

HIS 4364: Legacies of Indigenous Education in North America

Course Description

This course will examine the complex history of Indigenous education during the colonial era, through the nineteenth and twentieth centuries. In the American context, how Native American children experienced boarding schools and federal education policies will be compared with the diversity of approaches missionaries, Church officials, bureaucrats sought to erase Indigenous identities and culture using Christianity to 'civilize' and educate. Students will study the history and legacies of schools, federal policies, inter-generational trauma to consider the processes of decolonization, reconciliation and healing in contemporary society.

"The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance."

-Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada, to the Canadian Senate Standing Committee on Aboriginal Peoples, September 28, 2010

Course Information

Professor: Dr. J. M. McCutcheon (Jo)
Office: Room 9119, Desmarais (DMS), 55 Laurier Avenue East
Office Hours: By appointment, Tuesday & Friday mornings
Phone: 613.853.1867
Email: jomac@uottawa.ca **Twitter:** @jomac1867
Location: DMS 11161
Class Time: Fridays, 2:30 pm to 5:20 pm

Summary of Student Evaluation = 100%

Evaluation/Assignments	Date Due	%
Understanding Personal Narratives	November 6 th	20
Participation/Contributions/Reflections	On-going	30
Project Presentation	Sign-up for date	10
Final Historical Research Project	2-3 weeks following presentation date	40

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Required Textbooks @ Benjamin Books, 122 Osgoode Street, 613.232.7495

Joseph Auguste Merasty with David Carpenter, *The Education of Augie Merasty: A Residential School Memoir* Saskatchewan: University of Regina Press, 2015.

John S. Milloy, *A National Crime: The Canadian Government and the Residential School System* University of Manitoba Press, 1999.

Required e-book \$ 1.02 via Kindle

Shelagh Rogers, Mike DeGagné, Jonathan Dewar, Glen Lowry (editors) *Speaking My Truth: Reflections on Reconciliation and Residential School* Ottawa: Aboriginal Healing Foundation, 2012.

Recommended

Clifford E. Rafzer, Jean A. Keller and Lorene Sisquoc (editors) *Boarding School Blues: Revisiting American Indian Educational Experiences* University of Nebraska Press, 2006.

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* Beacon's Press, 2014.

All books are also available as e-books. Mastery, Rafzer and Milloy via Kindle and the edited collection, *Boarding School Blues* is available via Google Books.

Introduction: Background, Expectations and Culture

I feel that from the outset, it is important to note that the topics we will be discussing this term are difficult, painful, enraging and unbelievably sad. Our feelings and experiences reading, listening and learning about the history and legacies of colonial programs to 'civilize' and 'Christianize' Indigenous children are diverse and varied. Demonstrating empathy and respect for views expressed is key to creating a learning environment that supports the material relevant to this class. If you have any questions or concerns, please touch base with me at any time. Our objectives will be to try to understand the history and legacies that include critically

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evaluating government documents, Church and missionary records, personal narratives and statements, and visual representations.

[Blackboard](#), [Facebook](#) and other social media tool, Omeka and [Zotero](#) will be important tools and resources for you during this term and beyond the classroom.

This course requires students to complete assigned readings and discuss both secondary and primary sources in historical context. You will read a lot of primary sources for this class. Students will be expected to use the Internet and a number of websites to complete major assignments. In addition to the required textbooks, many readings and articles will be available for download via [Jstor](#) and Blackboard Learn. Please check for announcements and updates regularly on Blackboard to learn. Communicating interests, challenges, and successes is also an important part of this class. I have a class immediately before our class and our class ends Friday at 5:30, so it might be difficult to meet before and after class. I will often be on campus Tuesday and Friday mornings and you are welcome to text or send an email if you would like to meet.

Learning Objectives

By the end of this course, you should be able to:

1. Demonstrate an understanding of the complex history of Indigenous peoples, colonial and religious authorities and efforts to 'Christianize' and 'Civilize' resulting in cultural genocide;
2. Identify historical debates and political discussions regarding history and legacies of education systems in North America;
3. Identify relevant primary sources used to generate school, community and personal histories and critically evaluate a diversity of primary sources like government records, Church and missionary records, personal stories and statements and depictions of these systems;
4. Navigate and contribute to collaborative digital history tools like Zotero and Omeka;
5. Do history by using primary and secondary sources to write a major research paper, writing clearly, paying attention to grammar and style;
6. Develop your oral presentation skills by demonstrating you know your audience, that you can facilitate discussion and mediate debate, provide relevant readings and respect time limits.

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Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via [Blackboard](#) and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
1. Historical Knowledge	Course material, lectures, supplemented by readings, film and video records, and primary documents from assigned readings via Blackboard and social media sites.
2. Historical debates and discussions	Seminar discussions and including historiographical considerations in your written assignments and reflections.
3. Critical evaluation of primary sources	You will have access to thousands of pages of digitized historical documents and audio-visual recordings of school survivors. Your work and contributions will consider strengths and weaknesses of these sources.
4. Navigate and contribute to collaborative research tools.	Students will use Zotero and other programs to learn how to systematize, organize and analyze their research.
5. Doing history:	You will write a final research project that is both narrative and outlines the history of an agreed topic related to systems established to assimilate Indigenous children in North America. You will use primary sources extensively and consider historical debates.

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6. Improve oral presentation skills	Professionalism, respect, and engaging in debates that provide opportunities to bridge the distances among scholars will be important to this class. Discussions regarding the best/next technologies and platforms will be discussed.
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Course Outline

Fall 2015	Seminar Topic	Notes & Comments
September 11	Introduction – International Context of Colonialism	In-class film presentation Research tools introduced
September 18	Indigenous Views and Colonialism in Context	Sign-up for seminars Reflection – Big Thinking – Justice Sinclair & Film September 20th via Blackboard.
September 25	Documenting Histories and legacies	Primary Sources - resources
October 2	Library and Archives Canada – Sarah Hurford	Meet at 395 Wellington Street Reflection – strengths and weaknesses of primary documents to be submitted end of day October 4th
October 9	Education systems – 1870s to 1940s	Seminar discussion
October 16	Education systems – 1950s & North of 60	Seminar discussion
October 23	Litigation – Reconciliation: Personal Stories	Seminar discussion Reflection – <i>We were Children</i> – due November 2 nd – end of day
October 30	Reading Week – Research Week	
November 6	Apology, truths, reconciliation	Assignment – Personal Narratives Due via Blackboard, end of day.

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November 13	Project Presentations	Final paper due 3 weeks later
November 20	Project Presentations	Final paper due 3 weeks later
November 27	Project Presentations	Final paper due 2 weeks later
December 4	Project Presentations	Final paper due 2 weeks later Self-evaluation: contributions to seminars/presentations/social media
December 22	All course material must be submitted	

Readings and Schedule

September 11, 2015: An introduction to the course and outline of the range of topics and complexity of the subject matter

In-class Film: – *Rabbit Proof Fence*, Director Phillip Noyce, Australia, 2002.

Reading: Margaret D. Jacobs, “Indian Boarding Schools in Comparative Perspective: The Removal of Indigenous Children in the United States and Australia, 1880 – 1940” in Clifford E. Trafzer, Jean A. Keller and Lorene Sisquoc (editors) *Boarding School Blues: Revisiting American Indian Experiences* (University of Nebraska Press, 2006).

[Ken Coates, “Second Thoughts about residential Schools” 2015, *Dorchester Review*](#)

[Crystal Fraser and Ian Mosby, “Setting Canadian History Right?: A Response to Ken Coates’ ‘Second Thoughts about Residential Schools’”](#)

Please Watch: [Big Thinking Lecture – Congress 2015 at the University of Ottawa, Justice Murray Sinclair](#)

This lecture will be revisited during the term.

September 18, 2015: Indigenous Teachings and Colonial Views in a North American Context

Required Readings

J.R. Miller, *Shingwauk’s Vision!*: Introduction, Part 1 – Establishing the Residential School System, pages 3 to 88; See Blackboard Learn.

John S. Milloy, *A National Crime*, Part 1 – Vision. The Circle of Civilized Conditions; Chapter 1 – The Tuiton of Thomas Moore & The Imperial Heritage, 1830 to 1879

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Clifford E. Trafzer, Jean A. Keller, and Lorene Sisquoc, Introduction "Origin and Development of the American Indian Boarding School System" in *Boarding School Blues*

What were Indigenous views of teaching, learning, children, family, discipline and Spirituality? Why does this information matter?

What were Colonial views of indigenous peoples including officials from New France, those in the colonies and exploring the continent? In particular what were views of children, education and indigenous peoples? What was the role of early missionaries? Who did they represent? What were some examples and early endeavours to civilize, Christianize and "educate" Indigenous peoples in North America?

September 25, 2015: Documenting the histories and legacies

During this seminar, we will examine the primary source material available to students, including Library and Archives Canada records, website information and other research repositories and course objective outlined.

Required Reading:

John S. Milloy, Chapter 3, "The Founding Vision of the Residential School System: 'Aboriginal Education in Canada' – the Indian Act and Numbered Treaties: Industrial Schools and Day Schools – 1879 to 1946

See Blackboard, Zotero and Omeka for additional sources.

October 2, 2015: Primary Sources and Archival Collections at the Library and Archives Canada

Students will meet at 395 Wellington Street and will have a presentation by specialist Sarah Hurford, Archivist. You will also have the opportunity to explore available online primary sources.

[Library and Archives Canada – Aboriginal Heritage](#)

[Records of the Carlisle Indian School](#)

[Digital Public Library of America – Indian Boarding School*](#)

October 9, 2015: late nineteenth and twentieth century policies, values, systems and organizations in the lives of Indigenous people – language, culture, family, government and religion

Required Readings:

John S. Milloy, Part 2 - Reality: The System at Work, 1879 to 1946

Chapter 4 "A National Crime": Building and Managing the System, 1879 to 1946

Chapter 5 "The Charge of Manslaughter": Disease and Death, 1879 to 1946

Chapter 6 "We are Going to Tell You How We are Treated": Food and Clothing, 1879 to 1946

Chapter 7 The Parenting Presumption: Neglect and Abuse

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Chapter 8 Teaching and Learning, 1879 to 1946

Scott Riney, "Loosening the Bonds *The Rapid City Indian School in the 1920s*" in *Boarding School Blues*

Katrina A. Paxton, "Learning Gender *Female Students at the Sherman Institute, 1907-1925*" in *Boarding School Blues*

Primary Source

Dr. P.B. Bryce, *The Story of a National Crime Being a Record of the Health Conditions of the Indians of Canada from 1904 to 1921* Canada, 1922. (See Blackboard for the full text)

October 16, 2015: 1946 to 1996: Education North of 60 – Inuit and First Nations and Integration, Commissions and Recommendations

Required Readings:

John S. Milloy, Part 3 – Integration and Guardianship, 1946 to 1986

Chapter 9 Integration for Closure, 1946 to 1986

Chapter 10 Persistence: The Struggle for Closure

Chapter 11 Northern and Arctic Assimilation

[Sarah Bonesteel, Canada's Relationship with Inuit: A History of Policy and Program Development, AANDC, 2006 – Chapter – Education.](#)

Mosby, Ian. "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952." *Histoire sociale/Social History* 46, no. 1 (2013): 145–172.

October 23, 2015: Litigation to Reconciliation: Documentation, Personal Stories and Statement Gathering

Readings and Resources:

John S. Milloy – Chapter 12 "The failure of Guardianship: Neglect and Abuse, 1946 to 1986" & the Epilogue: Beyond Closure, 1992-1998

Joseph Auguste Merasty with David Carpenter, *The Education of Augie Merasty: A Residential School Memoir* Saskatchewan: University of Regina Press, 2015.

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Shelagh Rogers, Mike DeGagné, Jonathan Dewar, Glen Lowry (editors) *Speaking My Truth: Reflections on Reconciliation and Residential School* Ottawa: Aboriginal Healing Foundation, 2012. (e-book)

[Indian Residential School Settlement Agreement, 2006](#)

[Indian Residential Schools Assessment Process](#)

[Aboriginal Healing Foundation](#)

In-class (TBD) – *We Were Children* National Film Board of Canada, Directed by Tim Wolochatiuk, 2012

READING WEEK	OCTOBER 26TH TO 30TH	Research Time
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November 6th, 2015: Apology, lessons to be learned and the Truth and Reconciliation Commission – A National Crime and Cultural Genocide

Required Readings:

[TRC Summary – Executive Summary](#)

[Survivors Speak](#)

[Big Thinking Lecture – Congress 2015 at the University of Ottawa, Justice Murray Sinclair](#)

Globe and Mail: <http://www.theglobeandmail.com/news/politics/residential-schools-amounted-to-cultural-genocide-says-report/article24740605/>

See Facebook and Blackboard for additional readings.

Weeks 9 – 12: Research Presentations

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Course Requirements and Evaluation

Participation/Reflections/Self-Evaluation (30%)

Your participation and communication will be evaluated throughout the term. There are two scheduled reflections and one identified self-evaluation. These activities will be opportunities for students to submit reflections on readings, seminars, presentations and course content. This work will be submitted using Blackboard. Life is busy and full of challenges. You will get more understanding from attending all classes and seminar discussions, but may need to participate on-line using tools provided during this course. All reflections/self-evaluations are due by Sunday – end of day following the Friday class or earlier.

September 20th: Reflection – Big Thinking, depicting and defining Colonialism and your thoughts on this course (5 %)

October 4th: Reflection – Strengths and weaknesses of primary documents (5 %)

November 2nd: Reflection – *We Were Children* (5 %)

December 4th: Self-evaluation submitted to professor for final grading – social media/seminar discussions/contributions during presentations (15 %)

Personal Narratives – Personal Stories

Due November 6th or earlier, Blackboard 20 %

You will submit a paper, **1500 to 2000** words, demonstrating you have read Joseph Auguste Merasty with David Carpenter, *The Education of Augie Merasty: A Residential School Memoir* and Shelagh Rogers, Mike DeGagné, Jonathan Dewar, Glen Lowry (editors) *Speaking My Truth: Reflections on Reconciliation and Residential School Ottawa: Aboriginal Healing Foundation, 2012*. You will consider these narratives and stories in their context as primary sources and also discuss the importance, impact and value of these statements and stories. See Blackboard for a detailed grading outline.

Other sources to consider:

[TRC Statement Gathering](#)

[Bev Sellars – They Called me Number One](#) (Also check Book Reviews)

[Library and Archives Canada – Link to Personal Stories](#)

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Project Presentation – Weeks 9-12, Worth 10 %

10- 15 minutes presentation and 15 – 20 min discussion

You will sign-up for your presentation date and your topics will be approved well in advance. You will provide colleagues with a secondary source reading, a news article (if possible) and a primary source related to your topic. You can submit these links to your colleagues on-line.

During your presentation, you should articulate your topic and provide a clear thesis statement that you are pursuing.

You will be evaluated on four elements:

1. The quality of readings (3)
2. The clarity of your presentation – organization of your thinking and project outline (3)
3. Your ability to facilitate and mediate discussion (3)
4. Your presentation was neither too long nor too short and respected the time limits (1).

Final Research Project

Due 2-3 weeks following your presentation, 40 %

You will select a topic relevant to the course material covered this term. You must use primary sources. Your paper should be at least **3000** and not more than **4500** words in length. Students may also propose a digital history project that might include a online exhibit using Omeka, a podcast, or other project that can be shared with the public.

Please see **Blackboard** for a detailed marking guide and selection of topics to study.

Resources for Students

[Mentoring Centre](#)

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

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[Academic Writing Help Centre](#)

Written work will be judged in part on writing ability including spelling, grammar, syntax, and style (readability and flow). Like any skill, good writing takes effort and practice and knowledge. Students are encouraged to read the History [Essay Guide](#) at the following address:

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer.

[Counselling Service](#)

The Counselling Service offers personal counselling, career counselling and study skills counselling.

[Access Service](#)

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Evaluation and Grading

At any point during the semester, feel free to discuss with me the academic level at which you are working in the course. As a rough guide, the implications of grades for moving to the next academic level can be interpreted as follows:

A+ = doing work at the undergraduate level that shows unequivocally the potential to succeed at the master's level

A = doing work at the undergraduate level that shows clear signs of the potential to succeed at the graduate level

A- = doing work at the undergraduate level that shows some signs of the potential to succeed at the graduate level

B+ = doing work that is very good at the undergraduate level but that does not show potential to succeed at the graduate level
B = doing work that is good at the undergraduate level but unlikely to support admission to any graduate program

C+ = successfully meeting the requirements of the undergraduate level but with some difficulty
Below C and above F: meeting the requirements of the undergraduate level but with varying degrees of significant difficulty