

UNIVERSITY OF MANITOBA
HIST 3780 (T05), 2020 Winter Session
Department of History
~ History of Residential Schools ~
Tues. & Thurs. 1:00-2:15 p.m.
Room: Allen Building, Room 319 (Term 2)

Prof. Jarvis Brownlie Phone: 204-474-9101
Office: 450 Fletcher Argue Email: jarvis.brownlie@umanitoba.ca
Office Hours: Tues. and Thurs. 11:30-12:30 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 removal of thousands 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 called for educators 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 possibly 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)	Feb. 6, 2020	20%
Essay (3000 words)	Mar. 19, 2020	30%
Participation	ongoing	20%
Final exam – take-home	TBA	30%
Total		100%

Evaluative feedback will be provided well before the voluntary withdrawal date, March 18, 2020.

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

For written assignments, citations should follow the ‘Chicago style’ found in Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996) or the *Chicago Manual of Style* (14th edition or later). For an online explanation of Chicago style, see the U of M Library History Subject Guide at <https://libguides.lib.umanitoba.ca/history/chicago>.

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

Academic 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, 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.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling.

<http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including mental health support.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or by emailing umhisau@gmail.com.

WEEKLY SCHEDULE

There will be approximately three assigned readings each week (book chapters or scholarly articles), mostly from the required textbooks. Additional readings (those marked with an asterisk*) will be posted on UM Learn.

Tues. Jan. 7 – Introduction

Thurs. Jan. 9 – Colonization: an overview

Week of Jan. 14-16: Foundations

Tues. Jan. 14 – Lecture

Thurs. Jan. 16 – Discussion

Required readings:

*1. Bonita Lawrence, "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada" in Sherene Razack, ed., *Race, Space and the Law: Unmapping a White Settler Society* (Sumach Press, 2002), 21-46.

2. Truth and Reconciliation Commission, *A Knock on the Door*, Introduction (p. 3-8),

3. J.R. Miller, *Shingwauk's Vision*, Ch. 2, "'No Notable Fruit Was Seen': Residential School Experiments in New France" (p. 39-60).

Week of Jan. 21-23: Origins of residential schooling

Tues. Jan. 21 – Lecture

Thurs. Jan. 23 – Discussion

Required readings:

1. Miller, *Shingwauk's Vision*, Ch. 3, "'Teach Them How to Live Well and to Die Happy': Residential Schooling in British North America" (p. 61-88).
2. TRC, *A Knock on the Door*, Ch. 1, "The History," pp. 16-37.
- *3. Elizabeth Furniss, *Victims of Benevolence. The Dark Legacy of the Williams Lake Residential School* (Vancouver: Arsenal Pulp Press, 1992/1995), Ch. 1, "A Sacred Duty," pp. 13-30.

Week of Jan. 28-30: Indigenous childrearing and education

Tues. Jan. 28 – Lecture

Thurs. Jan. 30 – Discussion

Required readings:

1. Miller, *Shingwauk's Vision*, Ch. 1, "'The Three Ls': The Traditional Education of the Indigenous Peoples" (p. 15-38).
- *2. Doris Young, "Northern Manitoba Hydro Electric Projects and Their Impact on Cree Culture," from Lithman et al., *People and Land in Northern Manitoba* (Wpg, 1992), 13-19.
- *3. J. Lafrance and D. Collins, "Residential Schools and Aboriginal Parenting: Voices of Parents," *Native Social Work Journal*, vol. 4:1 (Dec. 2003), 104-125.

Week of Feb. 4-6: – Assimilation: state goals and practices

Tues. Feb. 4 – Lecture

Thurs. Feb. 6 – Discussion

Required readings:

1. Miller, *Shingwauk's Vision*, Ch. 7, "'The Means of Wiping Out the Whole Indian Establishment': Race and Assimilation," 183-216.
2. TRC, *A Knock on the Door*, Ch. 1, "The History," pp. 9-16;
3. TRC, *A Knock on the Door*, Ch. 2, "The School Experience," 65-6;
- *4. John L. Tobias, "Canada's Subjugation of the Plains Cree, 1879-1885," *Canadian Historical Review*, LXIV:4 (1983), 519-48.

Week of Feb. 11-13: – The schools as educational institutions

Tues. Feb. 11 – Lecture

Thurs. Feb. 13 – Discussion

Required readings:

1. TRC, *A Knock on the Door*, Ch. 2, “The School Experience,” pp. 47-65, 103-122.
2. Miller, *Shingwauk’s Vision*, Ch. 6, “‘To Have the “Indian” Educated Out of Them’: Classroom and Class,” 151-182.
3. Miller, *Shingwauk’s Vision*, Ch. 8, “‘The Misfortune of Being a Woman’: Gender,” 217-250.

~ MID-TERM BREAK FEB. 17-21 – NO CLASSES ~

Week of Feb. 25-27: – The schools as caregiving/custodial institutions

Tues. Feb. 25 – Lecture

Thurs. Feb. 27 – Discussion

Required readings:

1. TRC, *A Knock on the Door*, Ch. 2, “The School Experience,” pp. 67-103.
2. Miller, *Shingwauk’s Vision*, Ch. 10, “‘Bleeding the Children to Feed the Mother-House’: Child ‘Care,’” 289-316.
3. Miller, *Shingwauk’s Vision*, Ch. 11, “‘Sadness, Pain and Misery Were My Legacy as an Indian’: Abuse,” 317-342.

Week of Mar. 3-5: – The long-term results

Tues. Mar. 3 – Lecture

Thurs. Mar. 5 – Discussion

Required readings:

- *1. Watch survivor testimonies online at Wherearethechildren.ca. Specific interviews will be listed on UM Learn for you to watch.
2. Miller, *Shingwauk's Vision*, Ch. 12, "'You Ain't My Boss': Resistance," 343-374.
3. Miller, *Shingwauk's Vision*, Ch. 14, "Shingwauk's Vision/Aboriginal Nightmare: An Assessment," 406-438.
4. TRC, *A Knock on the Door*, "The Legacy," 129-141.

Week of Mar. 10-12: – The churches: apologies and apologies**Tues. Mar. 10 – Lecture****Thurs. Mar. 12 – Discussion****Required readings:**

- *1. R. Chrisjohn, S. Young, w/ M. Maroun, *The Circle Game. Shadows and Substance in the Indian Residential School Experience in Canada* (Vancouver: Theytus, 2006), pp. 17-42.
2. TRC, *A Knock on the Door*, 123-128.
- *3. Elizabeth Furniss, *Victims of Benevolence*, "History in the Present," 103-120.

Week of Mar. 17-19: – The government: lawsuits and a settlement**Tues. Mar. 17 – Lecture****Thurs. Mar. 19 – Discussion****Required readings:**

- *1. J.R. Miller, "The Bench Adjudicates: Litigation," Chapter 4 of *Residential Schools and Reconciliation. Canada Confronts Its History* (Toronto: University of Toronto Press, 2017), 97-124.
- *2. Paulette Regan, "The Alternative Dispute Resolution Program: Reconciliation as Regifting," Chapter 4 of *Unsettling the Settler Within. Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (Vancouver: UBC Press, 2010), 111-142.
- *3. Robyn Green, "Unsettling Cures: Exploring the Limits of the Indian Residential School Settlement Agreement," *Canadian Journal of Law and Society*, vol. 27, no. 1 (2012), 129-148.

We will also view the federal government apology of 2008 online together.

Week of Mar. 24-26: – The settlement and survivors’ experiences

Tues. Mar. 24 – Lecture

Thurs. Mar. 26 – Discussion

Required readings:

- *1. Cindy Hanson, “Gender, Justice, and the Indian Residential School Claims Process,” *International Indigenous Policy Journal*, vol. 7:1 (Jan. 2016), 1-16.
- *2. John Borrows, “Residential Schools, Respect, and Responsibilities for Past Harms,” *University of Toronto Law Journal*, vol. 64:4 (2014), 486-504.
- *3. Jill Scott and Alana Fletcher, “Polishing the Chain: Haudenosaunee Peacebuilding and Nation-Specific Frameworks of Redress,” in Dylan Robinson and Keavy Martin, eds., *Arts of Engagement. Taking Aesthetic Action In and Beyond the Truth and Reconciliation Commission of Canada* (Waterloo: Wilfrid Laurier University Press, 2016), 157-180.

Week of Mar. 31-Apr. 2: – Reconciliation?

Tues. Mar. 31 – Lecture

Thurs. Apr. 2 – Discussion

Required readings:

- 1. TRC, *A Knock on the Door*, Ch. 4, “Reconciliation,” 142-161.
- *2. Lorena Fontaine, “Reflections on the Post-Residential School Settlement Agree: Expressions of Reconciliation---Looking Back Forward Looking,” in K. Burnett and G. Read, eds., *Aboriginal History: A Reader*, 2nd ed. (Don Mills: Oxford University Press, 2016, 263-270.
- 3. Online videos (TBA).

Tues. Apr. 7 – conclusions.