Reconciling Perspectives and Building Public Memory: Learning from the Independent Assessment Process

**Principal Investigator:** Cindy Hanson

**Co-Investigator(s):** Raven Sinclair, Amy Bombay, Cynthia Stirbys, Leah Levac, Dale Lakevold, Darrel Racine, Judy Hughes, Jacqueline Neopole, Raymond Frogner, Wendy Whitecloud, James Sakej Henderson

**Project Description:**

The proposed inquiry seeks a greater understanding of Canada’s legacy of Indian Residential Schools (IRS) as reported in the Independent Assessment Process (IAP). The study will analyze workings of the IAP in which compensation for abuses and other wrongful acts committed at the IRS are framed as reconciliation. Outcomes of the research follow from a discursive analysis of the language upon which the IAP is based and the generation of a more dynamic, critical knowledge response from diverse perspectives of participants involved in the process. Interrogating the epistemological understandings built into the discourse of the IAP responds to a gap in the literature about IRS compensation models and it is linked to reconciliation and decolonizing policies that have local and global ramifications. Furthermore, the study focuses on forms of reconciliation that move learning from a group of stakeholders invested or involved in redress, to a public pedagogy situated in wider social contexts.

**Funding Agency & Program:**

SSHRC Insight Grant