

24th International Project Week 2022
09th – 13th May 2022

Lecturer: Cynthia Donner, Michelle Robertson

University/Company: The College of St. Scholastica

Country: United States of America

Historical Trauma: American Indian Boarding Schools

Content: This course is designed to introduce students to the historical influences and impact of boarding schools on American Indians.

Students completing this course will gain a general understanding of the boarding school period and impact of historical trauma on American Indians through multiple sources of information and participation in a readers' theatre. Students will engage in learning and presenting narrative accounts of boarding school experiences from tribal nations across the U.S. Organized by Carl Gawboy, "The Great Hurt" script is composed of historical narrative from people directly involved with and influenced by boarding schools. The consequences today of this era are presented in, and stimulated by, this production. Participants will gain a deeper awareness of challenges faced by Indian parents, the high American Indian dropout rate, virtual destructions of native traditions and languages, high rates of unemployment, suicide, alcoholism and other social and political struggles and strengths among American Indian/Alaskan Natives.

Methods: Lectures, written assignments (Wall of History assignment, reflection paper), media resources (films, articles, research), scholarly participation and engagement (students who enroll are expected to prepare for and participate in the public presentation of "The Great Hurt" and prepare for follow-up discussion with audiences about what individuals and communities can do to promote the journey of healing from historical trauma).

Competences and skills to be acquired: Students will engage in critical analysis of colonization and related social problems affecting diverse Indigenous populations around the world, apply academic learning to public issues, recognize, analyze, and work to resolve ethical and social problems, explore literature for best practice activities that promote physical, spiritual and emotional well-being and examine the influence of personal, social and institutional factors of oppression, discrimination and prejudice.

Competencies include:

- demonstrating ethical and professional behavior,
- engaging diversity and difference in practice,
- advancing human rights and social, economic, and environmental justice.

Prerequisites: Be a willing member of a participatory learning environment and take responsibility for own learning. Respect each other's differences in experiences, perspectives, understanding and circumstances.

Language of instruction:
English