what explains who wins and why? Student learning will be assessed through the following assignments: preparation for class discussion (20%); a library assignment (15%); a book review and presentation (25%); and a presentation of course readings with group involvement (40%).

TPS3029 Y

Special Topics in Educational Administration: System Reform Across School/District/State Levels

This course will examine the research on how schools, districts and states can best bring about improvement. Research from the past decade will inform our insights into the improvement process, leading to an analysis of the factors which appear to have the most impact on the outcomes of educational change. Building on recent conceptualizations of 'tri-level' change which describe the roles played by educators and leaders in different parts of the system, this course will focus on understanding improvement efforts which are currently in process. Participants will select one of five case studies as the course project: England, Ontario, New South Wales, South Australia, or Washington State. Access will be provided to key documents and data for each case.

TPS3029 H

Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

TPS3029 H

Special Topics in Educational Administration: Advanced Topics for Educational Administrators

This course provides an examination of several related topics of current interest in the field of educational administration, including the politics of education, policy issues related to school reform and building capacity for personal and organizational change.

TPS3029 H

Special Topics in Educational Administration: Using Performance Data for School Planning and

Assessment and evaluation are central to educational reform initiatives all over the world. Countries, provinces and states are relying increasingly on large-scale assessments, community surveys, success indicators, etc. as measures of the progress and success of their initiatives. The disturbing paradox in this increased reliance on data for educational decision-making is one that was identified by Stiggins (1991) as assessment illiteracy and later extended to statistical illiteracy (Earl, 1995). Very simply, we live in a world with increasing reliance on statistical data from a whole range of sources, even though most people are not able to judge their adequacy or use them wisely. This course will examine the literature about using performance data for accountability and improvement in schools and districts and look at both practical and theoretical issues related to understanding what the data mean, using it for school and district planning, and communicating the messages to parents and the public. .

TPS3029 H

Special Topics in Educational Administration: Educational Leadership and Social Justice

The course will focus on selected aspects of educational leadership and social justice. Subjects to be explored include, among others, ideas of social justice and democracy, critical theories of education and leadership, the nature of leadership, democratic leadership, leadership and issues of race, class, gender, and sexual orientation, feminist approaches to leadership, leadership in aboriginal contexts, barriers to practicing leadership for social justice, and globalization and leadership.

TPS3030 H

Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.

TPS3037 H

Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

TPS3040 H

Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of

arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

TPS3041 H

Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions. NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

TPS3042 H

Field Research in Educational Administration [RM]

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

TPS3043 H

Survey Research in Educational Administration [RM]

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner. Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.

TPS3044 H

Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

TPS3045 H**Educational Policy and Program Evaluation**

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

TPS3046 H**Gender Issues on Educational Leaderships**

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

TPS3047 H**Research Seminar on Leadership and Educational Change**

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

TPS3052 H**Individual Reading and Research in Educational Administration: Doctoral Level**

Description as for 1052H.

TPS3055 H**Democratic Values, Student Engagement, and Democratic Leadership**

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators. .

TPS3417 H**Research Seminar in Feminist Criticism, and Pedagogy**

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts. The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.

TPS3423 H**Education and Family Life in the Modern World: II**

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length. Prerequisite: TPS 1422H or permission of instructor.

TPS3428 H**Minority Concerns and Education in Canadian History: Selected Topics**

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada. Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.

TPS3436 H**Aesthetics and Education**

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.

TPS3441 H**Research Seminar in Moral Education: Part I**

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor. Prerequisite: Permission of instructor.

TPS3443 H**Research Seminar in Moral Education: Part II**

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

TPS3447 H**Theories of Modernity and Education: 1**

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.

TPS3452 H**Individual Reading and Research in the History of Education: Doctoral Level**

Description as for TPS 1452H.

TPS3453 H**Individual Reading and Research in the Philosophy of Education: Doctoral Level**

Description as for TPS 1453H.

TPS3461 H**Special Topics in History & Philosophy of Education: Interdisciplinary Research Seminar in the Arts, the Social Imagination, and Education (Philosophy)**

This course offers a research forum for students from various disciplines who are engaged in a major research project in areas relating to the social and educational context of the arts. Topics and methodologies representing a wide range of critical approaches are welcome. Students should already have a topic in mind for inquiry upon enrolling in the course.

TPS3461 H**Special Topics in History of Education**

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

TPS3465 H**Special Topics in History & Philosophy of Education: Interdisciplinary Research Seminar in the Arts,**

This course offers a research forum for students from various disciplines who are engaged in a major research project in areas relating to the social and educational context of the arts. Topics and methodologies representing a wide range of critical approaches are welcome. Students should already

have a topic in mind for inquiry upon enrolling in the course.

TPS3465 H

Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

TPS3480 H

Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

TPS3481 H

Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.

TPS3484 H

Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS3485 H

Doctoral Practicum in the Philosophy of Education: II

See description for course TPS 3484H.

TPS3490 H

Ed.D. Seminar in the History of Education: 1

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

TPS3491 H**Ed.D. Seminar in the History of Education: II**

See description for course TPS 3490H.

TPS3494 H**Doctoral Practicum in the History of Education: I**

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

TPS3495 H**Doctoral Practicum in the History of Education: II**

See description for course TPS 3494H.

TPS3806 H**Case Studies in Comparative Higher Education**

This is a seminar course designed for students interested in the comparative study of higher education.

TPS3810 H**International Academic Relations**

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

TPS3820 H**Special Topics in Higher Education: Human Resources and Equity in Higher Education**

This course will explore and discuss models of and approaches to leadership as they pertain to higher education. Particular attention will be paid to equity and diversity issues within human resources, recognizing the increasing diversity of the higher education environment. The course will include an examination of (a) how equity and diversity inform our models of academic and administrative leadership; (b) what leaders might do to ensure that their institutions are viewed as Employers of Choice both nationally and internationally ; (c) the role of leadership within the post secondary system in the

promotion and enhancement of student learning and development.

TPS3820 H

Special Topics in Higher Education: Doctoral Level

Description as for TPS 1820H.

TPS3820 H

Special Topics in Higher Education: Thesis Proposal Development in Community College Leadership

This course is intended only for the second cohort of students in the Community College Leadership Specialization in the Ed.D. in Higher Education. The goal of the course is for each student to develop a thesis proposal and to gain an understanding of how to go about producing a thesis. Students will receive feedback on draft written proposals and on group presentations.

TPS3820 H

Special Topics in Higher Education: Curriculum and the Politics of Knowledge: Feminisms,

In this course students will work with theorists who engage the politics of knowledge in higher education. We will review poststructuralist as well materialist writers, weaving our discussions through an integrative feminist lens. We will put theory to practice by re/writing curricula addressing issues of race, class, colonialism, heteronormativity, and ablism.

TPS3820 H

Special Topics in Higher Education: The Learning College

This course is intended only for the second cohort of students in the Community College Leadership Specialization in the Ed.D. in Higher Education. The literature associated with the term, Learning College, provides one of the key theoretical frameworks for examining issues related to learning in the community college and corresponding organizational changes which have been occurring in the college sector. Dr. Terry O'Banion, author of the book, A Learning College for the Twenty-first Century, is the thinker and writer whose work is most well known in this area of inquiry. The purpose of this course is to review and critique the key concepts of the Learning College, and the applications colleges are making of these concepts, institutional policies, programs, and practices, and in the way they use their personnel.

TPS3820 H

Special Topics in Higher Education: The Theoretical and Conceptual Foundations of the Student

This course will explore the theoretical and conceptual foundations of the student experience in postsecondary education. As well, we will study the nature of work in postsecondary education that supports students' development and learning. Students in this course will review and discuss broad

forms of literature/documentation that addresses various components of the student experience. A particular focus of this course will be on exploring the various outcomes of postsecondary education and examining forms of assessing the various student outcomes in and beyond postsecondary education.

TPS3852 H

Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS 1852H.

TPS8001 H

The Holocaust: A Social History

This course will examine the attempt to destroy European Jewry during the Nazi regime. The course will survey the various forms of the 'Final Solution of the Jewish Question', contrasting them with the Nazi persecution of other groups. It will examine issues of individual and group response and responsibility, including Canada's. The reactions of the victims as well as the role of the bystanders and the behaviour of the perpetrators are the central themes of the course.

TPS8001 H

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TPS8002 H

Anne Frank in Life and Death

Anne Frank's diary is the eighth most widely-read book in the history of publishing. It is extraordinary that the words of a fourteen-year-old girl should have influenced and inspired so many people situated so differently across the globe. From Serbia where an adolescent girl named Zlata survived the war in her country by consciously following Anne's model to south America where the mothers and grandmothers of the "disappeared" have taken Anne as their model for political resistance, the inspirations and uses of her work have been legion. Not surprisingly, her message has also been "coopted" in ways she might never have intended. The wide-ranging impact and the many controversies which have swirled round the words of this unique diary are the subject of this course's inquiry. How can teachers introduce and use this text in Ontario classrooms? What background understandings do they need in order to illuminate the history of the text and its many implications?

TPS8002 H

TPS8003 H

Teaching About the Holocaust and Other Genocides: Personal Challenges, Pedagogical Implications

This course poses a series of questions that arise when preparing to teach and when teaching about the Holocaust and other Genocides. The questions will be posed to encourage the students to consider many viewpoints, to interrogate their own preconceptions, to foster an ability to be comfortable with their own evolving ideas/values and to resist coming to simplistic "solutions" or premature closure on complicated issues. The course will be divided into three parts. The first part, "Definitions, Historical Overview and Personal Preparation" considers epistemological, political and emotional issues that can impact teaching and learning about the Holocaust and other genocides. The second part "Pedagogies, Curriculum Guidelines, Classroom Activities and Issues" considers available classroom learning materials, appropriate and potentially counterproductive teaching styles and how to use different academic subjects as entry points to learning about these challenging topics. Issues that arise in the classroom include the possibility of student and community resistance, Holocaust denial and the thorny political issue of the present day Middle East conflict. The final part of the course, "Student Presentations and the Possibilities/Pitfalls of Using Film as an Educational Tool" requires each student to make a presentation. Also, as many teachers increasingly rely on film as a means of engaging student interest, issues such as graphic content, age appropriateness and an overreliance on film will be discussed. As students will be busy summarizing and reconsidering their journal entries and preparing and presenting classroom materials, the required readings are appropriately reduced during these last few weeks.

TPS8004 H

Genocide: An Interdisciplinary and Case Study Approach

Genocidal thought and action have endangered the existence of targeted groups throughout human history. The repeated occurrence of genocide challenges the conscience of humankind and presents an urgent need for understanding, research and scholarship. This course will take an interdisciplinary approach and will be divided into three parts. Part 1 will examine the concept and competing definitions of the term genocide. It will also consider the historical antecedents to contemporary genocide. These readings and discussions will provide a conceptual and historical framework for the contemporary case studies that will follow. Part 11 will look at five case studies that have occurred in the twentieth century, the century named by some scholars as the age of genocide. Although the social and historical background events of each genocide will be studied, each case study will also include a careful consideration of eyewitness accounts, especially the testimonial accounts of survivors. Memories, videotaped accounts, and guest lectures from survivors of recent genocides will be presented. In some cases artistic representations by survivors will also be considered. Part 111 will examine special issues in genocide research such as the effect of societal violence among children. In the common sense understanding of "victims of war" children have long been victims but more recently they have also

become victims by being coerced into armies to become child killers and soldiers. The particular effects of genocide on men and women will also be examined. The course will end with a consideration of the importance of memory in preventing future occurrences of mass destruction.

TPS8005 H

Teaching About the Holocaust Through Literature and Film

Examining multiple texts of contemporary culture (diaries, novels, memoirs, poetry, film), this course will address methods and approaches for intermediate/senior teachers to study and teach about the Holocaust. Research has demonstrated that the marriage of history and narrative offers abundant entry points for students to connect and begin to understand lived experiences vastly different from their own. This course will explore the many pedagogical challenges of introducing these "difficult knowledges" (Britzman, 1998) in the intermediate/secondary classroom as an essential component of literary, moral and civic education.

TPS8006 H

Canada and the Holocaust

This course will examine the history and contemporary implications of Canadian engagement with the Holocaust with special reference to the ways in which Holocaust memory, memorialization and education are of consequence to in-service educators and others in the community-based service delivery.

TPS8010 H

Individual Reading and Research in Holocaust & Genocide Education

Offered as independent study, this course will provide students with the opportunity to develop their inquiry and research skills in relation to issues concerning the practice of teaching and learning about the Holocaust and other instances of genocide. Working together with the instructor, students will be expected to define an inquiry and the appropriate resources (texts, media, digital) in support of that inquiry. The inquiry which is the focus of the course may take various forms such as a conceptual investigation or a classroom based study, however its scope and method must be approved by the instructor. As the inquiry proceeds, the instructor and student will meet on a regular, individually scheduled basis to discuss the student's progress, written work and lines of further inquiry. It is expected that the course will culminate with the student's submission of a document detailing the inquiry and its results.