

# Indigenization: Mapping Your Process

## A Conversation Starter Supplementary Resource List

**TEACHING AND CURRICULUM DEVELOPMENT CENTRE**

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## Table of Contents:

A. Some Initial Questions .....	2
B. Land/Territorial Acknowledgements.....	3
C. Resources on Positionality .....	4-5
D. Resources on Power and Privilege .....	6-7
E. Anti-Racism Resources in Canada .....	8
F. Colonialism/Settler Colonialism in Canada .....	9
G. Indian Hospitals/Sanatoriums .....	10
H. The Child Welfare System and the Sixties Scoop .....	11-12
I. Residential Schools Canada .....	13
J. Indian Day Schools .....	14
K. Missing and Murdered Indigenous Women, Girls, and Two Spirit Peoples.....	15-16
L. United Nations Declaration on the Rights of Indigenous Peoples .....	17
M. Hard/Difficult Conversations .....	18
N. Indigenization Resources .....	19
<b>Appendix 1: Other resources not available via Langara Library.....</b>	<b>20-22</b>

## A. Some Initial Questions:

1. Where are you located?
2. Who are you?
3. Where does your family come from?
4. How/Why did you come to Langara College?
5. Whose lands do you live on?
6. How have we, as a collective, come together in this moment?
7. Are you an (un)invited guest?

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- Spend time with your family. Learn about who you are and where you come from.
  - Spend some time getting to know the place you live and work.
  - Whose lands do you inhabit?

**Native Land**  
<https://native-land.ca>

**Indigenous Peoples Atlas of Canada**  
<https://indigenouspeoplesatlasofcanada.ca/>

## B. Land/Territorial Acknowledgements:

- Bell, C. (2020). Unsettling existence: Land acknowledgement in contemporary Indigenous performance. *Performance Research*, 25(2), pp. 141-148. <https://doi-org.ezproxy.langara.ca/10.1080/13528165.2020.1752587>
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## C. Resources on Positionality:

- Caruana, V., & Montgomery, C. (2015). Understanding the transnational higher education landscape: Shifting positionality and the complexities of partnership. *Learning and Teaching*, 8(1), pp. 5-29. <https://dro.dur.ac.uk/29082/2/29082.pdf>
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- Drame, E., & Irby, D. (2015). Positionality and racialization in a PAR project: Reflections and insights from a school reform collaboration. *Qualitative Report*, 20(8), 1164. <https://doi.org/10.46743/2160-3715/2015.2236>
- Foote, M., Q., & Bartell, T. G. (2011). Pathways to equity in mathematics education: How life experiences impact researcher positionality. *Educational Studies in Mathematics*, 78(1), pp. 45-68. <https://eds-a-ebSCOhost-com.ezproxy.langara.ca/eds/pdfviewer/pdfviewer?vid=2&sid=298cdbc1-7aa3-45a7-870d-5de6ea25d858%40sdc-v-sessmgr01>
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- Atteberry-Ash, B., Nicotera, N., & Gonzales, B. (2021). Walk the talk of power, privilege, and oppression: A template analysis. *Journal of Social Work Education, 57(1)*, pp. 7-15. <https://www-tandfonline-com.ezproxy.langara.ca/doi/pdf/10.1080/10437797.2019.1661917?needAccess=true>
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## E. Anti-Racism Resources in Canada:

Canadian Women's Foundation. (2020, June 1). *Resources for Ending Anti-Black Racism*. <https://canadianwomen.org/blog/ending-anti-black-racism/>

Experiences Canada. (n.d.). *Anti Racism Resources*. <https://experiencescanada.ca/resources/anti-racism-resources/>

Lean in Canada. (2020, June 29). *Anti-Racism Resources for Canadians*. <https://leanincanada.com/anti-racism-resources-for-canadians/>

Ontario Federation of Labour. (2020, July 9). *Anti-Racism Resource List*. <https://ofl.ca/anti-racism-resource-list/>

Public Service Alliance of Canada. (2021, May 26). *Anti-Racism Resources*. <http://psacunion.ca/anti-racism-resources>

This resource has an entire section on Anti-Racism Resources for White People

Smooth, J. (2008, July 21). *How To Tell People They Sound Racist* [Video]. III Doctrine. [http://www.illdoctrine.com/2008/07/how\\_to\\_tell\\_people\\_they\\_sound.html](http://www.illdoctrine.com/2008/07/how_to_tell_people_they_sound.html)

United Food and Commercial Workers Canada. (n.d.). *Anti-Racism Resources*. [http://www.ufcw.ca/index.php?option=com\\_content&view=article&id=32798&Itemid=2483&lang=en](http://www.ufcw.ca/index.php?option=com_content&view=article&id=32798&Itemid=2483&lang=en)

**This resource has free and accessible PDFs on the following:**

- What is Xenophobia and Racism?
- What is White Privilege?
- What does it mean to be Anti-Racist?
- What is Racism?
- What is Settler Colonialism?
- What is Intersectionality?
- What does Allyship look like in the fight against Racial Injustice?
- What do Racial Microaggressions look like at work?
- How can you support BIPOC Union Members at Work?
- Bystander Intervention and Anti-Racism

## F. Colonialism/Settler Colonialism in Canada

- BCcampus. (n.d.) *Colonization*. <https://opentextbc.ca/indigenizationfoundations/chapter/43/>
- Camfield, D., & Woroniak, M. (2013, January 31). *Choosing not to look away: Confronting colonialism in Canada*. Rabble.Ca. <https://rabble.ca/news/2013/01/choosing-not-look-away-confronting-colonialism-canada>
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## G. Indian Hospitals and Sanatoriums:

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- Geddes, G. & ProQuest (Firm). (2017). *Medicine Unbundled: A journey through the minefields of Indigenous health care*. Heritage. <https://ebookcentral.proquest.com/lib/langara-ebooks/detail.action?docID=4836769>
- Indian Residential School History and Dialogue Centre. (n.d.). *Indian Hospitals in Canada*. University of British Columbia. <https://irshdc.ubc.ca/learn/indian-residential-schools/indian-hospitals-in-canada/>
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## H. The Child Welfare System and the Sixties Scoop:

- Bombay, A., McQuaid, R. J., Young, K., Sinha, V., Currie, V., Anisman, H., & Matheson, K. (2020). Familial attendance at Indian Residential School and subsequent involvement in the child welfare system among Indigenous adults born during the sixties scoop era. *First Peoples Child & Family Review*, 15(1), pp. 62-79. <https://www.erudit.org/fr/revues/fpcfr/2020-v15-n1-fpcfr05200/1068363ar.pdf>
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- A free PDF of this book is available upon login to the Facing History website.
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## J. Indian Day Schools:

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## K. Missing and Murdered Indigenous Women, Girls, and Two-Spirit Peoples:

Anderson, K., Campbell, M., Belcourt, C., Scholars Portal Books: Canadian University Presses 2018, desLibris – Books, & Downtown Eastside Power of Women Group. (2018). In Anderson, K., Campbell M. and Belcourt, C. (Eds), *Keetsahnak: Our missing and murdered indigenous sisters* (First ed.). The University of Alberta Press. <https://ebookcentral.proquest.com/lib/langara-ebooks/detail.action?docID=4891128>

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Volume 1a:

[http://publications.gc.ca/collections/collection\\_2019/bcp-pco/CP32-163-2-1-2019-eng.pdf](http://publications.gc.ca/collections/collection_2019/bcp-pco/CP32-163-2-1-2019-eng.pdf)

Volume 1b:

[http://publications.gc.ca/collections/collection\\_2019/bcp-pco/CP32-163-2-2-2019-eng.pdf](http://publications.gc.ca/collections/collection_2019/bcp-pco/CP32-163-2-2-2019-eng.pdf)



Volume 2:

[http://publications.gc.ca/collections/collection\\_2019/bcp-pco/CP32-163-2-1-2019-1-eng.pdf](http://publications.gc.ca/collections/collection_2019/bcp-pco/CP32-163-2-1-2019-1-eng.pdf)

Executive Summary:

[http://publications.gc.ca/collections/collection\\_2019/bcp-pco/CP32-163-2-3-2019-eng.pdf](http://publications.gc.ca/collections/collection_2019/bcp-pco/CP32-163-2-3-2019-eng.pdf)

Royal Canadian Mounted Police. (2021, March 6). *Missing and murdered Indigenous women and girls*. <https://www.rcmp-grc.gc.ca/indigenous-autochtone/mmaw-fada-eng.htm>

## L. United Nations Declaration on the Rights of Indigenous Peoples:

- Fraser, S. (2019). *Bill 41 – 2019: Declaration on the Rights of Indigenous Peoples Act*. Legislative Assembly of British Columbia. <https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>
- Government of Canada. (2021, May 28). *Implementing the United Nations Declaration on the Rights of Indigenous Peoples in Canada*. <https://www.justice.gc.ca/eng/declaration/index.html>
- Indian Residential School History and Dialogue Centre. (n.d.-a). *Implementing UNDRIP in BC: A Discussion Paper Series*. University of British Columbia. Retrieved June 17, 2021, from <https://irshdc.ubc.ca/about/publications-and-reports/undrip-papers/>
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- United Nations. (2007, September 13). *United Nations Declaration on the Rights of Indigenous Peoples*. [https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

## M. Hard/Difficult Conversations:

Center for Innovative Teaching and Learning. (n.d.). *Managing Difficult Classroom Discussions*. Indiana University Bloomington. <https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/index.html>

Center for New Design in Learning and Leadership. (n.d.). *Difficult Discussions*. The Teaching Commons. <https://commons.georgetown.edu/teaching/teach/discussions/>

Center for Teaching. (n.d.). *Difficult Dialogues*. Vanderbilt University. <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Facing History & Ourselves. (n.d.). *Preparing Students for Difficult Conversations*. <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/preparing-students-difficult>

Vogelsang, J. D., & McGee, S. (2015). *Handbook for Facilitating Difficult Conversations in the Classroom* [E-book]. Center for Teaching Excellence | University of Florida. <http://teach.ufl.edu/wp-content/uploads/2016/07/Handbook-for-Facilitating-Difficult-Conversations2.pdf>

## N. Indigenization Resources:

- Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), pp. 218-227. <https://journals-sagepub-com.ezproxy.langara.ca/doi/pdf/10.1177/1177180118785382>
- Heath, T. (2019). *Complicating international education: Intersections of internationalization and indigenization*. (Dissertation). [https://conservancy.umn.edu/bitstream/handle/11299/211331/Heath\\_umn\\_0130E\\_20878.pdf?sequence=1&isAllowed=y](https://conservancy.umn.edu/bitstream/handle/11299/211331/Heath_umn_0130E_20878.pdf?sequence=1&isAllowed=y)
- Oberhofer, C. (2020). Decolonization and indigenization in music education. *Canadian Music Educator*, 62(1), pp. 48-53. <https://login.ezproxy.langara.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=146136236&site=eds-live&scope=site>
- Office of Aboriginal Education & Open Learning, Thompson Rivers University. (n.d.). *Resources. Towards Indigenizing Higher Ed.* <https://towards-indigenizing.trubox.ca/resources/>
- Robinaud, M. (2019). Indigenization and enculturation: catholic churches on First Nations reserves in Western Canada. *Recherches Améindiennes Au Québec*, 49(1), pp. 83-94. <https://www.erudit.org/en/journals/raq/2019-v49-n1-raq05082/1066763ar.pdf>
- Rondeau, L, St. Amant, D., Davis, J., Morcom, L., Maracle, K., & Brant, L. (2020). *Indigenizing Online Learning* [E-book]. Queen's University | Faculty of Education. [https://educ.queensu.ca/sites/webpublish.queensu.ca.educwww/files/files/IndigenizingOnlineLearning\\_2020.pdf](https://educ.queensu.ca/sites/webpublish.queensu.ca.educwww/files/files/IndigenizingOnlineLearning_2020.pdf)
- Teaching and Learning. (n.d.). *Indigenization*. University of Saskatchewan. <https://teaching.usask.ca/curriculum/indigenization.php#EldersMessage>

## Appendix 1:

The following resources are not readily available via the Langara Library. To access any of the following, please contact the library for an inter-library loan.

### A. Some Initial Questions

Phillips, L. G., & Bunda, T. (2018). *Locating self in place and ancestral storying*. (1<sup>st</sup> ed., pp. 17-42). Routledge.

### B. Land/Territorial Acknowledgements

Robinson, D., Hill, K. J. C., Ruffo, A. G., Couture, S., & Ravensbergen, L. C. (2019). Rethinking the practice and performances of Indigenous land acknowledgement. *Canadian Theatre Review*, 177, pp. 20-30.

Monchalín, L. (2020). You are on indigenous land: Acknowledgement and action in criminology. In K. Henne, & R. Shah (Eds), (1<sup>st</sup> ed., pp. 259-270). Routledge.

Keptwo, S., & EBSCOhost. (2021). *We all go back to the land: The who, why, and how of land acknowledgments*. Brush Education Inc.

### C. Resources on Positionality

Powell, D. (2021). Critical ethnography in schools: Reflections on power, positionality, and privilege. *International Journal of Qualitative Studies in Education*, pp. 1-14.

Kim, Y. (2021). Imagining and teaching citizenship as non-citizens: Migrant social studies teachers' positionalities and citizenship education in turbulent times. *Theory and Research in Social Education*, pp. 1-25.

### D. Resources on Power and Privilege

Case, K., & O'Reilly for Higher Education. (2013). In Case K. (Ed.) *Deconstructing privilege: Teaching and learning as allies in the classroom*. Routledge.

Kitchen, R., & Berk, S. (2017). Keeping the focus on underserved students, privilege and power: A reaction to Clements and Sarama. *Journal for Research in Mathematics Education*, 48(5), pp. 483-487.

Tisdell, E. J. (1993). Interlocking systems of power, privilege, and oppression in adult higher education classes. *Adult Education Quarterly (American Association for Adult and Continuing Education)*, 43(4), pp. 203-226.

## E. Anti-Racism Resources in Canada

## F. Colonialism/Settler Colonialism in Canada

Harris, C. (2020). *A Bounded Land: Reflections on Settler Colonialism in Canada*. UBC Press.

Battell-Lowman, E, and Barker, A. (2016). *Settler: Identity and Colonialism in 21<sup>st</sup> Century Canada*.

## G. Indian Hospitals/Sanatoriums

## H. The Child Welfare System and the Sixties Scoop

Badry, D. E., Montgomery, H. M., Kikulwe, D., Bennett, M., & Fuchs, D. (2018). *Imagining child welfare in the spirit of reconciliation*. University of Regina Press.

Fachinger, P. (2019). Colonial violence in sixties scoop narratives: From in search of April raintree to A matter of conscience. *Studies in American Indian Literatures*, 31(1-2), pp. 115-135.

Stevenson, A. D. (2020). *Intimate integration: A history of the sixties scoop and the colonization of Indigenous kinship*. University of Toronto Press.

## I. Residential Schools Canada

Miller, J. R. & ProQuest (Firm). (2017). *Residential schools and reconciliation: Canada confronts its history*. University of Toronto Press.

Milloy, J. S., McCallum, M. J. L., & desLibris – Books. (2017). *A national crime: The Canadian government and the Residential School system*. University of Manitoba Press.

Fox, B. (2020). *Genocidal love: A life after Residential School*. University of Regina Press.

## J. Indian Day Schools

Video: *A day at Indian Residential Schools in Canada*. French, C., Kewayosh, S., Young, D., White-Eye, L., Peel, B. Indigenous Education Coalition and Canada. Department of Indian Affairs and Northern Development (Directions). (2005). [Video/DVD] Muncey, Ont: Indigenous Education Coalition.

## K. Missing and Murdered Indigenous Women, Girls, and Two Spirit Peoples

## L. United Nations Declaration on the Rights of Indigenous Peoples

