

CAPE – Renison University College

Kelly Laurila, PhD Candidate

Spring 2018

**Course Title:**

Reconciliation: Discussions and Implications of Settler peoples in Canada

**Course Description**

This 10-week course provides of journey of sharing and discussing how Indigenous and Settler peoples know each other through the stories that have been told of each other in the past and which continue in the present. These stories carry the ideologies, knowledge, beliefs, values and assumptions that form the basis of their interactions with one another. A critique of the notion of 'Settler' will be an ongoing dialogue. A discussion of the implications of oneself in these stories is discussed within the context of the reconciliation process that is underway in Canada.

The format of this course will be primarily taught using Indigenous pedagogy. With that in mind, this course will use a sharing circle format for teaching and learning (as opposed to a lecture-style of teaching). Various assigned weekly readings and/or films will provide the momentum for discussions in the sharing circle. It will, therefore, be important that participants come to the circle having completed the readings and be willing to engage in providing feedback and critical reflexion.

**Course Objectives and Learning Outcomes**

Upon completion of this course, participants should be able to:

- A. Articulate an understanding of legitimate Indigenous approaches to teaching and learning
  - Indicate an understanding of a wholistic approach to teaching and learning.
  - Demonstrate an active participation in class through engagement in a sharing circle format.
  - Articulate relevance of one's social location in relation to Indigenous peoples and what this means for relating to and working with Indigenous peoples through various societal institutions.
- B. Understand and analyze Settler and Indigenous peoples' ideologies that give rise to respective beliefs, values, assumptions and presumptions.
  - Indicate an understanding of the ideological thought behind Settler society and colonization.
  - Indicate an understanding of Indigenous ideology and its connection to their ways of knowing, being, seeing and doing.

- Critique the role of the media in sustaining a colonial ideology over Indigenous peoples.
- C. Understand the connection of ideology to the development of the kind of relationships that have existed between many Settler and Indigenous peoples in Canada.
- Explore the relationships between Indigenous and Settler peoples from the time of early contact, through the fur trade era, military alliances, to violent and abusive relationships based on policies designed for assimilation (e.g. Indian Act, Residential Schools).
- D. Create a critical understanding of the Truth & Reconciliation process Canada is now engaging in and the implications for Settler peoples.
- Become familiar with the Truth and Reconciliation Summary Report released in Summer 2015.
  - Analyze ongoing injustices that Indigenous peoples experience in the context of colonial ideology and these implications for oneself.
  - Engage in a reflexive practice that enables one to look at oneself and beyond with regard to the injustices Indigenous peoples experience.

### **Required Readings:**

Courseware package of readings provided in class as part of fee for course.

Truth and Reconciliation Commission of Canada. (2015). Final report of the Truth and Reconciliation Commission of Canada. Volume One: Summary: Honouring the truth, reconciling the future.

Toronto, ON: James Lorimer & Company. Participants are to purchase the text before first class from a bookstore of their choosing. Alternatively they can access the online version for free at:

[TRC Final Report 2015](#)

### Week 1:

- Setting the context for this course using Indigenous pedagogy
- The necessity of a sharing circle for this kind of course and the reciprocal learning this format encourages
- Getting to know one another (who is in our circle – backgrounds, knowledges, experiences)
- Wholistic (i.e. spiritual, emotional, mental, physical) teaching/learning and reciprocity

### Week 2:

- The Truth and Reconciliation process in Canada
- Critiquing the meaning of reconciliation
- Discussion of the context of the TRC, its purpose, intentions

### Week 3:

- Indigenous peoples' stories of their history in Canada
- Indigenous peoples' lives socially, economically, politically, environmentally
- The Settler peoples' stories of their history in Canada

- Doctrine of Discovery, The Settling of Terra Nullius, Manifest Destiny, Peacemaking Nation

## Week 4:

- A critical examination of colonial (Settler) ideology and its impact on beliefs, values, assumptions, presumptions
- Implications of colonial (Settler) ideology in the production and sustaining of societal stereotypes, racism, oppression

## Week 5:

- Colonial ideology and government policies that have created injustices for other minority peoples in Canada (e.g. Black Loyalists, East Indian Immigration, Chinese Canadian Immigrants, Italian Canadian Internment, Japanese Canadian Internment and Relocation)

## Week 6:

- Implications of the media with maintaining an ideology and stereotypical depictions of Indigenous peoples (i.e. news stories, Hollywood versions)
- Colonial ideology in societal institutions (e.g. social services, justice, education, political)

## Week 7:

- Unsettling Settler ideology
- A critical analysis of “I didn’t know”
- What does reconciliation mean on a personal level? Critiquing one’s social location.

## Week 8:

- Reconciliation means unsettling Canada
- Ongoing social, economic, political, environmental injustices that continue to impact Indigenous peoples and implications for Settler peoples

## Week 9:

- Addressing the relevance of the Calls to Action in one’s life and work
- What it means to decolonize and to be an ally.

## Week 10:

- Final sharing circle and reflexion

**Assessments:**

Learners will submit weekly reflexions of course readings, films and discussions. These reflexions are not graded and they are a way to turn the lens of analysis from looking “out there” for answers to turning to oneself. Guided questions will help participants engage with weekly topics and perhaps inspire personal meaning of the relevance of these topics to oneself. These reflexions are also meant to be a way to ask questions and/or express concerns that one may not have been able to ask in class.