



NAS 315 History of Indian Boarding School Education

(HIBSE) 4 credits CRN 11062



Winter 2018 WEB NMU EduCat

Grace Chaillier (*Sicangu Lakota*), MFA

Contingent Associate Professor grachail@nmu.edu

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

Office Meeting Hours @ the CNAS Tues & Thurs 4:00pm – 6:00pm

2 DAY IN ADVANCE APPOINTMENTS FOR MEETINGS

Course Description

In the 1870s the United States government implemented an educational policy designed to culturally blend American Indians into dominant, mainstream White society. It was believed that by compelling young Indians to learn English, to dress and wear their hair like European Americans, and to take Anglicized names, they would believe in and practice White values. It was eventually decided 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 cultural heritage and traditional ways of being. The schools then thrust a curriculum of radical change upon generally impressionable students. These systems, established by the Canadian and United States governments (Canada followed the U.S.'s model) intended to further colonize and to homogenize Indigenous populations. Aboriginal languages, cultures, and spiritual practices would be educated out of students and vanish forever. The eventual goal was to effectively solve what had long been discussed as "the Indian problem."

Course Objective

Our work will critically examine the complexity of identity and culture altering experiences that were overwhelmingly detrimental, but that, for some, resonated positively. To achieve this, course work will balance textbook and article readings, films, and videos 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, I choose to consider your Short Essay Assignment and PowerPoint Presentation to Voice Thread Assignment as forms of oral participation and I have weighted them accordingly. They must be wisely written and spoken.

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

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 quizzes, one written Short Essay, and a PowerPoint Presentation loaded to Voice Thread will evaluate course matter comprehension and the effectiveness of having realized the outcomes listed above. (See page 2.)

Communication

Emails to me *must be respectfully constructed in grammatically correct form*; they are the ones I will answer.

I typically respond to emails during regular business hours. **Check both the syllabus and EduCat carefully**

before emailing questions to me. I have attempted to anticipate your questions and answer them in advance. I

may email you; if I do, the acronym HIBSE will appear in the subject line. **Do check regularly for emails from me.**

Assignments

All ASSIGNMENTS in EduCat and on this syllabus are possible sources for quiz content.
ALL ASSIGNMENTS ARE REQUIRED course materials. Do read carefully and take notes for retention.

Quizzes

You must complete **four quizzes** to excel **in this course**. Each quiz will cover only assigned materials since the last quiz. (See EduCat for week spans covered in each quiz.) **No quiz is comprehensive. Each quiz will be open to you for six days (Monday at 8:00am through Saturday at 11:59pm) in weeks 3, 7, 12, and 16.** See red sweeping arrows on pages 3 and 4 of this syllabus. There will be no reminders of quiz due dates/times beyond their publication in course materials. After you access the quiz, you'll have **20 minutes to complete it. Quizzes comprise three quarters of your final grade.** See numerical grade value for quizzes below.

Short Essay

Create a Short Essay in Microsoft Word **carefully following instructions in the Short Essay Assignment Announcement in EduCat.** Create a pdf, save both the Word document and the pdf form of the essay in a folder titled NAS 315 HIBSE in case there happens to be an electronic glitch during the upload process to EduCat. Upload the essay at its correct location according to instructions. See numerical grade value for this assignment below. **THIS AND ALL WORK FOR THIS COURSE MUST BE LOADED TO EDUCAT BEFORE THE STATED DEADLINE. LATE WORK NOT ACCEPTED. NO EXCEPTIONS. PLEASE DO NOT ASK FOR AN EXTENSION. WE ARE ALL WORKING ON DEADLINES. (Short Essay due 11:59pm Sat. Week 5.)**

PowerPoint Presentation to Voice Thread

Create a 14 – 15 minute PowerPoint Presentation by carefully **following the instructions in PowerPoint to Voice Thread Assignment Announcement in EduCat.** Grade value below. **LATE WORK NOT ACCEPTED. (PPT to Voice Thread due 11:55pm Sat. Week 11.)**

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.** I am very serious about this. When in doubt, don't!

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.

Grade Scale

A	95-100%	380-400
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
C-	70-73%	240-259
D+	67-69%	220-239
D	64-66%	200-219
D-	60-63%	180-199

Grading

4 Quizzes @ 78 pts. each = 300
(26 T/F, multiple choice, or short answer questions @ three points ea. - 20 minutes allowed for each EduCat quiz) (Quizzes **may not** be taken outside the assigned timing for each quiz. **Please don't ask.**)
(12 extra credit pts built into 4 quizzes – 3 in ea.)

1 Short Paper 60
1 PPT Voice Thread presentation 60
Perfect total **400**
(10 extra credit pts each built into both Short Essay and PPT to Voice Thread assignments)

* No other extra credit is offered. *

All assigned Persons of Interest, textbook readings, articles, reviews, films, and YouTube videos may be possible quiz materials. **They are ALL REQUIRED course materials. LATE HAND-INS OF WORK NOT ACCEPTED!**

Websites

- www.english.uiuc.edu/maps/poets/a_f/erdrich/boarding/gallery.htm
- www.asu.edu/lib/archives/boardingschools.htm
- www.kporterfield.com/aicwtw/articles/boardingschool.html
- www.oah.org/pubs/magazine/deseg/davis.html
- <http://home.epix.net/~landis/index.html>
- www.oyate.org/books-to-avoid/indianSchool.html
- <http://www.irsr-rqpi.gc.ca/english/index.html>
- <http://jaie.asu.edu/>
- www.twofrog.com/rezsch.html
- <http://clarke.cmich.edu/indian/treatyeducation.htm>
- www.eric.ed.gov/sitemap/html_0900000b80142040.html
- <http://www.d.umn.edu/cla/faculty/troufs/Bufalo/PB36.html>
- www.boardingschoolhealingproject.org/news.html
- www.snowwowl.com/histboardingschools.html






History of Indian Boarding School Education









Week to Week

This document and our time together are works in progress.
I reserve the right to update both as we proceed.



<p>Week 1 See LET'S CHAT ! QUESTIONS, COMMENTS, ANALYSIS, etc in EduCat</p>	<p>WEEK 1 ASSIGNMENT: Read <i>Education for Extinction (Ed for Extinct)</i> — Read the Preface and Prologue pgs ix—2 WEEK 1 ASSIGNMENT: Read (in EduCat) Persons of Interest — Friends of the Indian WEEK 1 ASSIGNMENT: Read (in EduCat) "Soul Wound: The Legacy of NA Schools" (See EduCat for URL.) (Do take notes.) WEEK 1 ASSIGNMENT: Read (in EduCat) "My Left Arm" by Richard Wagamese (<i>Ojibway</i>)</p>
<p>Week 2</p>	<p>WEEK 2 ASSIGNMENT: Read <i>Ed for Extinct Part One: Civilization</i> — Chapter 1, Reform pgs 5—27 WEEK 2 ASSIGNMENT: Read (in EduCat) Person of Interest — Helen Hunt Jackson WEEK 2 ASSIGNMENT: View Film (in EduCat) — <i>In the White Man's Image</i> (58 min) (See EduCat for URL.) (Do take film notes.)</p>
<p>YouTube</p> <p>Week 3</p> 	<p>WEEK 3 ASSIGNMENT: Read <i>Ed for Extinct</i> — Chapter 2, Models pgs 28—59 WEEK 3 ASSIGNMENT: Read (in EduCat) Person of Interest — Richard Henry Pratt WEEK 3 ASSIGNMENT: Listen to Wilma Chaillier's Recorded boarding school Interview (on EduCat) WEEK 3 ASSIGNMENT: Read (in EduCat) Review document of Mrs. Chaillier's experience QUIZ # 1 <u>You must work all quizzes within their allotted time periods! Please do not request alternate arrangements! We all must work constantly within hard deadlines.</u></p>
<p>Week 4</p>	<p>WEEK 4 ASSIGNMENT: Read <i>Ed for Extinct</i> — Chapter 3, System pgs 60—94 WEEK 4 ASSIGNMENT: Read (in EduCat) Person of Interest — Francis LaFlesche WEEK 4 ASSIGNMENT: View Film (in EduCat) — <i>Indian School: A Survivor's Story</i> (41 min) (See EduCat for URL.) (Do take film notes.)</p>
<p>Week 5</p> 	<p>WEEK 5 ASSIGNMENT: Read <i>Away From Home: American Indian Boarding School Experiences 1879—2000 (Away from Home)</i> pgs 5—37 Foreword, PART ONE, Introduction & "They Gave Us a Number" & "Making a Willing Worker" WEEK 5 ASSIGNMENT: Read (in EduCat) Person of Interest — Estelle Reel WEEK 5 ASSIGNMENT: View Film — <i>Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i> (60 min) (See EduCat for URL.) (Do take film notes.) WEEK 5 ASSIGNMENT: SHORT ESSAY due 11:59pm Saturday (See EduCat)</p>
<p>Week 6</p> <p>YouTube</p> <p>TED</p>	<p>WEEK 6 ASSIGNMENT: <i>Away From Home</i> pgs 38—83 "Don't You Suppose It's Best for Him to Come Home," "We Shared a Brotherhood," "I Was Gonna Rebel Come Hell or High Water," PART TWO, Introduction, & "By the Waters of the Minnehaha" WEEK 6 ASSIGNMENT: Read (in EduCat) Person of Interest — Tim Giago WEEK 6 ASSIGNMENT: View Film — <i>Kuper Island: Return to the Healing Circle</i> (44 min) (See EduCat for URL.) (Do take film notes.) (WARNING: This film is particularly heart wrenching.) WEEK 6 ASSIGNMENT: View TEDTalk "How Childhood Trauma Affects Health Across a Lifetime" (16)</p>
<p>Week 7</p> 	<p>WEEK 7 ASSIGNMENT: Read <i>Away From Home</i> pgs 84—135 "The Indian Is an Artist," "Show What an Indian Can Do," "A Nucleus of Civilization," & Afterword WEEK 7 ASSIGNMENT: Read (in EduCat) Person of Interest — Vine Deloria, Sr. WEEK 7 ASSIGNMENT: View Film — <i>The Thick Dark Fog</i> (57 min) (See EduCat for URL.) (Do take film notes.) QUIZ # 2 Midterm <u>You must work on all quizzes within their allotted time periods.</u> <i>"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)</i></p>



<p>Week 8 <i>Spring Break Enjoy!</i></p>	 <p>Indian students at Carlisle Indian Industrial School Carlisle, Pennsylvania</p>	
<p>Week 9 <u>Film URLs all on EduCat</u></p>	<p>WEEK 9 ASSIGNMENT: Read <i>My People the Sioux</i> Chapters 13 "Going East," 14 "First Days at Carlisle," & 15 "School Life"</p> <p>WEEK 9 ASSIGNMENT: Read (in EduCat) Person of Interest – Luther Standing Bear</p> <p>WEEK 9 ASSIGNMENT: View Film—<i>Our Spirits Don't Speak English: Indian Boarding School</i> (80)</p>	
<p>Week 10 <u>Learning to Walk Together POWWOW</u></p>	<p>WEEK 10 ASSIGNMENT: Read <i>My People the Sioux</i> Chapters 16 "Recruiting for Carlisle," 17 "Carlisle Band in NY," 18 "At Work for Wanamaker," & 19 "Back to Dakota"</p> <p>WEEK 10 ASSIGNMENT: Read (in EduCat) Person of Interest – Zitkala-Sa (Gertrude Bonnin)</p> <p>WEEK 10 ASSIGNMENT: View Film – <i>In the Beginning was Water and Sky</i> (14 min)</p>	
<p>Week 11</p>	<p>WEEK 11 ASSIGNMENT: Read <i>Ed for Extinct Part Two: Education</i> Chapter 4, Institution pgs 97– 135</p> <p>WEEK 11 ASSIGNMENT: Read (in EduCat) Person of Interest – Jim Thorpe</p> <p>WEEK 11 ASSIGNMENT: PPT PRESENTATION to VOICE THREAD <u>due 11:55pm Sat.</u></p>	
<p>Week 12</p> 	<p>WEEK 12 ASSIGNMENT: Read <i>Ed for Extinct</i> Chapter 5, Classroom pgs 136–163</p> <p>WEEK 12 ASSIGNMENT: Read (in EduCat) Person of Interest – Esther Burnett Horne</p> <p>WEEK 12 ASSIGNMENT: View Film excerpt <i>Into the West: Part Five "Casualties of War"</i> (begin watching at 48 minutes into episode if you choose not to watch all) (approx. 42 min to end)</p> <p>QUIZ # 3 <u>You must work on this quiz within its allotted time period.</u></p>	
<p>Week 13</p> 	<p>WEEK 13 ASSIGNMENT: Read <i>Ed for Extinct</i> Chapter 6, Rituals pgs 164–206</p> <p>WEEK 13 ASSIGNMENT: Read (in EduCat) Person of Interest – Basil Johnston</p> <p>WEEK 13 ASSIGNMENT: View Film – <i>Unrepentant: Kevin Annett and Canada's Genocide</i> (1hr. 49 min approx.)</p>	
<p>Week 14</p>	<p>WEEK 14 ASSIGNMENT: Read <i>Ed for Extinct Part Three: Response</i> Chapter 7, Resistance pgs 209–238</p> <p>WEEK 14 ASSIGNMENT: Read (in EduCat) "Watching Rain"</p> <p>WEEK 14 ASSIGNMENT: Read (in EduCat) <i>Indian Country Today's "Tiny Horrors"</i> https://indiancountrymedianetwork.com/history/events/tiny-horrors-a-chilling-reminder-of-how-cruel-assimilation-wasand-is/</p>	
<p>Week 15</p> 	<p>WEEK 15 ASSIGNMENT: Read <i>Ed for Extinct</i> Chapter 8, Accommodation pgs 239–269</p> <p>WEEK 15 ASSIGNMENT: Read (in EduCat) Person of Interest – Charles Eastman (Ohiyesa)?</p> <p>WEEK 15 ASSIGNMENT: Read (in EduCat) NIHB Tackles Mental Health Issues</p> <p>WEEK 15 ASSIGNMENT: View Film – <i>Spirit of the Dawn</i> (29 min)</p>	
<p>Week 16</p>	<p>QUIZ # 4 Final <u>You must work on this quiz within its allotted time period.</u></p> <p>"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 (<i>Delaware/Shawnee/Peoria</i>)</p>	