

Indigenous Studies 3267 / History 3267 G Residential Schools

Term: Winter 2024

Lecture Time: Monday, 10:30- 12:30

Course Instructor: Dr. Cody Groat (cgroat@uwo.ca)

Office and Office Hours: Thursday, 11:30- 2:30 (LWH 2224)

Calendar Description: The Indian Residential School System has been recognized by the Canadian Parliament as an act of genocide. This course will consider the long history of residential schools beginning with early educational initiatives in New France in the 1640s, and conclude after the *Final Report of the Truth and Reconciliation Commission* in 2015.

Prerequisite: 1.0 History course at the 1000 level OR [Indigenous Studies 1020](#).

Course Outline

The House of Commons unanimously passed a resolution in 2022 recognizing the Indian Residential School System as an act of genocide. This resolution recognized the cultural, physical, sexual, and psychological abuse that was inherently associated with the provision of Indigenous education.

This course will focus on the history and legacy of the Indian Residential School System from its colonial predecessors through to the global reckoning after the identification of unmarked graves at former school sites across the country. This course will begin with an overview of education within Indigenous communities both pre-and-post residential schools. This will be followed by the history of colonial education in New France considering domestic influences, such as the work of Marie de l'Incarnation, alongside global conversations including the Valladolid Debates on the Rights of Indigenous Peoples (1550).

The course will then consider residential schools in the Colony of Upper Canada and the influence of Indigenous community members who sought to establish cross-cultural educational facilities including Rev. Peter Jones, Chief Shingwaukonse, and John Brant. Their ideas will be compared with those of Nicholas Flood Davin and Sir John A. Macdonald, who considered the American system of residential schools as a way to address constitutional requirements associated with Indigenous education. These domestic conversations will be situated within international debates across the British Empire, considering residential schools in both Australia and New Zealand.

This course will consider the lived experiences of Indigenous children in the residential school system throughout the 19th and 20th centuries. This will consider acts of cultural, physical, sexual, and psychological abuse at the hands of school administrators and between individual students. It will also consider the academic curriculum and the reliance upon student labour to financially support the operation of residential schools. Extracurricular activities including the

Girl Guides, Cadets, and organized sports will be discussed to consider a variety of aspects associated with the student experience.

The final weeks of this course will consider amendments to the *Indian Act* in 1951 that led to the transition away from residential schools to Indian Day Schools and integration into the provincial school system. The course will then touch upon the Indian Residential School Settlement Agreement (2006), recognized as the largest class action lawsuit in Canadian history. It will conclude with the Truth and Reconciliation Commission of Canada in 2015, the identification of unmarked graves at former residential schools in 2021, and the resolution passed by the Canadian House of Commons in 2022 recognizing the Indian Residential School System as an act of genocide.

This is a 2-hour lecture course that will meet once weekly.

Course Level Learning Outcomes

- Introduction to pre-colonial and contemporary forms of Indigenous education.
- Comparison of the Indian Residential School System with its global counterparts in the United States and across the ‘British Empire.’
- An understanding of the structural inequalities associated with Indigenous education including chronic underfunding and the factors leading to systemic mistreatment.
- Examples of daily activities within the Indian Residential School System, considering curriculum, recreation and leisure, agricultural training, and domestic labour.
- Identification of the factors leading to national ‘reconciliation.’
- An understanding of pluralist and legalist definitions of genocide and how these relate to the Indian Residential School System and the broader experiences of Indigenous peoples.

Course Material

All readings will be available through OWL. No additional purchases will be required.

Late Assignments

Extensions are permitted if requested at least one week before an assignment is due. The new due date will be determined in consultation with the professor. The penalty for late work without an extension is 2% per day, including weekends, with a maximum deduction of 20%. Late work will be accepted until **April 11th at 11:59pm.**

Methods of Evaluation

Assignment	Due Date	Weight
Participation	Ongoing	5%
Media Coverage Reflection	February 12, 2024	25%
Primary Source Analysis	March 11, 2024	30%
Residential School Portfolio	April 1, 2024	40%

Participation

Students will be required to write a question at the end of each weekly lecture. This will count as their participation mark. Some of these will be chosen for further discussion during the subsequent week. **Attendance at ten out of thirteen lectures is required to pass this course.**

Media Coverage Reflection

For this assignment, students will read the report [*Debunking the 'Mass Grave Hoax: ' A Report on Media Coverage and Residential School Denialism in Canada*](#) by Reid Gerbrandt and Sean Carleton (2023).

Students will write a five-page reflection about the ways that this report has informed their personal understanding of the identification of unmarked graves at former Indian Residential Schools. The reflection should clearly outline your prior knowledge of this subject, while considering the ways that this report supported, contested, or clarified your own perspectives.

This reflection will summarize the analysis by Gerbrandt and Carleton while also considering specific interpretations that were presented by media outlets. Finally, the reflection will consider the ways in which media inaccuracies impact public awareness of the Indian Residential Schools.

Only the assigned document is required to be cited. Further research is permitted, though not necessary. The report will be five-pages, double spaced, in 12-point Times New Roman font. This will use footnotes and citations in the Chicago Style.

Primary Source Analysis

This assignment will be based on the readings from any week before March 11th in the syllabus. Students will be responsible for researching the primary source that was assigned including its authorship, the purpose behind the creation of the document, and the events that influenced its creation. This will require finding at least one peer reviewed secondary source that discusses the history of the primary source or one of its authors.

For this assignment, students will also read the assigned secondary source and compare the arguments in the article or chapter with the contents of the primary source. Do the primary and

secondary sources compliment or contrast with one another? What are some of the ways that the secondary source can be used to better understand the role or the creation of the primary source?

This assignment will include the analysis of **one primary source assigned in the syllabus**, as well as **one secondary assigned in the syllabus** and **one secondary source that students are responsible for finding themselves**.

The assignment will be six pages long, double spaced, in 12-point Times New Roman font. This will use footnotes and citations in the Chicago Style.

Residential School Portfolio

Students will choose from one of the three Indian Residential Schools listed below as the topic of their portfolio:

- Shubenacadie Indian Residential School (Shubenacadie, Nova Scotia)
- The Mohawk Institute Residential School (Brantford, Ontario)
- Shingwauk Indian Residential School (Sault Ste. Marie, Ontario)

For this assignment, students are responsible for identifying **three peer reviewed secondary sources, two primary sources, and one media article** relating to the school that they have chosen. This means that **seven sources** will be used for this assignment.

Students will use the secondary sources to write a history of the school that they have chosen. This will consider themes such as when the school was established, who was responsible for its operation, and any notable events that occurred there. The secondary sources can also be used to consider themes such as systematic abuse, school curriculum, or recreational activities, making sure that these relate specifically to the school that you have chosen for your portfolio.

Your analysis and historical profile of the chosen residential school must also integrate discussion of your two primary sources. These can be used to answer some of the same questions outlined in the primary source analysis assignment, including a consideration of the ways that the primary sources can be used to better understand the content of the secondary sources.

The media article should be critically analyzed using the skills gained from assignment one. Students should consider how the media has represented the residential school and how this supports, challenges, or compliments the secondary source research associated with this school.

The portfolio should be more than an essay, and will not argue a clearly defined thesis. Alternatively, this assignment will discuss the ways that each of the secondary sources, the primary sources, and the media article can be used to fully comprehend the history of the chosen residential school from a range of perspectives.

This assignment will be ten pages long, double spaced, in 12-point Times New Roman font. This will use footnotes and citations in the Chicago Style.

Week	Focus	Readings
January 8, 2024	Writing the History of Residential Schools	<p>Primary Source: The History of Violence Against Indigenous Peoples Fully Warrants the Use of the Word ‘Genocide,’ Statement by the Canadian Historical Association (July 1, 2021)</p> <p>Primary Source: Open Letter Against the Canadian Historical Association Statement (August, 2021)</p> <p>Secondary Source: Trevithick, Scott. “Native Residential Schooling in Canada: A Review of the Literature.” <i>The Canadian Journal of Native Studies</i> 18, 1 (1998): 49-86.</p>
January 15, 2024	Community Based Indigenous Education	<p>Primary Source: Cree School Board History Curriculum (2021)</p> <p>Secondary Source: Excerpt from: Anderson, Kim. <i>Life Stages and Native Women: Memory, Teachings, and Story Medicine</i>. Winnipeg: University of Manitoba Press, 2011.</p> <ul style="list-style-type: none"> - Chapter Four: The ‘Good Life’ and the ‘Fast Life:’ Childhood and Youth, 65- 96. <p>Secondary Source: Excerpt from: Inez, Hilger M. <i>Chippewa Child Life and Its Cultural Background</i>. Washington: United States Government Publications, 1951.</p> <ul style="list-style-type: none"> - Section: Training Children, [pages].
January 22, 2024	Mission Schools in New France, 1640s	<p>Primary Source: Excerpts from <i>The Valladolid Debate</i> (1550)</p> <p>Primary Source: Select Letters from Saint Marie de l’Incarnation (1660s)</p> <p>Secondary Source: Excerpt from: Miller, J.R. <i>Shingwauk’s Vision: A History of Native Residential Schools</i>. Toronto: University of Toronto Press, 1996.</p> <ul style="list-style-type: none"> - Chapter Two: ‘No Notable Fruit Was Seen:’ Residential School Experiments in New France, 39- 60.

January 29, 2024	Pre-Confederation Residential Schools, 1800s	<p>Primary Source: Excerpt from: Jones, Peter. <i>History of the Ojebway Indians; With Especial Reference to Their Conversion to Christianity</i>. London: A.W. Bennett, 1861.</p> <ul style="list-style-type: none"> - Chapter Twenty: Present State and Future Prospects of the North American Indians, 235- 245. <p>Secondary Source: “A Model to Follow? The Sussex Vale Indian School” by Thomas Peace in <i>Behind the Bricks: The Life and Times of the Mohawk Institute, the Model for the Canadian Residential School System</i> (forthcoming book).</p> <p>Guest Lecture: Dr. Thomas Peace (Huron University College)</p>
February 5, 2024	Imperialist Education in the British Empire	<p>Primary Source: Sanitary Statistics of Native Colonial Schools and Hospitals by Florence Nightingale (1863)</p> <p>Secondary Source: Moon, Paul. “‘To Teach the Natives English:’ James Pope’s 1880 Native Schools Code.” <i>History of Education</i> 48 (5) (2019): 591- 606.</p>
February 12, 2024	Establishing the Indian Residential School System, 1880s	<p>Primary Source: Report on Industrial Schools for Indians and Half-Breeds by Nicholas Flood Davin (1879)</p> <p>Secondary Source: Excerpt from: Truth and Reconciliation Commission of Canada. <i>Canada’s Residential Schools: The History, Part One: Origins to 1939</i>. Ottawa: Government of Canada, 2015.</p> <ul style="list-style-type: none"> - Chapter Eleven: Establishing and Operating the System, 197- 246.
February 26, 2024	Cultural Assimilation and the Eradication of Indigenous Identity	<p>Primary Source: Student Narratives from <i>The Mush Hole: Life at Two Indian Residential Schools</i> edited by Elizabeth Graham (1997)</p> <p>Secondary Source: Excerpt from: Truth and Reconciliation Commission of Canada. <i>Canada’s Residential Schools: The History, Part One:</i></p>

		<p><i>Origins to 1939</i>. Ottawa: Government of Canada, 2015.</p> <ul style="list-style-type: none"> - Chapter Twenty-Six: Suppressing Aboriginal Languages, 615- 629. - Chapter Twenty-Seven: Separating Children from their Traditions, 629- 643.
March 4, 2024	Physical, Sexual, and Psychological Abuse	<p>Primary Source: Student Narratives from <i>The Mush Hole: Life at Two Indian Residential Schools</i> (1997)</p> <p>Secondary Source: Mosby, Ian. “Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952.” <i>Histoire Sociale/ Social History</i> 46 (91) (2013): 145- 172.</p>
March 11, 2024	Residential School Curriculum, Manual Labour, and Domestic Service	<p>Primary Source: <i>Our Indians and Their Training for Citizenship</i> (1912) by Rev. Thompson Ferrier (Western Archives)</p> <p>Primary Source: Artic Readers for Residential School Use (1968) (Western Archives)</p> <p>Secondary Source: Excerpt from: Haskins, Victoria K. and Claire Lowrie, eds. <i>Colonization and Domestic Service: Historical and Contemporary Perspectives</i>. London: Routledge, 2018.</p> <ul style="list-style-type: none"> - Chapter 11: ‘I Would Like the Girls at Home:’ Domestic Labour and the Age of Discharge at Canadian Indian Residential Schools by Mary Jane Logan McCallu, 189- 209. <p>Secondary Source: Giancarlo, Alexandra. “To ‘Evaluate the Mental Powers of the Indian Children:’ Race and Intelligence Testing in Canada’s Indian Residential School System.” <i>Historical Studies in Education</i> 34 (2) (2022): 1- 21.</p>
March 18, 2024	Recreation and Leisure Within	<p>Primary Source: Excerpt from: <i>Call Me Indian: From the Trauma of Residential School to</i></p>

	Residential Schools	<p><i>Becoming the NHL's First Treaty Indigenous Player</i>. New York: Viking, 2021.</p> <p>- [chapter]:</p> <p>Secondary Source: Habkirk, Evan J. "From Indian Boys to Canadian Men? The Use of the Cadet Drill in the Canadian Indian Residential School System." <i>British Journal of Canadian Studies</i> 30 (2) (2017): 227-248.</p>
March 25, 2024	Day Schools and Hostels: Transitioning away from Residential Schools, 1950s	<p>Primary Source: Indian Control of Indian Education by the National Indian Brotherhood (1972)</p> <p>Secondary Source: Raptis, Helen. "Actors, Ideas, and Institutions: the Forces Driving Integrated Education Policy in British Columbia, 1947-1951." <i>History of Education</i> 58 (4) (2018): 537-566.</p>
April 1, 2024	Indian Residential Schools Settlement Agreement and the Truth and Reconciliation Commission	<p>Primary Source: IRSSA Schedule N - Mandate for the Truth and Reconciliation Commission</p> <p>Secondary Source: Gettler, Brian. "Historical Research at the Truth and Reconciliation Commission of Canada." <i>The Canadian Historical Review</i> 98 (4) (2017): 641-674.</p>
April 8, 2024	Residential Schools and Genocide	<p>Primary Source: Residential School Apology by Pope Francis on July 25, 2022</p> <p>Secondary Source: Excerpt from: <i>The Sleeping Giant Awakens: Genocide, Indian Residential Schools, and the Challenge of Conciliation</i>. Toronto: University of Toronto Press, 2019.</p> <ul style="list-style-type: none"> - Chapter Two: Pluralists, Indigenous Peoples, and Colonial Genocide, 39-60.

Additional Statements

Use of Generative AI Tools: All work submitted must be your own. You **may not** make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for

important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.