

UNIVERSITY OF MANITOBA
HIST 3780 (T05), 2018 Fall Session
Department of History
~ History of Residential Schools ~
Thursday 2:30-5:15 p.m.
Room: 315 Machray

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Office Hours: Tues. 10-11 a.m. and Wed. 12-1 p.m., or by appointment

Scope of Course

Residential schools cast a long shadow over Canadian society to this day. Conceived as the ultimate tools of assimilation, these institutions are a brutal example of social engineering on a large scale, intended to turn young “Indians” into “Canadians” who were culturally indistinguishable from the rest of Euro-Canadian society. Assimilation was not successful, but Indigenous communities were profoundly harmed by the large-scale removal of their children, by the many deaths they suffered, and by the emotional and physical harm inflicted at the schools. In this course, we will gather together in the spirit of the Truth and Reconciliation Commission, which has called for schools to “teach history in ways that foster mutual respect, empathy, and engagement.” We will study how these schools came into existence, how they were intended to function, and why they failed in many ways, even according to their own goals. We will also explore the deeper questions about why many of the schools institutionalized abusive practices and how it was that churches and governments failed to intervene to protect the children in their care. Indigenous people, including survivors of the schools, are leading the way in addressing the legacy of residential schools and we will follow the paths they have blazed through testimony, research, and advocacy. Course materials will include lectures, in-class discussion, textbook readings, viewing of videos and survivor testimonies, and hopefully one or two guest speakers.

Required Texts

Truth and Reconciliation Commission, *A Knock on the Door. The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada*. Edited and abridged (Winnipeg: University of Manitoba Press, 2016).

Theodore Fontaine, *Broken Circle. The Dark Legacy of Indian Residential Schools. A Memoir* (Vancouver/Victoria/Calgary: Heritage House, 2010).

J.R. Miller, *Shingwauk’s Vision. A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996).

***A Knock on the Door* and *Broken Circle* are available in the bookstore.
Shingwauk’s Vision is available in full text on the U of M library website.**

Grading and Assignments

Assignment	Due Date	Value
Book analysis, <i>Broken Circle</i> (1500-2000 words)	Oct. 3, 2018	20%
Essay (3000 words)	Nov. 21, 2018	30%
Participation	ongoing	20%
Final exam – take-home	TBA	30%
Total		100%

Evaluative feedback will be provided well before the voluntary withdrawal date, November 19, 2018.

Late assignments will be penalized at the rate of 1% per day. **No assignments will be accepted after the last class of each term.**

For written assignments, citations should follow the ‘Chicago style’ found in Kate Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996) or the *Chicago Manual of Style* (14th edition or later).

Grade Distribution:

A+ 88-100%	B+ 75-79%	C+ 65-69%	D+ 55-59%
A 80-87%	B 70-74%	C 60-64%	D 50-54%
			F 0-49%

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Academic Dishonesty

The work you submit for grading must be your own original work, written *by you* specifically for this course. University regulations provide severe penalties for academic dishonesty, in the form of plagiarism, cheating, or impersonation at exams. The common penalty for plagiarism is an F grade on the paper and also on the entire course; for the most serious cases, such as purchasing papers, the penalty can include a five-year suspension from courses in the Faculty of Arts. I make use of Google checks and internet sites designed to detect plagiarism.

The Faculty of Arts regulation is at:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html

Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department

will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Cody Fullerton, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Preliminary Weekly Schedule

There will be approximately three assigned readings each week (book chapters or scholarly articles), mostly from the required textbooks.

Thurs. Sept. 6 – Introduction

Thurs. Sept. 13 – Colonization: an overview

Thurs. Sept. 20 – Origins of residential schooling

Thurs. Sept. 27 – Indigenous childrearing and education practices.

Thurs. Oct. 4 – Assimilation: state goals and practices

Thurs. Oct. 11 – The schools as educational institutions

Thurs. Oct. 18 – The schools as caregiving/custodial institutions

Thurs. Oct. 25 – The long-term results

Thurs. Nov. 1 – The churches: apologies and apologies

Thurs. Nov. 8 – The government: lawsuits and a settlement

Mid-Term Break Nov. 12-16 – NO CLASSES

Thurs. Nov. 22 – The settlement and survivors' experiences

Thurs. Nov. 29 – Reconciliation?

Thurs. Dec. 5 – conclusions