

**MCMASTER UNIVERSITY**

**SOCIOLOGY 4RR3**

Fall 2016

Instructor: Dr. Jeffrey Denis  
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Class Day and Time:  
Monday 11:30 – 2:20

Class Location: KTH B107

*Course website:* <http://avenue.mcmaster.ca>

**INDIGENOUS PEOPLES AND CANADA**

This course will examine the nature and development of Indigenous and non-Indigenous (settler) identities and relationships, with a focus on post-Confederation Canada. We will consider the experiences of Indigenous peoples in various social locations (distinguished by nation, class, gender, age, sexuality, etc.), as well as how Indigenous peoples have been defined and portrayed by Canadian law, mass media, and popular culture. We will also analyze non-Indigenous Canadians' awareness of and attitudes toward "Indigenous issues," the dynamics of racism and colonialism, case studies of Indigenous-settler relations in urban and rural settings, and the prospects for healing, reconciliation, and decolonization in the 21<sup>st</sup> century. Throughout the course, we will gain a deeper understanding of how Indigenous peoples have resisted and been impacted by colonization and, conversely, how settler Canadians – whether defining themselves in opposition to or in solidarity with Indigenous peoples – have also been shaped by their interactions with First Nations, Métis, and Inuit communities.

**Course Learning Objectives**

By the end of the course, you will:

- Have a more comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for our society today
- Deepen your understanding of your own personal/familial history and how it connects to or has been impacted by the development of Indigenous-settler relations in your place of residence
- Be familiar with major concepts and debates in the study of Indigenous-settler relations (e.g., settler colonialism; racism; identity politics; treaties; intergenerational trauma; decolonization; reconciliation; allies; solidarity)
- Be able to apply sociological theories and approaches to understand aspects of Indigenous-settler relations, including questions of identity, inequality, intergroup attitudes, and social movements, while also appreciating the limits of Western social scientific paradigms and the unique contributions of Indigenous ways of knowing

- Enhance your critical thinking, writing, referencing, and organizational skills through a series of reflection papers and a final take-home examination
- Enhance your oral communication and listening skills by presenting your summary and analysis of assigned reading(s), developing discussion questions, and participating in class discussions

### **Required Texts**

*Sociology 4RR3 Course Pack (Indigenous Peoples and Canada), Fall 2016*

Cannon, Martin J., and Lina Sunseri (Editors). 2011. *Racism, Colonialism, and Indigeneity in Canada*. Don Mills, ON: Oxford University Press.

\*\* Both texts may be purchased at the Campus Bookstore. Online readings may be found through Google and/or the McMaster Library System: <http://library.mcmaster.ca/>

### **Evaluation**

#### 1. Auto-Ethnography Assignment (25%)

In the spirit of storytelling and self-reflection, your first assignment will be to write a brief auto-ethnography, tracing your own family history and relations with Indigenous peoples (if you are non-Indigenous) or settlers (if you are Indigenous).

*If you are non-Indigenous:* When and why did you (or your ancestors) first settle in Canada? Where did they come from? Where did they settle? Who were the Indigenous peoples living there at the time of contact and how did they live? Was there a treaty? Was there a residential school? Is there any family lore about interactions with Indigenous peoples? How has the relationship between Indigenous and non-Indigenous communities in your place of settlement developed over time? What are your rights and responsibilities as a (relative) newcomer?

*If you are Indigenous:* Where and how did you (or your ancestors) traditionally live? When and why did non-Indigenous settlers first arrive in your territory? Where did they come from? Was there a treaty? Was there a residential school? Is there any family lore about interactions with settlers? How has the relationship between Indigenous and non-Indigenous communities in your territory developed over time? What are your rights and responsibilities as an Indigenous person?

Your paper should be 5-7 pages and will be due on Monday, **October 31**.

#### 2. Reflection Papers (15%)

At three points during the semester, you will be asked to write a 500-word essay reflecting on a specific issue raised in class and/or the readings. For example, you may be asked to consider the strengths and limitations of different sociological theories for understanding an aspect of Indigenous-settler relations, or how Indigenous perspectives and experiences support or challenge established theories. A question will be assigned at the end of class on the following dates: September 26, October 31, and November 14. You must answer **two** of these questions. Your reflection papers will be due *before* class one week later (**October 3, November 7, and November 21**, respectively).

### 3. Class Participation (15%)

The quality of this course depends, in part, on your participation. As such, you will receive credit for attending class, actively listening, asking good questions, engaging in meaningful discussion, and demonstrating knowledge of and insight into the readings and other course materials.

### 4. Discussion Leadership (10%)

Each week, starting in Week #4, two or three students will lead the class discussion. If you are a discussion leader, you will be expected to give a brief presentation, summarizing key points in that week's readings and asking thoughtful questions to guide the discussion.

### 5. Final Take-Home Exam (35%)

The final take-home exam will consist of a few short essay questions based on lectures, readings, and class discussions from the entire course. The questions will challenge you to think across course material, compare and contrast theories and research findings, reflect on their sociological significance, and apply ideas discussed in class to real-world issues. The questions will be assigned during our last class (December 5) and will be due on Monday, **December 12**.

### **Warning**

\*\* Some of the topics we will discuss in this course may be upsetting. A few of the readings contain graphic descriptions of racist and sexual violence (e.g., Smith, 2005). Sociologists often study such problems to try to understand and (ideally) help eliminate them. If at any time you feel distressed or uncomfortable with the subject matter, please feel free to speak with me, a friend or family member, the Student Wellness Centre, or the Indigenous Student Counsellor. \*\*

## **PLEASE READ THE FOLLOWING POINTS CAREFULLY:**

### **Assignments, Exams, and Late Policies**

All assignments, tests, and exams must be completed in order to pass the course.

Please submit your assignments via the course website *before* class on the day they are due.

Faxed assignments will not be accepted.

Please do not bring assignments to the main Sociology office. The Sociology staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you in class or via e-mail or Avenue to Learn.

Your assignments should be typed in 12-point font and double-spaced.

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” ([http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests_for_Relief_for_Missed_Academic_Term_Work)). Please note that these regulations have changed as of Fall 2015.

The McMaster Student Absence Form is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note that this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or miss academic work worth 25% or more of your final grade, you MUST visit the Associate Dean of Social Sciences. You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Unless I receive this form or notification from the Associate Dean, there will be a 5% per day deduction for all late assignments.

If you miss an exam, you will have to inform the Associate Dean of Social Sciences, who will in turn notify me. Unless I receive this notification, writing a deferred exam will not be possible.

If you have any questions about the MSAF, please contact your Associate Dean’s office.

### **Review of Grades**

All assignments, tests, and exams will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed.

Write a one-page statement describing in detail why you think a marking error was made. The statement should be submitted, along with the marked assignment or test, to me during my office hours. You may

submit the request for a re-mark no sooner than one week and no later than one month after the assignment or test was returned. I will review your mark and get back to you with written feedback.

*Please note that when a mark is reviewed, the new mark may be lower than the original.*

### **Additional Information**

Your final mark will be converted to a letter grade according to the scale used by the Registrar and available in the Undergraduate Calendar.

If you would like to explore strategies for successful learning, please consult the Student Success Centre, which provides useful services and information about time management, note-taking, keeping up with readings, and taking tests, among other skills: <http://studentsuccess.mcmaster.ca/students.html>

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, balloting, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## **ACADEMIC DISHONESTY**

McMaster University is an institution that takes academic integrity seriously and believes that any form of academic dishonesty is destructive to the values of the University. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

## TOPIC AND READING SCHEDULE

The following schedule is meant to provide a sense of order and direction. We may modify it slightly as we move through the material. Announcements about any such changes will be made in class.

*Note:* CP = Course Pack; ON = Online; T = Textbook

Week #1: September 12	INTRODUCTION TO INDIGENOUS-SETTLER RELATIONS
<i>Required Readings:</i>	Cannon & Sunseri: “Not Disappearing: An Introduction to the Text” [T]  Satzewich & Liidakis: “Aboriginal and Non-Aboriginal Relations” [CP]
<i>Recommended:</i>	Macdonald: “Canada’s Racism Problem” [ON]
Week #2: September 19	HISTORICAL CONTEXT AND CURRENT CONDITIONS
<i>Required Readings:</i>	Barker & Lowman: “Settler Colonialism” [ON]  Henry & Tator: “Racism and Indigenous Peoples” [CP]  RCAP: “Looking Forward, Looking Back: The Ghosts of History” [CP]
<i>Recommended:</i>	Alfred: “Colonial Stains on Our Existence” [T]; Dickason: <i>A Concise History of Canada’s First Nations</i> ; King: <i>The Inconvenient Indian</i> ; Miller: <i>Skyscrapers Hide the Heavens</i>
Week #3: September 26	RESIDENTIAL SCHOOLS AND HISTORICAL TRAUMA
	<b>FIELD TRIP: Woodland Cultural Centre, tour of the former Mohawk Institute Indian Residential School (* Details TBA)</b>
<i>Required Readings:</i>	Boyden: “Legend of the Sugar Girl” [CP]  Chansonneuve: <i>Reclaiming Connections: Understanding Residential School Trauma</i> , Sections II (pp. 33-48), III (pp. 49-64), and IV (pp. 65-75) [ON]  Ing: “Canada’s Indian Residential Schools and their Impacts on Mothering” [T]
<i>Recommended:</i>	Bombay et al: “Intergenerational Effects of Indian Residential Schools” [ON]; Fournier & Crey: “Killing the Indian in the Child” [T]; Haig-Brown: <i>Resistance and Renewal: Surviving the Indian Residential School</i> ; Milloy: <i>A National Crime</i>
Recommended Film:	<i>Muffins for Granny</i> , directed by Nadia McLaren

Week #4: October 3

## INDIGENOUS AND TREATY RIGHTS

### REFLECTION #1 DUE

- Guest Speaker: Dr. Dawn Martin-Hill (Six Nations)
- Required Film: *The Dish with One Spoon*, directed by Dawn Martin-Hill (\* please watch before class)
- Required Readings:* Asch: “From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution” [ON]
- Morris: “Treaty Number Three” [CP]
- Waisberg, Lovisek, & Holzkamm: “Ojibwa Reservations as 'An Incubus upon the Territory': The Indian Removal Policy of Ontario, 1874-1982” [CP]
- Newspaper Article:* Kataquapit: “Diary Sheds New Light on Treaty 9” [ON]
- Recommended:* United Nations Declaration on the Rights of Indigenous Peoples [ON]; Asch: *On Being Here to Stay*; Craft: *Breathing Life into the Stone Fort Treaty*; Long: *Treaty No. 9*

----- October 10-16 – MID-TERM RECESS – NO CLASSES -----

Week # 5: October 17

## HISTORICAL DEVELOPMENT OF INDIGENOUS AND SETTLER IDENTITIES

- Required Readings:* Doxtator: “'The Idea of Indianness' and Once Upon a Time: The Role of Indians in History” [T]
- Lawrence: “Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada” [T]
- Mackey: “Settling Differences: Managing and Representing People and Land in the Canadian National Project” [CP]
- Stevenson: “Colonialism and First Nations Women” [T]

Week #6: October 24

## CONTEMPORARY INDIGENOUS AND SETTLER IDENTITIES, CITIZENSHIP, AND NATIONHOOD

- Required Readings:* Alfred & Corntassel: “Being Indigenous: Resurgences against Contemporary Colonialism” [T]



Coates: “Being Aboriginal: the Cultural Politics of Identity, Membership, and Belonging among First Nations in Canada” [CP]

Lowman & Barker: “Why Say Settler?” [CP]

Freeman: “Not-So-Distant Relations?” [ON]

*Newspaper Articles:* Barker et al: “Open Letter from Indigenous Women Scholars Regarding Discussions of Andrea Smith” [ON]

Sawyer: “Why I’m Proud of My (Real and Imagined) Aboriginal Heritage” [ON]

*Recommended:* Andersen: “*Métis*”: *Race, Recognition, and Peoplehood*; Cannon: “Revisiting Histories of Legal Assimilation, Racialized Injustice, and the Future of Indian Status in Canada” [T]; Mesa-Miles: “Two Spirit” [ON]; Nagel: “American Indian Ethnic Renewal” [ON]; Regan: *Unsettling the Settler Within*

Week #7: October 31

MASS MEDIA, STEREOTYPES, AND PUBLIC OPINION

**AUTO-ETHNOGRAPHY ASSIGNMENT DUE**

In-Class Video: *Reel Injun*, directed by Neil Diamond

*Required Readings:* Harding: “The Media, Aboriginal People, and Common Sense” [ON]

Fleras: “Reclaiming Aboriginality: From Mainstream Media Representations to Aboriginal Self-Representation” [CP]

Enviro-nics: “Canadian Public Opinion on Aboriginal Issues” [ON]

*Recommended:* Anderson & Robertson: *Seeing Red*; Ponting: “Public Opinion on Canadian Aboriginal Issues” [ON]; Wilkes et al: “Packaging Protest” [ON]; recent Angus Reid and Ipsos polls

Week #8: November 7

INDIGENOUS-SETTLER RELATIONS IN RURAL AND URBAN CANADA

**REFLECTION #2 DUE**

*Required Readings:* Battiste & Henderson: “Eurocentrism and the European Ethnographic Tradition” (pp. 16-18) [T]

Dunk: “Race, Ethnicity, and Regionalism in Working-Class Culture” [ON]

Denis: "Transforming Meanings and Group Positions: Anishinaabe-White Relations in Northwestern Ontario" [ON]

Baskin: "Aboriginal Youth Talk About Structural Determinants of Homelessness" [T]

Envirionics: *Urban Aboriginal Peoples Study*, Executive Summary (pp. 6-13) [ON]

Recommended: Basso: *Portraits of the "Whiteman"*; Braroe: *Indian and White*; Dosman: *Indians: The Urban Dilemma*; Furniss: *The Burden of History*; Shkilnyk: *A Poison Stronger than Love*; Simpson: "On Ethnographic Refusal" [T]; Lawrence: "Mixed Blood Urban Native People and the Rebuilding of Indigenous Nations" [T]; *Toronto Aboriginal Research Project: Final Report* [ON]

Week #9: November 14

**SETTLER VIOLENCE AND MISSING AND MURDERED INDIGENOUS WOMEN**

In-Class Video: *Finding Dawn*, directed by Christine Welsh

Required Readings: Green: "From *Stonechild* to Social Cohesion" [T]

Smith: "Sexual Violence as a Tool of Genocide" [T]

Newspaper Articles: Hunt: "Tina Fontaine's death shows how little is being done for indigenous women" [ON]

Klein: "How a Cree woman fell to death and no one heard anything" [ON]

Recommended: RCMP: "Missing and Murdered Aboriginal Women: A National Operational Overview" [ON]; Report of the Aboriginal Justice Inquiry of Manitoba [ON]

Week #10: November 21

**INDIGENOUS RESISTANCE, RESURGENCE, AND SELF-DETERMINATION MOVEMENTS**

**REFLECTION #3 DUE**

Required Readings: Ramos: "What Causes Canadian Aboriginal Protest? Examining Resources, Opportunities and Identity, 1951-2000" [ON]

Russell: "Oka to Ipperwash: The Necessity of Flashpoint Events" [CP]

Sherman: "Picking up the Wampum Belt as an Act of Protest" [CP]

Idle No More Articles: Coulthard: "#IdleNoMore in Historical Context" [ON]

Denis: “Why ‘Idle No More’ is Gaining Strength, and Why All Canadians Should Care” [ON]

King: “We Natives are Deeply Divided: There’s Nothing Wrong with That” [ON]

Lukacs: “Canada’s First Nations Protest Heralds a New Alliance” [ON]

Palmater: “Idle No More: What Do We Want and Where are We Headed?” [ON]

Van Gelder: “Why Canada’s Indigenous Uprising is About All of Us” [ON]

*Recommended:*

Alfred: *Wasáse*; Coulthard: *Red Skin, White Masks*; Coburn: *More Will Sing*; Kino-nda-niimi Collective: *The Winter We Danced*; Saul: *The Comeback*; Simpson: *Mohawk Interrupts*; Simpson: *Dancing on our Turtle’s Back*

Week #11: November 28

INDIGENOUS-SETTLER ALLIANCES: TOWARDS “RIGHT RELATIONSHIPS”

*Required Readings:*

Davis & Shpuniarsky: “The Spirit of Relationships: What We Have Learned about Indigenous/Non-Indigenous Alliances and Coalitions” [CP]

Wallace, Struthers, & Bauman: “Winning Fishing Rights: The Successes and Challenges of Building Grassroots Relationships between the Chippewas of Nawash and their Allies” [CP]

Lawrence & Dua: “Decolonizing Antiracism” [T]

*Newspaper Article:*

Simpson: “An Indigenous View on #BlackLivesMatter” [ON]

*Recommended:*

Davis: *Alliances*; Tuck & Yang: “Decolonization is Not a Metaphor” [ON]; Wallace: *Merging Fires*

Week #12: December 5

HEALING CANADA: TRUTH, RECONCILIATION, AND DECOLONIZATION

Guest Speaker:

Elder Renee Thomas-Hill (Six Nations)

*Required Readings:*

Denis: “Bridging Understandings: Anishinaabe and White Perspectives on the Residential School Apology and Prospects for Reconciliation” [CP]

Regan: *Unsettling the Settler Within*, Chapter 6 (“The Power of Apology and Testimony”) [CP]

*TRC-Related Articles:*

CBC: “TRC urges Canada to confront ‘cultural genocide’” [ON]

Clifton & Rubenstein: “Debunking Half-Truths and Exaggerations” [ON]

Palmer: “Canada’s Residential Schools Weren’t Killing Culture, They Were Killing Indians” [ON]

Watts & King: “TRC Report a Good Start, But Now It’s Time for Action” [ON]

*Recommended:*

Government of Canada: “Statement of Apology to Former Students of Indian Residential Schools” [ON]; TRC: *Honouring the Truth, Reconciling for the Future* (see especially the 94 Calls to Action) [ON]

**MONDAY, DECEMBER 12**

**FINAL TAKE-HOME EXAM DUE**

## REFERENCES

### Required

- Asch, Michael. 2002. "From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution." *Canadian Journal of Law and Society* 17(2): 23-39.
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- Barker, Joanne, et al. 2015. "Open Letter from Indigenous Women Scholars Regarding Discussions of Andrea Smith." *Indian Country Today*, July 7. [<http://indiancountrytodaymedianetwork.com/2015/07/07/open-letter-indigenous-women-scholars-regarding-discussions-andrea-smith>]
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- Davis, Lynne, and Heather Yanique Shpuniarsky. 2010. "The Spirit of Relationships: What We Have Learned about Indigenous/Non-Indigenous Alliances and Coalitions." Pp. 334-348 in *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*, edited by Lynne Davis. Toronto: University of Toronto Press.
- Denis, Jeffrey S. 2011. "Bridging Understandings: Anishinaabe and White Perspectives on the Residential School Apology and Prospects for Reconciliation." Pp. 257-262 in *Reading Sociology: Canadian Perspectives, 2<sup>nd</sup> edition*. Don Mills, ON: Oxford University Press.

- Denis, Jeffrey S. 2012. "Transforming Meanings and Group Positions: Anishinaabe-White Relations in Northwestern Ontario, Canada." *Ethnic and Racial Studies* 35(3): 453-470.
- Denis, Jeffrey S. 2012. "Why 'Idle No More' Is Gaining Strength, and Why All Canadians Should Care." *Toronto Star*, December 20.  
[[http://www.thestar.com/opinion/editorials/2012/12/20/why\\_idle\\_no\\_more\\_is\\_gaining\\_strength\\_and\\_why\\_all\\_canadians\\_should\\_care.html](http://www.thestar.com/opinion/editorials/2012/12/20/why_idle_no_more_is_gaining_strength_and_why_all_canadians_should_care.html)]
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- Freeman, Victoria. 2002. "Not-So-Distant Relations?" *Common-Place* 3(1).  
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[<http://rabble.ca/blogs/bloggers/pamela-palmater/2013/01/what-idle-no-more-movement-really>]
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### **RECOMMENDED ONLINE RESOURCES:**

- Aboriginal Healing Foundation (AHF): <http://www.ahf.ca/>
- CBC 8<sup>th</sup> Fire TV Series: <http://www.cbc.ca/8thfire/>
- Deyohahá:ge: Indigenous Knowledge Centre:  
<http://www.snpolytechnic.com/index.php/indigenous-knowledge-centre>
- Idle No More (INM): <http://www.idlenomore.ca/>
- Royal Commission on Aboriginal Peoples (RCAP):  
<http://www.aadnc-aandc.gc.ca/eng/1307458586498/1307458751962>
- Skills for Solidarity: <http://www.leadnow.ca/skills-for-solidarity/>
- Truth and Reconciliation Commission (TRC): <http://www.trc.ca/>
- Woodland Cultural Centre: <http://www.woodland-centre.on.ca/>