

HSTC Bulletin

Journal of the History of Canadian Science, Technology and Medicine
Revue d'histoire des sciences, des techniques et de la médecine au Canada

hstc
bulletin

HSTC Survey of University Courses on Canadian Science and Technology

Volume 2, Number 2 (6), February 1978

URI: <https://id.erudit.org/iderudit/1082368ar>

DOI: <https://doi.org/10.7202/1082368ar>

[See table of contents](#)

Publisher(s)

HSTC Publications

ISSN

0228-0086 (print)

1918-7742 (digital)

[Explore this journal](#)

Cite this document

(1978). HSTC Survey of University Courses on Canadian Science and Technology. *HSTC Bulletin*, 2(2), 2–4. <https://doi.org/10.7202/1082368ar>

HSTC SURVEY OF UNIVERSITY COURSES
ON CANADIAN SCIENCE AND TECHNOLOGY

Ed. Note: We are not certain as to how comprehensive a survey this is as we must rely upon our readers to supply information. The survey includes both undergraduate and graduate courses dealing wholly with the history of Canadian science and technology, and with courses with high Canadian content. Each entry includes course title and number, instructor, length of course, frequency of offering, first offering, number and level of students and brief contents. Additional notes by respondents are printed below.

I. Undergraduate Courses

Concordia University

Science and Human Affairs SCHA 446: Selected Topics in History of Science

Instructor: S. Sheets-Pyenson

Full year; offered annually (77/78 first devoted to Canada)
8 students (ug)

"Course encourages students to use Montréal archives and special library holdings. Each student completed ca. 25-pg. research paper."

University of Western Ontario

History of Science 314B: Science and Medicine in Canada

Instructor: A. Richardson

Half-course; first offered 74; offered annually
15 students (2nd-4th yr)

"An examination of the development of scientific and medical activities in Canada from aboriginal times to the present day."

History of Science 315B: Selected Topics in Science, Medicine, and Technology

Instructor: A. Richardson

Half-course; first offered 75; offered every 3 yrs.
3 students (2nd-4th yr)

"In-depth studies of topics selected in keeping with individual student interest in consultation with the course instructor."

University of Winnipeg

History 2902: Science and Technology in Canadian History

Instructor: P.J. Bowler

Full year; first offered 77/78; offered alternate years
8 students (mostly 2nd yr)

"A study of the ways in which advances in science and technology have been applied in Canada during the last 150 years."

University of Toronto
 University College UNI 301F: Science and Technology in
 Canadian Culture
 Instructor: R.A. Jarrell
 Half-course; first offered 76; offered alternate years
 7 students (3rd-4th yr)
 "Covers science and technology in Canada from 17th century
 to the present within its cultural context; includes
 science policy issues."

II. Graduate Courses

Université de Montréal
 HSS: Histoire des sciences au Canada et au Québec
 Instructors: C. Limoges, L. Pyenson, Y. Rabkin
 Semester course; first offered spring 77; alternate years
 8 students (M.A. level)
 "Course was oriented to libraries, archives, and other
 resources in the Montréal region. Each student completed
 a research paper of approx. 20 pages. Outside specialists
 were integrated into the teaching format."

University of Toronto
 IHPST: HPS 1037X: Science in Canadian History
 Instructor: T.H. Levere
 Half-course; first offered 76/77; offered alternate years
 5 students (M.A. and Ph.D. level)
 "Science in Canada in its social context, with emphasis on
 19th century. . .geological and magnetic surveys, the role
 of local societies, and the development of scientific
 education."

IHPST: HPS 1023: History of Canadian Technology
 Instructor: B. Sinclair
 Full year;
 3 students (M.A. and Ph.D. level)
 ". . .emphasizing the period 1815-1914. . .attention will
 be divided about equally between bibliography and research
 into specific topics."

III. Courses with High Canadian Content

McGill University
 Plant Science 367-638: History of Plant Pathology
 Instructor: R.H. Estey
 Half-course; first offered 57; offered annually
 6 students (post-graduate)
 "Major events leading to recognition of the cause and con-
 trol of plant diseases in Europe and North America."
 Approximately 20% Canadian content.

University of New Brunswick
 History 2060: Science in History
 Instructor: Philip Enros
 Full year; first offered 77/78; future unknown
 Undergraduates
 Course deals mainly with the social history of science with some time given to Canadian topics, especially science at the UNB.
 Approximately 25% Canadian content.

York University
 Atkinson College, Natural Science 171: Nature and Growth of Science
 Instructor: Ron B. Thomson
 Full year; first offered 77; offered every term
 40 students (undergraduates)
 History of science with a unit on the role Canadians play in science, the reasons, implications, and future.
 Approximately 20% Canadian content.

Faculty of Arts, History 480: History of Technology since 1800
 Instructor: Peter R. Knights
 Full year; first offered 74/75; offered annually
 12-15 students (4th year undergraduates)
 Course stresses general theme of developing North American technology; sources largely on U.S. but Canadian topics are encouraged in student research.
 Canadian content varies.

SCIENCE AND SOCIETY IN THE HIGH SCHOOL

Dr Garry Peddle
 North York Board of Education
 and Atkinson College

The 1950s marked a watershed in the teaching of science. Educational theorists such as Carl Rogers were calling for a change to less authoritarian methods of instruction. Under the impact of such texts as Linus Pauling's General Chemistry the content of courses was evolving from historical-descriptive to a theoretical-principles approach. The progress towards change was rapidly accelerated when Sputnik convinced some politicians that a major revision in the educational system was necessary. The result was the implementation of freer, less structured methods of instruction coupled with a curriculum based upon the theoretical-principles approach.

However, by the beginning of the seventies, it was becoming obvious (to some people) that the grand experiments in methods had failed and a swing back to a more structured system is currently under way. In addition, there has been a reaction