



<b>SPRING 2020</b>			
<b>Course Number</b>	<b>University of Calgary: SOWK 555.41 University of Regina: SW 480 AI 397 First Nations University: SW 480 AI S97 University of Manitoba: SWRK 4080 G76</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Social Work and Residential Schools</b>		
<b>Day(s) &amp; Time</b>	<b>May 6<sup>th</sup> to June 17<sup>th</sup>, 2020</b>		
<b>Instructor</b>	<b>Rick Enns, PhD, RSW</b>	<b>Optional Office Hours/Location</b>	<b>May 11, June 1, June 15 from 7:00 to 8:00 p.m.; Mountain Time</b>
<b>E-mail</b>	<b><a href="mailto:renns@ucalgary.ca">renns@ucalgary.ca</a></b>		
<b>SYLLABUS STATEMENT</b>			
This course examines the history of residential schools in Canada and, more broadly, as an instrument of European colonization. The convergence of the residential school and child welfare systems will be examined and implications for the social work profession in Canada, and for social workers, will be considered.			
<b>COURSE DESCRIPTION</b>			
This course is being offered to students in the faculties of Social Work at the University of Regina, First Nations University, the University of Manitoba, and the University of Calgary, with the support of the Prairie Child Welfare Consortium (PCWC) and the Faculty of Social Work at the University of Calgary. It has been offered to students through the PCWC most years since the spring of 2009, to support the consortium's efforts to enhance and strengthen child welfare practice across the prairie provinces and northern Canada. This course will examine the impact of colonization on First Nations peoples in western Canada through the Indian residential school and child welfare systems, beginning with an examination of federal Indian education policy and the establishment of industrial schools in the late 1800s. The subsequent development of residential schools in the early part of the 20 <sup>th</sup> century will be examined and the ascendance of child welfare systems, and their connections to residential schools, will be considered. Recent attempts at reconciliation, including the final report and Calls to Action of Canada's Truth and Reconciliation Commission will also be examined. Students will be encouraged to consider their personal and professional response to the material in this course, through online discussions, an individual essay and a group assignment. All learning and course activity is conducted online and can be completed in an asynchronous fashion as convenient. Students may also meet in a synchronous fashion with assigned group members if desired and as needed and optional, online office hours may be scheduled.			
<b>COURSE LEARNING OUTCOMES</b>			
Following this course, students will have begun to develop:			
<ol style="list-style-type: none"><li>1. an understanding of the assumptions that supported the establishment of industrial and residential schools as an instrument of European colonization in Canada and abroad,</li><li>2. an understanding of the intentions and development of federal Indian education policy relating to First Nations in western Canada,</li></ol>			

3. an understanding of the development of the industrial and residential school systems in Canada,
4. an understanding of the relationship between residential schools and child welfare systems,
5. an understanding of the historical and current impacts of the residential school system on former students and on their families and communities,
6. a critical understanding of recent and ongoing efforts for reconciliation, including the context of Canada's Truth and Reconciliation Commission and the Commission's Calls to Action,
7. a critical understanding of social work's role in past and current oppressions, and
8. principles to guide social work practice in light of Canada's historical and ongoing efforts to colonize First Nations and other Indigenous peoples.

### **LEARNING RESOURCES**

Truth and Reconciliation Commission. (2015). *A knock on the door: The essential history of residential schools from the Truth and Reconciliation Commission of Canada*. Winnipeg, MB: University of Manitoba Press.

Available from the University of Manitoba Press at [www.uofmpress.ca](http://www.uofmpress.ca) or through Chapters/Indigo at [www.indigo/chapters.ca](http://www.indigo/chapters.ca) or from Amazon at [www.amazon.ca](http://www.amazon.ca).

Additional required readings will be posted on D2L for each module.

### **COMMITMENTS FOR THE COURSE**

The following commitments are essential for learning in the course and are based on the principle that all of us will start or continue our personal exploration of residential schools at a different place and that we are all and always teachers and learners in the process. In order to support our learning, we are committed to:

- supporting one another, recognizing that some may be more familiar with the topics covered in this class than others, and some may have personal or family experiences directly related to residential schools in Canada, while others may not;
- modeling and offering respect for one another as we explore differences of opinion and disagreements that may arise – recognizing that ideas are open to challenge, but individuals are not;
- open and thoughtful online discussions by ensuring the confidentiality of group discussions, and by posting in a timely and substantive manner;
- recognizing that misunderstandings may arise as a result of our choice of phrases or words and as we examine deeply held or unexamined beliefs and opinions; and everyone will work to clarify and to resolve misunderstandings or confusions in a constructive and affirming manner.

The instructor will demonstrate a commitment to the assumptions listed above and will:

- respond to email questions in a timely way;
- monitor D2L discussions on a regular basis and respond to issues or add additional information as necessary; and provide feedback to students throughout the term.

### **RELATIONSHIP TO OTHER COURSES**

This course is offered as an elective in the social work faculties at the Universities of Regina, Manitoba, and Calgary, and First Nations University. It is listed as SW 480 AI 397 at the University of Regina, as SW 480 AI S97 at First Nations University, as SWRK 4080 G76 at the University of Manitoba, and as SOWK 555.41 at the University of Calgary.

**CLASS SCHEDULE**

This course will be offered online using D2L and other web-based technologies. Students will work in small groups and may combine synchronous and asynchronous learning. Optional online office hours are scheduled.

Date	Topic
<p>This course will explore three aspects of residential schools in Canada: the history of industrial and residential schools in Canada and globally, and the convergence of residential schools and the child welfare system; the documented experiences of former students and their personal, familial, community and cultural impacts; and recent, formal efforts at reconciliation, along with our response as social work professionals and on a personal level, including our response to the Calls to Action issued by Canada's Truth and Reconciliation Commission. Web-based discussion forums have been set up for each of the content areas or modules described above and students will work online in small groups for the duration of the course. Each of the modules is time-limited and the first of these, entitled "History of residential schools", will begin on May 6<sup>th</sup>. Because the modules utilize asynchronous forums, meaning that students do not all have to be online at the same time, you are free to submit postings and to review the postings of others whenever it is convenient for you to do so. However, each of the discussion forums will close when the module for that forum ends. Each module has <u>required readings</u> (or other resources) and these will be listed in the D2L modules. In addition, each module has <u>supplementary readings and additional resources</u>. Students are expected to read at least one supplementary reading for each of the modules in order to promote discussions in the different discussion forums; specific instructions will be provided in the D2L modules. All of the required and supplementary readings are available electronically, either in the public domain or through the library at your university.</p>	
<b>Module 1</b>	<b>History of Residential Schools</b> <b>May 6<sup>th</sup> to May 22<sup>nd</sup>, 2020</b>
	<p>This section of the course begins with an examination of the very early history of industrial and residential schools in western Canada. Church-run schools were established across western Canada after the establishment of the Red River colony, or present-day Winnipeg, in 1812, and residential schools were in operation in what became Ontario and eastern Canada by the middle of the 19<sup>th</sup> century. The government of Canada began to establish industrial schools across western Canada soon after Nicholas Davin recommended them in 1879 but replaced them with less expensive residential schools beginning in the early part of the 20th century. Residential schools emerged as a presumptive child welfare system for many following the Second World War as the federal government attempted to integrate Indigenous children into the public school systems across Canada and to reduce the size and the scope of the residential school system; and the churches continued to admit large numbers of children, but now they justified their actions on the basis of need and neglect even though their primary interest in conversion and the eradication of First Nations' cultures remained. The readings and discussions in this module will introduce students to the early policy and development of the industrial schools and the residential schools that followed them, and the convergence of residential schools and child welfare facilities.</p>
<b>Module 2</b>	<b>Residential School Impacts and Effects</b> <b>May 25<sup>th</sup> to June 5<sup>th</sup>, 2020</b>
	<p>In recent years many former students have come forward to talk about their experiences in the residential schools that they attended. Many of these testimonies were offered as part of the Truth and Reconciliation Commission hearings. However, even before these hearings began, a number of</p>

former students had begun to talk about their experiences; and even though he was not the first to talk about the physical and sexual abuse he suffered while attending school, the public testimony of Phil Fontaine in 1990, then head of the Assembly of Manitoba Chiefs, is often considered to have been a turning point in efforts to recount the experiences of former students and hold the federal government and churches accountable. This module will examine the stories and experiences of former residential school students and their families and the effects of residential school policies.

<b>Module 3</b>	<b>Residential Schools and Efforts at Reconciliation June 8<sup>th</sup> to June 17<sup>th</sup>, 2020</b>
In June 2008, then Prime Minister Stephen Harper rose in the House of Commons and offered a formal apology for Canada's residential school policies on behalf of all Canadians to former students of Indian residential schools, and to their families and communities – but the following year, speaking to a gathering of leaders from the world's largest and most industrialized economies, Stephen Harper cast doubt on the apology by declaring that Canada was unique among countries since it had no history of colonization. This module looks at the Indian Residential Schools Settlement Agreement and the federal government's effort to promote healing and reconciliation before and after the formal apology offered by then Prime Minister Harper, and the work of Canada's Truth and Reconciliation Commission. Students will have an opportunity to consider the response of former students, along with the response of the federal government and Canadian citizens. Models of reconciliation from other jurisdictions such as the Truth and Reconciliation Commission of South Africa are relevant here, as are Indigenous, national and local healing strategies. A number of writers have also questioned the intent and the effectiveness of national reconciliation efforts. Some writers argue that reconciliation efforts must radically transform relations between Indigenous societies and settler societies or they risk offering absolution to a settler society struggling with the knowledge of past deeds but intent on maintaining the oppressions and injustices of the past and present. More recently, federal policies have been examined against 20 <sup>th</sup> and 21 <sup>st</sup> century writings on genocide and cultural genocide. In this module, students will critically examine reconciliation efforts and consider essential learning for social work practice.	
<b>ASSESSMENT COMPONENTS</b>	
Your mark will be evaluated based on your participation in the three topical online discussion groups described above, an individual essay, and a group assignment. Each of these is described in detail below. <u>Late assignments</u> will not be accepted unless emergency circumstances arise and an extension has been granted.	
<b>A</b>	<b>Online discussion groups</b> Due: As scheduled at the end of each module Weight: 3 x 15% = 45%
Online discussion groups have been established for each of the modules and the discussion forums will run during the time set aside for each module. Your postings will be evaluated in terms of their thoughtfulness, timeliness, and integration of course readings and materials. <u>Thoughtful postings</u> acknowledge previous postings and incorporate insights from earlier postings in a way that advances discussions through, for example, the development and exploration of larger themes, or the introduction and consideration of alternative points of view or issues that may have been overlooked. <u>Timeliness</u> refers to the contributions that your postings make to maintain or encourage online discussions. This means that you will have to be engaged in the discussion <u>throughout the time allocated for each discussion forum (on a daily basis or every other day)</u> and you will need to post submissions in a timely way throughout that period. Numerous postings completed on the last day or	

two allowed for discussion may be thoughtful but will not be considered timely since others may not have a chance to respond to the postings, and they do not help to advance the discussions.

Integration of material will be evaluated through your references to the course readings and course materials and your consideration of these materials in your discussion postings.

From past experience, students who have read the required readings and at one or two additional readings are likely to post at least 4 or more substantial postings in a timely fashion while the forum is active. Grading guidelines for the module discussions will be posted on the course D2L site.

**Instructor access to online discussions:** The instructor will not take an active role in online discussion groups but will read postings on a regular basis to evaluate the learning that is occurring and to monitor the timeliness and substance of the postings. The instructor may moderate discussions if necessary and may add relevant historical or other information if needed or helpful. The intention of the discussion groups, however, is to encourage discussion between students. All online discussions will be monitored in the fashion, and for the purposes, noted above, including the small group discussion boards. Students should also be aware that the D2L software permits instructors to collect summary data concerning the extent and pattern of participation and this information may be gathered in order to evaluate student learning and the design of the course.

**B. Individual essay & outline**

Outline due: May 22<sup>nd</sup>, 2020, by 11:59 p.m.

Submit by email to [renns@ucalgary.ca](mailto:renns@ucalgary.ca)

Weight: 5%

Essay due: June 19<sup>th</sup>, 2020, by 11:59 p.m.

Deposit in D2L Dropbox (instructions to follow)

Weight: 40%

Length: 6 to 8 pages, not including title page or references

Format: 12-point Times New Roman font; double-spaced; 1" margins; APA (7<sup>th</sup> ed.) formatting. An online APA resource can be found at

<https://owl.english.purdue.edu/owl/resource/560/01/>

A topical essay focusing on a selected area of interest from one of the three modules in the course.

Students can draw upon the required and supplementary readings to explore a particular topic of interest, and will be expected to introduce additional peer-reviewed scholarly and related work.

More information will be provided on the D2L site and students are required to submit a brief outline of their essay by email to the instructor at [renns@ucalgary.ca](mailto:renns@ucalgary.ca) by May 22<sup>nd</sup>.

**C. Group assignment**

Due: June 15<sup>th</sup>, 2020, by 11:59 p.m.

Email to instructor at [renns@ucalgary.ca](mailto:renns@ucalgary.ca)

Weight: 10%

Length: 3 to 4 pages

Format: 12-point Times New Roman font; double-spaced; 1" margins

The purpose of this assignment is to identify or describe how the social work profession can respond to a specific or selected Calls to Action contained in the final report of Canada's Truth and Reconciliation Commission. Group assignments will be posted on D2L starting June 16<sup>th</sup>.

## **COURSE EVALUATION**

The instructor welcomes comments and suggestions about the course throughout the term and a summative evaluation will be completed at the end of the class.

## **GRADING SYSTEM IN EFFECT**

### **University of Regina and First Nations University**

#### ***U of R Calendar 2019-2020***

Students registered at the University of Regina and First Nations University will be evaluated according to the grading system at the University of Regina, see p. 45 of the University of Regina 2020-2021 undergraduate academic calendar. The distribution of final grades in the course will be conform with grading policies in the Faculty of Social Work at the University of Regina once all assignments for this course have been completed and graded. University of Regina students requiring assistance for this course related to a disability should contact the Centre for Accessibility at the University of Regina (<https://www.uregina.ca/student/accessibility/>).

### **University of Manitoba**

#### ***U of M Calendar 2019-2020***

Students registered at the University of Manitoba will be evaluated according to the grading system in the Faculty of Social Work, University of Manitoba. You can view the Faculty of Social Work letter grade system at

[http://umanitoba.ca/faculties/social\\_work/media/Faculty\\_of\\_Social\\_Work\\_BSW\\_Handbook\\_2018.pdf](http://umanitoba.ca/faculties/social_work/media/Faculty_of_Social_Work_BSW_Handbook_2018.pdf). Students with disabilities at the University of Manitoba may register at with the student accessibility centre at [student\\_accessibility@umanitoba.ca](mailto:student_accessibility@umanitoba.ca).

### **University of Calgary**

#### ***U of C Undergraduate Calendar 2020-2021***

Students registered at the University of Calgary will be evaluated according to the grading system at the University of Calgary at <https://www.ucalgary.ca/pubs/calendar/current/f.html>.

It is a student's responsibility to request academic accommodation. If you are a student at the University of Calgary who may require academic accommodation please contact Student Accessibility Services at 403-220-8237 or at [www.ucalgary.ca/student-services/access](http://www.ucalgary.ca/student-services/access) or by email at [access@ucalgary.ca](mailto:access@ucalgary.ca). If you are seeking accommodation please notify your instructor no later than 14 days after the start of classes.

## **WITHDRAWAL DEADLINES**

This course ends on June 17<sup>th</sup>, 2020. It is the students' responsibility to be aware of registrar-generated deadlines for withdrawal, etc. at their home institution and **students should consult their home faculty for information regarding withdrawal deadlines** and related information for the course they are registered in.