

**Divisions, Reconciliation and Unity: the indigenous experience in Canada**

**Dr. Daniel Stockemer**  
**Summer, 2023**

**COURSE OUTLINE**

**Course schedule:** (see Timeline below)

**Office:** Social Science Building 7076

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**OFFICIAL COURSE DESCRIPTION**

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University of Ottawa, Faculty of Social Science Field Research Class/Joint Summer School with the University of Rostock, Germany and Ehwa University in Seoul, South Korea.

**GENERAL COURSE DESCRIPTION**

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In 2021, the uncovering of 751 unmarked graves at the site of the former Marieval Indian Residential School in Saskatchewan sparked a national uproar across Canada, pushing reconciliation to the forefront of the minds of Canadians. In recent years, Canada has been grappling with its current situation, a direct result of its colonial history of the Indian Act and residential schools that divided Indigenous and non-Indigenous peoples. Some progress has been made to bridge these divisions, but the ramifications of such historical injustices and trauma remain prevalent everywhere. These divisions pervade all economic, political, legal, and cultural spheres. Whether it is the loss of ancestral languages, culture, and traditions; First Nations people's over-representation in the child welfare system and the criminal justice system in general; the disproportionately high number of Indigenous living in homelessness or extreme poverty; or the high suicide and murder rates.

In discussions surrounding the current and historical harm inflicted by the state and church on Indigenous peoples in Canada, there is an increasing focus on pursuing reconciliation to address this past and chart a path forward for a better future. In its final report in 2015, the Truth and Reconciliation Commission defined reconciliation as "establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour." Reconciliation covers a broad range of current and historical issues including the recognition of legal rights, governance, land tenure and ownership, and various social issues including health, education, and policing.

First Nations, Inuit and Métis people are making considerable advances toward self-determination, the right to freely pursue their own governance and socio-economic development. Once the long road to reconciliation is finally achieved, how can Indigenous and non-Indigenous peoples of Canada live in harmony with each other? To become a unified nation where all can live harmoniously, a renewed nation-to-nation relationship of legal and cultural pluralism is essential. But what does it look like in concrete terms?

From an Indigenous perspective, this course will explore the complex historical and present-day divisions and experiences of their peoples. Examining how reconciliation can be achieved via politics, law, economics, and culture, we will then explore how future unification between Indigenous and non-Indigenous peoples can occur through governance, decolonization, and socio-economic development.

The course will also include some guest lectures from German professors from the University of Rostock, who will compare the Canadian experience of divisions, reconciliation and unity with the German experience. These guest lectures will hopefully show some avenues of learning between the two countries.

**Location:** Ottawa

**Housing:**

Students from Rostock and South Korea will stay in a dorm on campus

**Transportation:**

For all our excursions, we will use public transportation and/or rent a bus.

**Target group:**

The target group are 15 Masters students and 4<sup>th</sup> year Bachelors' students from the University of Ottawa, as well 10 students from the University of Rostock and 10 students from Ehwa University.

## **REQUIREMENTS**

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I expect that participants want to immerse themselves into Canada's historical and contemporary life. The seminar will consist of a mixture of seminar sessions and visits/ excursions, which will normally cover the morning and part of the afternoon. In addition, there will be some guest speakers who will talk about their personal experiences in the divided country from their different perspectives. The course will be student-focused and I expect familiarity with basic qualitative and quantitative research techniques. The course will be held in English and active knowledge of the English language is required.

### Components of Final Mark

Evaluation format	Weight
Group presentation	20%
Book Review: <i>Indigenous Writes: A Guide to First Nations, Métis, &amp; Inuit Issues in Canada</i> by Chelsea Vowel	40%
Internship report	20%
Participation	20%

#### **Group presentation:**

Groups of 5 students will be responsible for 20 to 30 minute presentations during the summer school. The subjects will be given during the first day of the summer school.

#### **Book Review:**

As a preparation for the course, each student will be asked to write a 5-page (single-spaced) book review of: *Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada* by Chelsea. This book review should also familiarize students with the situation of indigenous people in Canada.

#### **Internship report:**

Students are required to participate in a one-day internship/voluntary placement with an indigenous organisation in Ottawa. They are required to write a 5-page analytical summary of their experience.

The following groups/associations could potentially welcome students for such a placement:

- \*Odawa Native Friendship Centre
- \*Wabano Centre for Aboriginal Health
- \*Minwaashin Lodge
- \*Makonsag - Children and Family Services
- \*Innuqatutiit Centre for Inuit Children, Youth and Families and Akausivik Inuit Family Health Team
- \*Tungasuvvingat Inuit - Inuit Specific Services
- \*Ontario Native Women's Association (ONWA)
- \*Native Women's Association of Canada (NWAC)
- \*Assembly of Seven Generations
- \*The ON Canada Project
- \*Indigenous Solidarity Ottawa

#### **In-class participation:**

Students are asked to actively participate in class lectures and all other activities related to the class.

### Schedule per day

DATE	Schedule
<b>Saturday, August 5<sup>th</sup></b>	Arrival of Participants at the University of Ottawa
<b>Sunday, August 6<sup>th</sup></b>	<p>Morning: Free time to recover from jet lag</p> <p>Afternoon: 3 to 6pm: guided bike tour of Ottawa (Parliament, Rideau River, Rideau Canada, Byward Market, Rideau Hall, etc.)</p>
<b>Monday, August 7<sup>th</sup></b>	<p>Morning: 8 to 9am: Common Breakfast<sup>1</sup> 9-10 am: Introduction to the summer school, Greetings from the 3 participating universities 10:15 to 11:15 am Introduction of the participants 11:30 to 12pm Distribution of the group tasks</p> <p>Afternoon: 2-4pm Visit of the Canadian Museum of History in Gatineau</p> <p>Evening: 6:30 – 8:30pm Opening Dinner</p>

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<sup>1</sup> Breakfast will be offered every morning from 8am to 9 am.

<p><b>Tuesday, August 8<sup>th</sup></b></p>	<p><b>Module Divisions/ Early History</b></p> <p><b>Morning:</b>  <i>9:00 to 10:30am The Fur Trade - First Contact:</i> This class discusses pre-contact trading systems and the ways of life of Indigenous peoples of North America with a focus on Canada. We explore the contact with Europeans leading up to, and during, the fur trade, as well as its social, political and economic ramifications.  <i>11:30 to 1pm The “Founding” of Canada and Treaty Making:</i> This class explores Confederation and examines Indigenous and settler perspectives of treaty making. Discusses the variation, evolution, and circumstances of the treaties.</p> <p><b>Afternoon:</b>  <i>2:00 – 4:00 pm Regional aspects and divisions:</i> This class teaches the definitions and varied histories of First Nations, Métis, and Inuit people.</p> <p><b>Evening:</b>  <i>6:00 – 8:00 pm Kairos Blanket Exercise:</i> An interactive and engaging workshop that visually and emotionally demonstrates the history of Indigenous peoples in Canada through colonization to present times</p>
<p><b>Wednesday, August 9<sup>th</sup></b></p>	<p><b>Module Divisions/ The Indian Act</b></p> <p><b>Morning</b>  <i>9:00 – 10:30am The Indian Act:</i> This class explores the content and early evolution of the <i>Indian Act</i>, and the geographic, cultural, political, and social divisions it created.  <i>11:00 – 12:30 Mid-Twentieth Century Revisions:</i> This module explores the changes that followed the Second World War, mainly the 1951 amendments, the “White Paper” policy, and Bill C-31.</p> <p><b>Afternoon</b>  <i>2:00 – 4:00 pm Visit of the Parliament of Canada</i> (both House of Representative and Senate); if possible, discussion with an Indigenous MP, or his/her assistant</p> <p><b>Evening:</b>  9:30pm visit of the lightshow “Northern Lights”</p>

<p><b>Thursday, August 10<sup>th</sup></b></p>	<p><b>Module Divisions/ Residential School</b></p> <p><b>Morning:</b>  <i>9:00 – 10:30am Residential Schools:</i> This class examines the assimilation of Indigenous children into state and church run residential schools, along with the social, political and economic ramifications.  <i>11 – 12:30pm The Sixties Scoop:</i> This class explores the mass removal of Indigenous children from their families into the child welfare system without consent.</p> <p><b>Afternoon:</b>  2 – 4pm Discussion with a residential school survivor</p> <p><b>Evening:</b>  7:00 – 9:00pm Screening of “Where the Spirit Lives” (Film about residential schools)</p>
<p><b>Friday, August 11<sup>th</sup></b></p>	<p><b>Module Divisions/ State Violence</b></p> <p><b>Morning:</b>  <i>9:00 – 10:30 am Missing and Murdered Indigenous Women and Girls:</i> This class examines the systemic social, economic, cultural, institutional, and historical causes of the ongoing violence towards Indigenous women and girls.  <i>11:00 – 12:30 The Ramifications of State Violence:</i> This class examines the major socio-economic effects on Indigenous peoples, mainly the loss of language, culture, and traditions; over-representation in the child welfare system, homelessness and criminal justice systems; extreme poverty; and high suicide rates.</p> <p><b>Afternoon/ Evening:</b>  Free time and group work</p>
<p><b>Saturday, August 12<sup>th</sup></b></p>	<p><b>Day trip to Mahoki farm and visit of Indigenous experience.</b> The trip will include a feel of the heartbeat workshop, a medicine walk, an indigenous dance performance and an indigenous dinner.</p>
<p><b>Sunday, August 13<sup>th</sup></b></p>	<p><b>Free time and group work</b> (optional river rafting/ boat trip from Britannia beach to the Center of Ottawa)</p>

<p><b>Monday, August 14th</b></p>	<p><b>Module Reconciliation: Political, legal and economic aspects</b></p> <p><b>Morning:</b>  <i>9:00 – 10:30am Apologies and the Truth and Reconciliation Commission - The 94 Calls to Action:</i> This class explores the TRC’s 94 calls to action and the status of its progress in a post-apology era.  <i>11:00 – 12:30pm The Implementation of UNDRIP:</i> This class examines Canada’s recent journey in accepting UNDRIP as a framework to reconciliation. Explores implementation barriers along with its significance for the recognition of Indigenous rights and self-determination.</p> <p><b>Afternoon:</b>  <i>2:00 – 4:00pm Economic reconciliation:</i> This class explores the current progress and remaining barriers to financial compensation and economic prosperity for Indigenous peoples.   <i>5:00 – 6:30pm -Workshop</i> with the Indigenous Research and Studies (IIRS) or the Indigenous Resource Centre (IRC) (both at the University of Ottawa) about reconciliation</p> <p><b>Evening:</b>  <i>7:00 – 8:00pm</i> Discussion with members of an Indigenous support group</p>
<p><b>Tuesday, August 15<sup>th</sup></b></p>	<p><b>Module reconciliation: Cultural, social, and demographic aspects</b></p> <p><b>Morning:</b>  <i>9:00 – 10:30 am: Indigenous Resurgence and Resistance:</i> This class explains how Indigenous communities have mobilized for social and environmental causes. Identifies key moments such as the Oka Crisis, Idle No More and Moose Hide.  <i>11:00 – 12:30 am Contemporary Indigenous lives:</i> This class highlights the distinct cultures, languages, and ways of life of First Nations, Métis, and Inuit peoples. Examines the unique challenges that rural and Arctic communities face. Also examines internal divisions and competing interests among Indigenous groups.</p> <p><b>Afternoon:</b>  <i>2:00 – 4:00pm Gendered Issues Facing Reconciliation:</i> Exploring Indigenous concepts of gender, this class examines how colonization can be gendered. Examines the progress on Missing and Murdered Indigenous Women and Girls and the implementation of Bill S-3.</p> <p><b>Evening:</b> Discussion with new Indigenous Chancellor of the University of Ottawa: Claudette Commanda</p>

<p><b>Wednesday, August 16<sup>th</sup></b></p>	<p><b>Module: Unification</b></p> <p><b>Morning</b>  <i>9:00 – 10:30pm The Future of Indigenous Governance: Sovereignty, Self-Determination, and Self-Government:</i> This class explores how Indigenous peoples can govern in harmony with Canada’s current political system through self-governance and Indigenous law.  <i>11: 00 –12pm Decolonizing Institutions:</i> This class examines how to dismantle the structures that perpetuate the status quo while valuing and revitalizing Indigenous approaches and knowledge in various institutions.</p> <p><b>Afternoon:</b>  <i>2:00 –4:00 pm Economic and social development:</i> This class explores how to improve prosperity and living standards for First Nations, Métis and Inuit across Canada through new social supports and frameworks of traditional Indigenous economic systems.</p> <p><b>Evening:</b></p> <p><b>5:00 to 7:00 pm: group Presentations</b></p>
<p><b>Thursday, August 17<sup>th</sup></b></p>	<p><b>Full day internship/ voluntary placement with a Indigenous support group in Ottawa</b></p>
<p><b>Friday, August 18th</b></p>	<p><b>Morning/ Afternoon: Germany Day (Comparing the Canadian Experience of divisions, reconciliation and unity with the German Experience)</b>  Guest lectures from Profs. Creuzberger, Muno, and Dosch from the University of Rostock</p> <p><b>Evening:</b>  6:00 to 9:00 pm Farewell Barbecue at Mooney’s Bay</p>
<p><b>Saturday, August 19<sup>th</sup></b></p>	<p><b>End of the summer school, departure of participants</b></p>