



**English Language Learning with Refugee Youth:  
Anti-Colonial Pedagogy  
OISE/UT**

October 5–December 7, 2018  
Fridays, 1– 4pm

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en sciences humaines  
du Canada

Canada

## **Week One**

### **Framing Global and Local Context**

Theme: Addressing national myths

Reading: Citizenship and Immigration Canada. (2012). *Discover Canada: The Rights and Responsibilities of Citizenship*.

Resource: Michael Mitchell: “Canada is...”

<https://www.youtube.com/watch?v=DjUvsT2DKk4>

## **Week Two**

### **Who are the Indigenous peoples of Canada? Why study colonialism?**

Theme: Understanding Colonialism

## **Week Three**

### **Trappers, Treaties, and Land**

Theme: Historical trajectory of land and occupation

## **Week Four**

### **Reservations, Camps, & Ghettos**

Theme: The Indian Act and segregation

## **Week Five**

### **Residential Schools, Child Welfare, & Incarceration**

Reading: King, T. *Borders*. <https://uit.no/Content/329345/Thomas%20King%20Borders-1.pdf>

## **Week Six**

### **Policing, Surveillance, Status, and Borders**

Themes: Borders in history and context.

Reading: King, T. *Borders*. <https://uit.no/Content/329345/Thomas%20King%20Borders-1.pdf>

## Week Seven

### Women and Violence

Themes: Breaking communities through violence against women.

Resource: Kimmerer. R.W. (2013). *Braiding Sweetgrass*. Milkweed: Canada.

## Week Eight

### Land, Dispossession, and Imperialism

Themes: Oka Crisis and Standing Rock.

Reading: Engelfied, N. (2016). How #NoDAPL united a movement for indigenous rights.

*Waging Nonviolence: People powered news and analysis.*

<https://wagingnonviolence.org/2016/09/nodapl-unites-movement-indigenous-rights/>

Resource: Why Did Europeans Enslave Africans?

<https://www.youtube.com/watch?v=opUDFaNgXc>

## Week Nine

### War, Migration, and Settlement

Themes: Resistance and Activism

Resource: Writing a Letter of Intent

## Week Ten

### Reflection and Feedback

## Additional Resources

### Films and Documentaries

#### Residential Schools, History, and Genocide

Democracy Now. (2015, June 03). Cultural Genocide: Landmark Report Decries Canada's Forced Schooling of Indigenous Children.

<https://www.youtube.com/watch?v=dONtV6H5UGc>

Magic Arrow Productions. (2016, June 28). Sleeping Children Awake (Full Version).

<https://www.youtube.com/watch?v=u0JAzgzKVZA>

National Film Board of Canada. (2017, August 15). Our Collection. <http://onf-nfb.gc.ca/en/our-collection/?idfilm=59718>

Salameh, M. (2018). Rise - Freedom is Mine. <https://www.youtube.com/watch?v=j9OqcuQ46VY>

### **Land and Territory Acknowledgment**

Centre for Teaching, Learning and Technology, University of British Columbia. (2016, October 18). Territory Acknowledgement Panel Talk.

<https://www.youtube.com/watch?v=lzqe2fh4Zdc>

Mills, S, Roque, S. & Chief Lady Bird. (2019). Indigenous land acknowledgements and the history of Tkaronto by @readlocallove. <https://locallove.ca/issues/land-acknowledgements-uncovering-an-oral-history-of-tkaronto/?fbclid=IwAR2jpbAqHrMt5Uw2dIHak4A0r6nBHMxAJm7umhUNdEZConZg7ohScifXW7g#.XCzX5c9Kiu7>

Network, C. S. (2016, November 25). Making Coast Salish Territorial Acknowledgments Matter. <https://www.youtube.com/watch?v=-Tei5tGoQ4s>

### **Indigenous World Views and Reconciliation**

Project H.O.M.E., P. (2016, July 04). Inaaknigewin with Isaac and Jerry.

<https://www.youtube.com/watch?v=cneRed5qW50>

Project H.O.M.E., P. (2016, January 26). Reconciliation Begins With the Land.

<https://www.youtube.com/watch?v=3pwHxmGU58U>

PSAC-AFPC. (2011, June 20). Justice for Aboriginal Peoples – It's time.

<https://www.youtube.com/watch?v=r5DrXZUIinU>

Wane, N. N. (2008). Mapping the field of Indigenous knowledges in anti-colonial discourse: A transformative journey in education. *Race Ethnicity and Education*, 11(2), 183-197.

[doi.org/10.1080/13613320600807667](https://doi.org/10.1080/13613320600807667)

## **News Media**

### **Resistance History**

Dunham, J. (2017, June 29). Resistance 150: Why Canada's birthday celebrations aren't for everyone. <https://www.ctvnews.ca/canada/resistance-150-why-canada-s-birthday-celebrations-aren-t-for-everyone-1.3478004>

Musktrat Magazine. (n.d.). <http://rabble.ca/news/2014/11/11-indigenous-resistance-movements-you-need-to-know>

Musktrat Magazine. (2015, January 21). Indigenous Peoples' Resistance Timeline.

<http://musktratmagazine.com/indigenous-peoples-resistance-timeline/>

## **Maps: Indigenous Languages and Treaties**

NativeLand.ca - A Question of Borders. (n.d.). <https://native-land.ca/a-question-of-borders/>

NativeLand.ca - Land Area – Canada & Land Claims Agreements. (n.d.). <https://native-land.ca/land-area-comparison-canada-and-land-claims/>

NativeLand.ca - Resources. (n.d.). <https://native-land.ca/resources/>

NativeLand.ca. (n.d.). <https://native-land.ca/>

Territories by Land. (n.d.). <https://www.whose.land/e/>

## **History and Historical Documents**

Canadian Historical Association. (n.d). Historical Booklets. (n.d.).

<https://cha-shc.ca/english/cha-publications/historical-booklets.html>

The Canadian Encyclopedia. (n.d). Indigenous Peoples.

<https://www.thecanadianencyclopedia.ca/en/timeline/first-nations>

The Canadian Encyclopedia. (n.d). Treaties with Indigenous Peoples in Canada.

<https://www.thecanadianencyclopedia.ca/en/article/aboriginal-treaties>

NYC Stands with Standing Rock Collective. (2016). #StandingRockSyllabus.

<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>

## **Land Acknowledgement Discussions**

CAUT. (n.d.). Guide to Acknowledging First Peoples & Traditional Territory.

<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>

LSPIRG. (n.d.) Know the Land. (n.d.). <http://www.lspirg.org/knowtheland/>

Shahzad, R. (2017, July 17). Why acknowledging the Indigenous lands we stand on is so important | CBC News. <https://www.cbc.ca/news/canada/toronto/territorial-acknowledgements-indigenous-1.4175136>

## **Solidarity Work and Community Development Projects**

City of Vancouver. (2018, January 31). The Dialogues Project. <https://vancouver.ca/people-programs/dialogues-project.aspx>

Kairos. (2018, August 03). Indigenous and Newcomer Friendships: Building relationships of solidarity. <https://www.kairoscanada.org/indigenous-newcomer-friendships-building-relationships-solidarity>

Morgensen. S. (2014). White Settlers and Indigenous Solidarity: Confronting White Supremacy, Answering Decolonial Alliances. <https://decolonization.wordpress.com/2014/05/26/white-settlers-and-indigenous-solidarity-confronting-white-supremacy-answering-decolonial-alliances/>

NSAR. (n.d.) Living under the same roof. <http://www.mynsar.ca/living-under-the-same-roof.html>

Ontario Federation of Labour. (2018, June 19). OFL recognizes National Indigenous Peoples' Day with permanent land acknowledgement and the launch of new resources for

- understanding. <https://globenewswire.com/news-release/2018/06/19/1526296/0/en/OFL-recognizes-National-Indigenous-Peoples-Day-with-permanent-land-acknowledgement-and-the-launch-of-new-resources-for-understanding.html>
- Surry Local Immigration Partnership (2018, March 12). Building Solidarity Between Indigenous and Refugee Communities in Surry. <http://surreylip.ca/blog-entry/building-solidarity-between-indigenous-and-refugee-communities-surrey>
- Truth and Reconciliation Commission of Canada: Calls to Action. (2015). <http://www.trc.ca/websites/trcinstitution/index.php?p=905>
- United Church of Canada. (n.d). Indigenous and Newcomer Friendships: Building Relationships of Solidarity. <https://generalcouncil43.ca/news/indigenous-and-newcomer-friendships-building-relationships-solidarity>
- Walia, H. (2012, January 1). Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch*. <https://briarpatchmagazine.com/articles/view/decolonizing-together>

### **Handout Activities**

- Gray Smith, M. (n.d.). Speaking Our Truth A Journey of Reconciliation. <https://orcabook.com/speakingourtruth/index.html>

### **Supplementary Reading for Instructors**

- Ficarra, J. (2107). Comparative International Approaches to Better Understanding and Supporting Refugee Learners. *Issues in Teacher Education*,26(1), 73-84.
- Haque, E. (2014). Neoliberal governmentality and Canadian migrant language training policies. *Globalisation, Societies and Education*,15(1), 96-113. [doi.org/10.1080/14767724.2014.937403](https://doi.org/10.1080/14767724.2014.937403)
- Madley, B. (2004). Patterns of frontier genocide 1803–1910: The aboriginal Tasmanians, the Yuki of California, and the Herero of Namibia. *Journal of Genocide Research*,6(2), 167-192. [doi.org/10.1080/1462352042000225930](https://doi.org/10.1080/1462352042000225930)
- Madokoro L. (2018). Peril and possibility: A contemplation of the current state of migration history and settler colonial studies in Canada. *History Compass*. [doi.org/10.1111/hic3.12516](https://doi.org/10.1111/hic3.12516)
- Marfleet, P. (2013). Explorations in a Foreign Land: States, Refugees, and the Problem of History. *Refugee Survey Quarterly*,32(2), 14-34. [doi.org/10.1093/rsq/hdt006](https://doi.org/10.1093/rsq/hdt006)
- M. D., & Kipling, G. (2003). Aboriginal People, Resilience and the Residential School Legacy. [doi.org/10.1177/1049732315609569](https://doi.org/10.1177/1049732315609569)
- Ostler, Jeffrey. (2016). ‘Just and Lawful War’ as Genocidal War in the (United States) Northwest Ordinance and Northwest Territory, 1787–1832. *Journal of Genocide Research*18(1): 1-20. [doi.org/10.1080/14623528.2016.1120460](https://doi.org/10.1080/14623528.2016.1120460)