

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	WHAT HAPPENED TO CHRISTIAN CANADA? HIST 0670
Date and Time	MAY 10 – JUNE 16, 2022 TUESDAYS AND THURSDAYS 6:30 PM – 9:20 PM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Instructor	JAMES TYLER ROBERTSON, PhD. Telephone/voice mail: (416) 226-6620 Ext. 2274 Email: jtrobertson@tyndale.ca
Class Information	The classes will be livestreamed / in-person on Tuesdays and Thursdays from 6:30 PM – 9:20 PM. Class location to be determined. Students may participate in live-streamed/in-person office hours as posted below. Office Hours: Tuesdays & Thursdays 5:00 PM – 6:00 PM or at a separate time by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Through engaging lectures, practical assignments, relevant readings, and interactive discussion (for both on-campus and virtual livestream participants), this course will help students become more informed, faithful and articulate Christians as people of faith in post-Christian Canada. This course will tackle head-on the increasing marginalization of the Christian religion in our nation’s pluralistic landscape from a cultural and historical lens.

“In 1966 everyone in Canada stopped going to church and no one knows why.” (The Barbarian Invasions). This line from the Canadian film captures a prevailing view of faith in the current Canadian landscape. This course will seek to answer “why.” Church attendance in Canada is in a free-fall and contemporary research indicates that the trend will continue for the foreseeable future. This course is based on the professor’s upcoming book and students will be invited to offer their insights and experiences, some of which will inform the forthcoming monograph.

Students interested in Christian ministry, theology, the Canadian context, Indigenous and intercultural studies, and gender studies will find this interactive course beneficial. There are aspects of following Jesus unique to the church in Canada, for both Canadian-born and immigrants to Canada – and indeed for anyone who seeks to minister faithfully and effectively in the Canadian context.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify and communicate the role religion has played in the formation of Canada and Canadian culture.
2. Articulate the historic policies and structures that created residential schools and ongoing Canadian Christian views about Indigenous peoples.
3. Understand and explain events in Canadian history that altered understandings of the Bible.
4. Discuss the influence, various histories, and developments of several Canadian Christian denominations.
5. Assess terms like post-Christendom, secularization, and pluralism from a Canadian-based historical perspective.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Choquette, Robert. [*Canada's Religions: An Historical Introduction*](#). Ottawa: University of Ottawa, 2004.

Bradford, Tolley and Horton, Chelsea (eds.) *Mixed Blessings: Indigenous Encounters with Christianity in Canada*. Vancouver: UBC Press, 2016.

Primary (historical) Readings will be available as PDFs on the Course Site.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Adams, Michael. *Sex in the Snow: The Surprising Revolution in Canadian Social Values, Tenth Anniversary Edition*. Toronto: Penguin, 2006.

Grant, John Webster. *The Church in the Canadian Era*. Vancouver: Regent College, 1998.

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Anchor, 2013.

Noll, Mark A. *What Happened to Christian Canada?* Vancouver: Regent College, 2007.

Robertson, James Tyler. *Overlooked: The Forgotten Origins and Stories of Canadian Christianity*. Saskatchewan: New Leaf Press, 2022.

Saul, John Raulston. *A Fair Country: Telling Truths about Canada*. Toronto: Viking, 2008.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- In class students must have a device to go online for several elements of the lecture

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Class Participation: 10% of final grade

Given the interactive nature of this class, student participation is essential for there to be any hope of a communal learning experience. The student will be graded on the following scale:

D: present, not disruptive; responds when called on but does not offer much; infrequent involvement.

C: adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon

B: good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion

A: excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Origin Stories: 15% of final grade

Using lectures, texts, primary readings, and in-class discussions examine one element of early Canadian Christianity that you think present-day Canadian Christians should know. Explain the significance and ongoing legacy of the event that you chose.

How do you see this element continuing today? Did awareness of this event/person help correct or shape the ways in which you think Canadian faith can move forward? What is it about this story that you think contributes to a unique character of Canadian Christianity? Does this event challenge or confirm your beliefs about the Christian character of Canada?

This assignment will display your ability to connect historical events with contemporary life and demonstrate your awareness of how the past influences the present. The assignment should be 600 words in length.

This assignment is related to outcomes 1 and 4.

DUE: 24 May, 2022 by Midnight

3. 10 Big Moments in Canadian Christianity Timeline: 20% of final grade

Take a bird's eye view of the stories of faith in this nation's history. Find 10 moments that you think were absolutely formative in the development of Christian Canada.

Using the narrative of development and decline (an idea we will look at in depth over the course time) as the backdrop, take some time to write a paragraph or two for each of your ten entries.

Grades will be assessed on how well you defend the relevance of each point and how you string them together into a cohesive picture. Creativity is encouraged, as are visuals; if you want to put this together as a PowerPoint just make sure to confirm that with the professor first. You will not be able to dig into each point with tremendous depth but you should be able to explain why each matters and how it influenced the events that came after and/or was inspired by the events that preceded it. Fly high and look down at Christian Canada and tell what you see and why you see it and what you think it all means.

Assignment should be 800 words total. This assignment is related to outcomes 1, 3 and 4.

DUE: 23 June, 2022 at midnight.

4. *Mixed Blessings* Critical Book Review: 25% of final grade

Pick one of the three parts (Communities in Encounter; Individuals in Encounter; Contemporary Encounters) of the book *Mixed Blessings* and provide the following:

- Compare and contrast the chapters in that part with special focus on similarities in theme, different insight, contrasts in information, or recommendations
- Summarize the arguments and theses of each chapter in the part you are selecting
- Offer practical insights garnered from the part that you believe Canadians should know
- Supplement the arguments of each chapter with your own research
- Conclude by discussing personal insights you have gained from the parts and make sure to reference where in each chapter such insights are located.

This assignment displays the student's ability to critically examine academic works, find practical uses for historical theory, and provide concrete historical arguments to help support actions of Reconciliation for Canadian Christians today. The assignment should feature research from other academic works and will be 1200 words in length. This assignment is related to outcomes 2 and 5.

DUE: 7 July, 2022 by midnight.

5. Teach A Class OR Write Your Church's Story: 30 % of final grade

Find a topic that resonates with you and design a lecture to communicate that topic to the class. Feel free to be as creative as you want. You can simply write a research paper (1500 words), but you can also do a PowerPoint with images, video yourself teaching a lecture, include online links, other readings, or whatever you deem necessary. Give the topic a fun title,

utilize some of the text readings or even offer another book or article you think should be used. Explain why the topic matters, who the major players are, how it shaped Canadian culture, the importance it has in the development of Christianity, and the major ideas present. Like the class, the assignment should reflect on past events, discuss present issues, and offer insights into potential directions for ministry.

OR

Write your personal faith community's story and locate it within the larger picture of Canadian culture and religion.

- Interview long-time members, new people, and leaders so you can describe the mission and ethos of this community.
- Explain the denomination and give a brief explanation of that denomination's history in Canada.
- Explain how your community was born and what makes it uniquely Canadian.

This assignment is designed to be helpful to you and your community so make sure to include anecdotes and stories that you believe "sum up" the heart of your church and then dedicate the conclusion to offering insights for future directions of ministry. Make this story academically rigorous, utilize the topics and methodologies you learn in the class and, above all, make it engaging and approachable for the people of your congregation.

The student must receive approval for either choice in the assignment from the professor before beginning. Approval must be granted before the last day of class on 16 June. This assignment is related to all learning outcomes.

DUE: 28 July, 2022 by midnight

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page

- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %
Origin Stories	15 %
Canadian Timeline	20 %
<i>Mixed Blessings</i> Review	25 %
Teach a Class OR Church History	30 %
Total	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Please make sure to have read *Canada's Religions* Introduction and *Mixed Blessings* Introduction before the start of class.

Also, please watch the video on the course page about the syllabus and assignments and bring any questions to the first class. **We will not go through the syllabus in detail** but we will discuss any questions raised in the videos.

Class 1 (May 10): "Christian" and "Canada"

Topics:

- Canadian Communion & Constructing a Christian nation.
- Development & Decline Theory

- Syllabus & Assigned Reading questions
- Canadians say “eh” and “meh” and what that means for Canadian Christianity

Special instructions: Online students prepare any materials you need to partake in communion as you feel comfortable

Readings: Have introductions from both books completed

Class 2 (May 12): The DNA of BNA

Topics:

- The Fall of the French
- The Promised Land: Acadians Need Not Apply
- Canadian Revivalism: An Ongoing Problem

Contemporary Issue to Discuss: Are Canadians Religious?

Readings: Choquette 7-13; 69-92

Mixed Chapter 1

Primary: Jesuit Relations OR “Welcoming the Newcomers” by Arthur J. Ray

Class 3 (May 17): Where and When “Canada” was Born

Topics:

- Born in Fire
- Those Pesky Rebels
- Settling Into Being “Canadian”
- The First “Canadian”

Contemporary Issue for Discussion: Does Canada Need a Revival?

Readings: Choquette Chapter 6 and 121-132

Mixed Chapter 2

Primary: Henry Alline Excerpts (3-4 of them), Quebec Article of Capitulation, 1759

Class 4 (May 19): A Nation of Losers

Topics:

- Creation of Ontario
- A Gangrenous Limb: Canadian National Spin #1
- Again With These Americans??: The War of 1812
- Immovable & Unstoppable: Rev. John Strachan & Egerton Ryerson
- “Loyalty”

Contemporary Issue for Discussion: How Do We Feel About America These Days?

Readings: Choquette chapter 8 and 285-290

Primary: Strachan Letter, 1812 (5 pages), A Loyalist Letter, 1784, “Atlantic Triangle” by John Webster Grant

Class 5 (May 24): No In-Person Class Online Only

- Submit piece of Canadiana to the course page

- **Origin Stories Assignment DUE**

Readings:

Choquette chapter 9

“In These Times of Democratic Rage & Delusion” by Nancy Christie

Class 6 (May 26): Canada-Red & White & Orange

- Educating Canadians
- Clergy Reserves
- The Secularization of 19th Century Canada
- Reversing the Secularization of 19th Century Canada
- God’s Dominion: In the Wake of Confederation

Contemporary Issue for Discussion: Should Christians be involved in politics?

Readings: Choquette 181-202; 211-222

Mixed Chapter 3

Primary: British North America Act, 1867 (2 pages); Baptist Missionary Report from Metis Lands, 1870s (5 pages)

Class 7 (May 31): Challenging “Canada”

- Selling Land in “Canada”
- Louis Riel
- James Bainton & the First Canadian War
- Canadian Christendom
- Immigration in the early 20th century

Contemporary Issue for Discussion: Is Christianity Oppressive?

Readings: Choquette chapter 12

Mixed chapter 5

Class 8 (June 2): Are We Monkeys or Men? Threats to Canadian Christianity

- Fundamentalism vs Modernism
- Two World Wars
- The United Church of Canada
- Pentecostalism
- The Suburbs
- Women in the Canadian Church

Contemporary Issue for Discussion: How Do We Read the Bible?

Readings: Choquette chapters 15 and 16

“No Woman Need Apply: The Ordination of Women in the United Church

Mixed chapter 8

Class 9 (June 7): The End of Christendom OR A Stereotypically Canadian Revolution

- Centennial and a New Canada

- The Quiet Revolution
- How Women Saved the Church
- The Comfortable Pew
- Elvis, the Beatles & the End of Trust
- The Teenager: Spiritualizing Rebellion

Contemporary Issue for Discussion: What is the role of marketing in church?

Readings: Choquette chapters 17 and 19

Primary: *Cite Libre*, April 1962

Class 10 (June 9): Seeking the Seekers: Canadian Mass Exodus from Church

- Shopping for God
- Televangelism
- Youth Pastor: A Made Up Job
- Neon Jesus
- Viva la revolution!

Contemporary Issue for Discussion: Did the Church Hurt Christianity?

Readings: Choquette chapter 20

Jim and Tammy Faye Bakker Video

Mixed chapter 8

Class 11 (June 14): Vader, Cobain & Killing Superman: Skepticism in the 90s

- Darth Vader: End of an Era
- Kurt Cobain: The Christian Prophet
- Superman: Why He Needed to Die
- Gen-X Changed the World By Doing Nothing
- What Canadians REALLY Believe

Contemporary Issue for Discussion: What is the role of doubt in the church?

Readings: Mixed chapter 9 and conclusion

“Settler Identity and Colonialism in 21st Century Canada” by Lowman and Barker

Class 12 (June 16): Can-orthodox-eh? Ancient Paths for Future Guidance

- How do we go forward from here?
- Ancient fonts of overlooked faith

Contemporary Issue for Discussion: How do you feel about Canada now?

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Early Canada:

- Armstrong, M.W. "Neutrality and Religion in Revolutionary Nova Scotia," *New England Quarterly* (Mar. 1946), 50-61.
- Canniff, William. *The Settlement of Upper Canada*. Belleville: Milka Screening, 1971.
- Careless, J.M.S. (ed). *Colonists & Canadiens 1760-1867*. Toronto: Macmillan, 1971.
- Christie, Nancy. *Transatlantic Subjects: Ideas, Institutions, and Social Experience in Post-Revolutionary British North America*. Montreal and Kingston: McGill-Queen's University Press, 2008.
- Cuthbertson, Brian. *The First Bishop: A Biography of Charles Inglis*. Halifax: Waegwoltic Press, 1987.
- Fay, Terrence J. *A History of Canadian Catholics*. Montreal & Kingston: McGill-Queen's University Press, 2002.
- Grant, John Webster. *A Profusion of Spires: Religion in Nineteenth-Century Ontario*. Toronto: University of Toronto, 1988.
- Knowles, Norman. *Inventing the Loyalists: The Ontario Loyalist Tradition and the Creation of Usable Pasts*. Toronto: University of Toronto, 1997.
- McLaurin, C.C. *Pioneering in Western Canada: A Story of the Baptists*. Calgary: Armac Press, 1939.
- Mika, Nick and Helma Mika. *United Empire Loyalists: Pioneers of Upper Canada*. Belleville: Mika Publishing, 1976.
- Moodie, Susanna. *Roughing It In the Bush Or Forest Life in Canada*. London: T.N. Foulis, 1913.
- Morgan, Cecilia. *Public Men and Virtuous Women: The Gendered Languages of Religion and Politics in Upper Canada, 1791-1850*. Toronto: University of Toronto, 1996.
- Phillips, Dorrie. "Early Years of the Black Loyalists." *Loyalists in Nova Scotia*. Hantsport: Lancelot Press, 1983.
- Power, Michael and Nancy Butler. *Slavery and Freedom in Niagara*. Niagara-on-the-Lake: Niagara Historical Society, 2000.

Semple, Neil. *The Lord's Dominion: The History of Canadian Methodism*. Montreal & Kingston: McGill-Queen's University, 1996.

Modern Canada:

Abella, Irving and Harold Troper. *None Is Too Many: Canada and the Jews of Europe 1933-1948*. Toronto: Lester & Orpen, 1983.

Airhart, Phyllis. *A Church with the Soul of a Nation: Making and Remaking the United Church of Canada*. Montreal & Kingston: McGill-Queen's University Press, 2013

_____. "Ordering a New Nation and Re-Ordering Protestantism: 1867-1914." In *The Canadian Protestant Experience: 1760-1990*. Edited by George Rawlyk. 91-138. Montreal & Kingston: McGill Queen's University Press, 1990.

Beaman, Lori G (ed.). *Religion and Canadian Society: Contexts, Identities, and Strategies, 2nd Edition*. Toronto: Canadian Scholars' Press, 2006.

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Bibby, Reginald. *Fragmented Gods: The Poverty and Potential of Religion in Canada*. Toronto: Irwin Publishing, 1987.

Christie, Nancy. "Sacred Sex: The United Church and the Privatization of the Family in Post-War Canada." In *Households of Faith: Family, Gender, and Community in Canada, 1760-1969*. Edited by Nancy Christie. Montreal & Kingston: McGill-Queen's University, 2002.

Christie, Nancy and Michael Gauvreau. *A Full-Orbed Christianity*. Montreal and Kingston: McGill-Queen's University Press, 1996.

Clarke, Brian P. and Stuart Macdonald. *Leaving Christianity: Changing Allegiances in Canada Since 1945*. Montreal and Kingston: McGill-Queen's University Press, 2017.

Cook, Ramsay. *The Regenerators: Social Criticism in Late Victorian English Canada*. Toronto: University of Toronto, 1985.

Creech, Joe. "Visions of Glory: The Place of the Azusa Street Revival in Pentecostal History," *Church History* 65, no. 3 (September, 1996).

Cuccioletta, Donald and Martin Lubin. "The Quebec Quiet Revolution: A Noisy Evolution." *Quebec Studies* (Vol. 36): Fall-Winter 2003.

Douville, Bruce. *The Uncomfortable Pew: Christianity and the New Left in Toronto*. Montreal & Kingston: McGill-Queen's University, 2020.

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Miedema, Gary R. *For Canada's Sake: Public Religion, Centennial Celebrations, and the Re-Making of Canada in the 1960s*. Montreal & Kingston: McGill-Queen's University, 2005.

Wilkinson, Michael and Linda M. Ambrose. *After the Revival: Pentecostalism and the Making of a Canadian Church*. Montreal & Kingston: McGill-Queen's University, 2020.

Indigenous Peoples:

Benton-Banai, Edward. *The Mishomis Book: The Voice of the Ojibway*. Hayward: Indian Country Communications, 1988.

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McNally, Michael D. *Ojibwe Singers: Hymns, Grief, and a Native Culture in Motion*. St. Paul: Minnesota Historical Society Press, 2000.

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Canadian Culture:

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