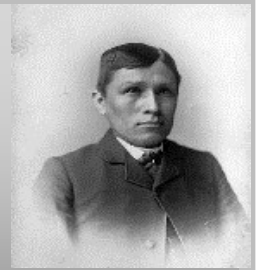




# NAS 315: History of Indian Boarding School Education



Winter 2016 T & R 2:00pm—3:40pm Whitman 124  
Grace Chaillier (Sicangu Lakota)

Contingent Associate Professor grachail@nmu.edu

Center for Native American Studies (CNAS) 112 Whitman Hall 906 227-1397

Office Hrs @ CNAS Tues & Thurs 12:00pm—1:30pm  
Appointments, please

## Course Description

The United States government instituted an educational policy designed to culturally blend American Indians into dominant white society in the 1870s. It was believed that by compelling young Indians to learn English, to dress and wear their hair as European Americans and to take Anglicized names, they would believe in and practice white values. It was felt that the best way to implement this policy would be through boarding schools, which were designed to forcibly remove Indian children from their families and homes at a very early age, thereby isolating them from the influences of their heritage, and to thrust a curriculum of change upon them. In this way, it was hoped by the Canadian and United States governments that Native Americans would eventually become mainstreamed, and that their traditional languages and cultures would be educated out of them and vanish permanently, solving what had long been called “the Indian problem.”

## Course Objective

Our work will critically examine the complexity of culture-altering experiences that were overwhelmingly detrimental, but that, for some, resonated positively. To achieve this our course will balance lecture, film, discussion, and presentations to survey boarding school experiences across the United States and examine its counterpart, Canadian residential schools. **Since Native peoples privilege oral history, song, testimony, and storytelling, your choice to orally participate during our classroom meetings will enhance your final grade and an oral presentation will be part of your work.** I may call on you to contribute to oral discussion.

## Outcomes By the end of this course you will:

1. communicate the American Indian boarding school experience’s effects on individuals, families, and communities
2. discuss Indian boarding schooling’s impact on Indigenous culture, history, spirituality, and language
3. express the alterations of identity that Indian boarding school students lived
4. articulate important achievements and contributions made by Indian boarding school students

## Assessments

Four exams, five ten-minute papers, and a PowerPoint presentation will evaluate course matter comprehension and the effectiveness of having realized the outcomes listed above. Oral participation will also be considered.

## Required Texts

*Education for Extinction: American Indians and the Boarding School Experience 1875-1928* David W. Adams

*Away from Home: American Indian Boarding School Experiences* Ed. Margaret L. Archuleta, et al

*My People the Sioux* Luther Standing Bear

Optional Text *Sweetgrass Basket* Marlene Carvell

## Attendance

You may miss two classes (1 week) without impacting your grade. Beginning with the third class missed, points will be deducted from your final grade. If you know you are going to miss a third or beyond class, please notify me **by phone or in person**. Please **email me only as a last resort**. I typically respond to student emails during business hours. **You are responsible for obtaining notes, assignments, etc. from a classmate when you miss class**. Tardiness disrupts class; do arrive on time. If you must leave early, please speak to me.

## Technological Apparatus

***This is a "No Laptops Allowed" class.*** You'll need to take handwritten notes at each meeting. **Cell phones and pagers may be on pulse only** if you have a family emergency ongoing. If not, **keep them turned off AND PUT AWAY. I DON'T WANT TO SEE THEM AT ALL, EVER.** ***Absolutely no text messaging in our classroom.*** If I see your device you may be asked to leave. No headphones.

## Extra Credit

You may write a three to five page analysis and response paper on the optional text listed on page one of the syllabus. I'll discuss more extra credit information as we progress. I encourage you to consider it early. If you choose to include citations please use the following website: [http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch08\\_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html) Do use MLA Style if you cite. **All extra credit papers are due by Thursday of Week 13. Do turn in extra credit papers early.**

## Food & Beverages

Life is a feast. Bring it on! But, be thoughtful. Rattling paper and popping cans are distracting. Do **clean up after yourself**. Dispose of bags, wrappers and cans in the trash as you leave.

## Plagiarism

Copying other's work and handing it in as your own is theft and cheating, even if you have changed some of the wording.

**Any work not completely original or cited as to source will be dealt with through the Dean of Students' Office.**

## Non-Discrimination Statement

NMU does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906 227-2420.

## ADA Statement

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 2271543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and university guidelines.

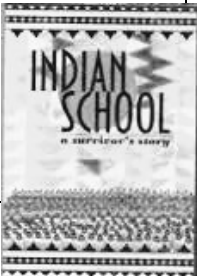
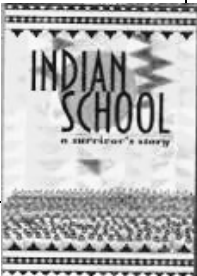
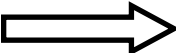
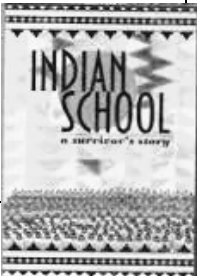
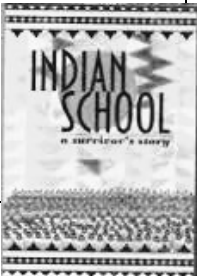
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A-	90-94%	360-379	
B+	87-89%	340-359	
B	84-86%	320-339	
B-	80-83%	300-319	
C+	77-79%	280-299	
C	74-76%	260-279	
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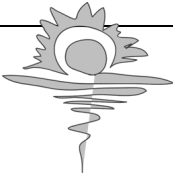

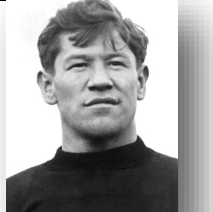

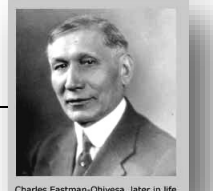


# History of Indian Boarding School Education

## Week to Week



<p><b>Week 1</b></p>	<p><b><u>Syllabus review. Please read the syllabus carefully and often.</u></b>          Lecture—Historical background—before the boarding schools          Initiation to the text—<i>Education for Extinction</i>          Who were the Friends of the Indian? <b>Assignment for Thursday of Week 1:</b>  <b>Read</b> <a href="http://www.amnestyusa.org/node/87342">http://www.amnestyusa.org/node/87342</a> “Soul Wound: The Legacy of NA Schools”  <b><u>Come to class each week prepared to discuss assigned reading. I may call on you!</u></b></p>	
<p><b>Week 2</b></p>	<p>Who was Helen Hunt Jackson? Lecture/Discussion—<i>Education For Extinction</i> Preface, Prologue &amp; Chapter 1, Reform          Film — <i>In the White Man’s Image</i> (58 min) Film discussion  <b>Week 2 Assignment: Read <i>Education for Extinction</i> — Read Preface, Prologue, and Part 1: Civilization — Chapter 1, Reform <u>Bring the textbook we’re reading to class!</u></b></p>	
<p><b>Week 3</b></p>	<p>Who was Richard Henry Pratt?          Lecture/Discussion— <i>Extinction</i> Chapter 2, Models          Tape recorded boarding school experience of Wilma Chaillier          Discussion of Mrs. Chaillier’s Haskell experience  <b>Week 3 Assignment: <i>Education for Extinction</i> — Chapter 2, Models</b>  <b><u>Exam 1 Thursday</u></b></p>	
<p><b>Week 4</b></p>	<p>Who was Francis LaFlesche?          Lecture/Discussion— <i>Extinction</i> Chapter 3, System          Film — <i>Indian School: A Survivor’s Story</i> (41 min) <i>Indian Country Today’s</i> “Tiny Horrors”  <b>Week 4 Assignment: <i>Education for Extinction</i> — Chapter 3, System</b></p>	
<p><b>Week 5</b></p> 	<p>Who was Estelle Reel?          Lecture/Discussion— <i>Away From Home</i> — “Foreword, Introduction, Arrival, &amp; Academic and Vocational Instruction” Film — <i>Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i> (60 min) Film discussion  <b><u>Typed, double spaced presentation proposal due at start of class Thursday.</u></b>  <b>Week 5 Assignment: Read <i>Away From Home: American Indian Boarding School Experiences</i> Foreword, Introduction &amp; beyond pgs 5—37 <u>Bring textbook to class.</u></b></p>	
<p><b>Week 6</b></p>	<p>Who is Tim Giago?          Lecture/Discussion— <i>Away From Home</i> pgs 38-83 “Health &amp; Homesickness,” etc. Film — <i>Kuper Island: Return to the Healing Circle</i> (45 min)  <b>Week 6 Assignment: <i>Away From Home</i> pgs 38—83</b></p>	<p>Tate Luta          NAS 204:HIBSE          Presentation Proposal          February 11, 2016</p> <p>I will create a six-slide          Powerpoint document</p>
<p><b>Week 7</b></p>	<p>Who was Luther Standing Bear?          Lecture/Discussion— <i>Away From Home</i> pgs 84—135 “Art Education,” “Sports,” &amp; “Families at Hampton Institute” Film — <i>The Thick Dark Fog</i> (57 min) Film discussion  <b>Week 7 Assignment: <i>Away From Home</i> pgs 84—135</b>  <b><u>Exam 2 Midterm Thursday</u></b>          “It was very difficult for me at first, for students at the school were not allowed to speak the language of the Indians. At the time I understood nothing else.” Wayquahgeshig (John Rogers) White Earth Ojibwe</p>	

<p><b>Week 8</b> <i>Spring Break</i> <b>Enjoy!</b></p>		
<p><b>Week 9</b> <u>NMU</u> <u>POWWOW</u> <u>Sat March 12</u></p>	<p>Who was Vine Deloria, Sr? <b>Groups Summary/Discussion</b> – <i>My People the Sioux</i> Chapters 13 “Going East,” 14 “First Days at Carlisle,” &amp; 15 “School Life” Film – <i>Our Spirits Don’t Speak English: Indian Boarding School</i> (80 min) <b>Week 9 Assignment: <i>My People the Sioux</i> Chapters—13, 14, &amp; 15</b></p>	
<p><b>Week 10</b></p>	<p>Who was Zitkala–Sa (Gertrude Bonnin)? <b>Groups Summary/Discussion</b> – <i>My People the Sioux</i> Chapters 16 “Recruiting for Carlisle,” 17 “Carlisle Band in NY,” 18 “At Work for Wanamaker,” &amp; 19 “Back to Dakota” <b>Week 10 Assignment: <i>My People the Sioux</i> Chapters—16, 17, 18, &amp; 19</b> Film – <i>Older Than America</i> (102 min) * Please take film notes; discussion Week 11. *</p>	
<p><b>Week 11</b></p>	<p>Who was Jim Thorpe? <b>**** Begin 15 minute Tuesday student presentations ****</b> Film excerpt – <i>The Education of Little Tree</i> Film excerpt discussion <b>Week 11 Assignment: <i>Education for Extinction</i> – Part Two: Education Chapter 4, Institutions</b> (Film discussion of <i>Older Than America</i>)</p>	
<p><b>Week 12</b></p>	<p>Who was Esther Burnett Horne? <b>**** Tuesday student presentations ****</b> <i>Into the West:</i> excerpt from Part Five “Casualties of War” Film excerpt discussion <b>Week 12 Assignment: <i>Education for Extinction</i> – Chapter 5, Classroom</b> <b>Exam 3 Thursday</b></p>	
<p><b>Week 13</b></p>	<p>Who was Basil Johnston? <b>**** Tuesday student presentations ****</b> <b>Week 13 Assignment: (outside of class) Watch the film –</b> <i>Unrepentant: Kevin Annett and Canada’s Genocide</i> at <a href="http://www.youtube.com/watch?v=88k2imkGIFA">http://www.youtube.com/watch?v=88k2imkGIFA</a> (1hr. 49min. run time) <u>Take notes &amp; write discussion questions. Extra credit for discussion participation.</u> <b>Week 13 Assignment: <i>Education for Extinction</i> – Chapter 6, Rituals</b> <b>All hard copy, stapled extra credit work due Thursday at the start of class!</b></p>	
<p><b>Week 14</b></p>	<p><b>**** Tuesday student presentations ****</b> <b>Week 14 Assignment: <i>Education for Extinction</i> – Part Three: Response Chapter 7, Resistance</b> “Watching Rain” – a reading by your professor</p>	
<p><b>Week 15</b></p>	<p>Who was Charles Eastman (Ohiyesa)? <b>**** Tuesday student presentations ****</b> Film – <i>Spirit of the Dawn</i> (29 min) Film discussion <b>Week 15 Assignment: <i>Education for Extinction</i> – Chapter 8, Accommodation</b></p>	 <small>Charles Eastman-Ohiyesa, later in life</small>
<p><b>Week 16</b></p>	<p><b>Exam 4 Final Monday, April 25, 2016 2:00p.m.–3:50pm in our usual location</b> <b>Please do not request an alternate situation/date/time to complete the final exam!</b> “Boarding schools were started to stamp out the Indian from the Indian, make us all into white people, and you know, it didn’t work. Actually, it was the exact opposite: It made us stronger as Indian people. It made us more aware of and more proud of who we were.” Ruthie Blalock Jones Delaware/Shawnee/Peoria</p>	