

LBST 330 – Fall 2018

Module I – Stocktaking

Fields of Interest Assessment Exercise

LBST 330 Fall 2018

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1. *Emerging fields of interest –*

- Depiction of minorities in film and film industry (on screen and off screen)
 - First Nations and LGBTQ+
- First Nations oral histories and education
 - Incorporation of First Nations oral histories and traditions into the mainstream public-school system syllabus
 - Incorporation of colonization from the First Nations perspective (including Residential School System, Banning of potlatch and the Indian Act)
- Access to education including post-secondary for First Nations/ Metis/ Inuit

2. *List of courses related –*

a. Community Leadership 101 Community Based Research – Fall 2016

In my previous program, Community Leadership, Development and Outreach, I took a community-based research class. We looked at our interests similar to LBST 330 and did a final research project proposal based on said interest. My interest then was very similar to my interest now, but less focused. This class was my first ever research-based course and introduced me to the differences between qualitative and quantitative research.

b. Anthropology 206 First Nations of BC – Fall 2016 Gillian Crowther

Anthropology 206 with Gillian Crowther helped solidify my interest in First Nations culture and histories through her ethnography of working with

Indigenous peoples of British Columbia. Although my interests are directed more towards local First Nations in metro Vancouver, learning of different Nations and cultures within our province and country.

c. Film 323 Queer Cinema – Spring 2018 Ki White

This course looked at and introduced topics such as the AIDs crisis, people who identify Transgender/ Two Spirit, the Stonewall Uprising and conception of Pride along with many film theories and how they correlate closely with LGBTQ+ issues. Before taking this course, I had very limited knowledge on aspects of both film and LGBTQ+ but this class helped me gain an understanding and a yearning to learn more and tie it to my knowledge of First Nations people.

d. Anthropology 249 Compar. Cultures: Field Study – Summer 2018 Bob Muckle

This course looked at the First Nations bands of Metro Vancouver through an interdisciplinary lens with the help of three members of the Squamish First Nation, and Musqueam Indian Band. Once a week for three weeks the class would take a field trip to a designated historical site and through archaeological learnings and oral histories of the specific First Nations territory we were on. This class helped me learn more about different Bands and Nations in the lower mainland and how their territories were shared and overlapped before the coming of colonizers where they were pushed into small reserve lands and slowly became the minority on their own territory.

3. List of extra-curricular experiences related to your emerging field(s) of interest –

a. Racism. Stop It! Video project – 2011

In 2011, a few friends and I were part of a junior youth empowerment group and as a service project, we decided to enter a video competition put on by Immigration Canada in hopes of raising awareness of racism in our community.

My group and I got a large roll of paper when an array of markers and pens and asked passerby's how they could stop racism in their communities. In under 6 hours, we had over 400 signatures and notes. This extra-curricular activity not only relates to my interest in marginalized groups and underrepresentation but also relates greatly to my interest in film and the issues surrounding depiction in the medium. Our video ended up winning the "Publics Choice Award" and we won an expense paid trip to Ottawa to meet with the minister of immigration at the time.

b. Junior Youth Empowerment Group Tsleil-Waututh Nation – 2012

In the middle of 2012, after completing the service project mentioned above, I was offered the opportunity to start a junior youth empowerment group of my own facilitated by myself and a group of friends on Tsleil-Waututh Nation on the Burrard Inlet. This was my first time encountering or working with First Nations people and I immediately had enormous amount of respect and love for the people and their culture. In order to start the group, my co-animators and I had to present a proposal to Chief and Counsel and offered a two week "trial run" of the group in order to see if the youth were receptive and would like to continue on a weekly basis. The group continued for 3 years and we met every week at least once a week. I've lived on Unceded territory my entire life and felt a sense of obligation to immerse myself in the culture of those who's land this used to belong to.

c. First Nations Awareness Week Argyle Secondary – 2013

In my last few months as a senior at Argyle Secondary School and as a final project for my Social Justice class, I chose to plan and host a First Nations Awareness week for Argyle Secondary and the neighbouring elementary schools within the catchment area. The week consisted a different activity or presentation every day including Residential School survivors sharing their

respective stories and encounters while in the System, and residual traumas and affects, a blanket ceremony carried out by the Squamish Nation and a short “fair” type activity for kids in Grade 7 from Fromme Elementary School.

4. *Signature Work Analysis* –

a. Film 323 Spring 2018 Term Paper – LGBTQ in Iran “Be as You Are”

In my Film 323 class with Ki White, we were asked to conduct a detailed academic research on a single topic of issue of our choice within the realm of queer cinema studies. Although the guidelines were very broad and vague, they allowed me to write about something that I was (and continue to be) truly curious about; LGBTQ people living in the Islamic Republic of Iran. As a woman who identifies as a member of the LGBTQ community and whose parents are both from Iran, I thought it was important to learn about my culture and current identity and how they coexist. Iran, previously known as Persia is currently run by a very oppressive and tyrannical Islamic government which forces their citizens to all abide by Islamic rules regardless of their religious views. In my paper, I analyzed and researched three important time periods in Iran’s history; pre-revolution (circa 1700’s-1900’s), post-revolution (circa 1979), and a current time nearly 30 years after the revolution.

For each time period I found writings from sources ranging from the United Nations, to Amnesty International and practicing Mullahs from Iran. However, my main source for answers to my research was a film by the name of “Be Like Others: Transsexuals in Iran” directed by Tanaz Eshaghian. This film follows the lives of multiple people (men and women) in Iran who identify as homosexual but cannot live their authentic lives. In Iran, as per the Quran, the Islamic holy book, homosexuality is condemnable by death or lashes. People have somewhat recently discovered a loophole in the system and it has become increasingly popular in the countries capital. This loophole they have discovered and

continue to pursue is undergoing very dangerous gender reassignment surgeries in order to be attracted to the opposite gender.

This paper opened my eyes to many injustices that continue to go on in the world around us. It was extremely interesting and heartbreaking to learn about the unfortunate fate of many in my parent's home country. It is disheartening to think that if my parents did not escape Iran when they did, my life would be in danger purely based on something as trivial as my sexual orientation. This piece of academic work fueled a fire in me to stand up for what I believe in and gave me the tools necessary to do so.

b. Anthropology 249 Field Report

Over the course of the Anthropology 249 class this past summer, we would go over anthropological and archaeological terms, and concepts surrounding local First Nations people and bands in Metro Vancouver. After our lectures, we would follow-up our knowledge from the class through field trips with local First Nations on their cultural territory. Throughout the course of the class we were asked to take notes during our field excursions to later compile them with our knowledge from lectures into a field report document. We went on three field excursions; 1. Musqueam Indian Band, 2. Sea to Sky highway, 3. Stanley Park.

This document of compiled notes and learnings helped tie many loose strings together from lectures, readings and oral teachings from the local First Nations. The first field report follows the field excursion to Musqueam Indian Band where we were welcomed and shown around by Musqueam native, Alec Dan. The report continues on with specific times we arrived at different locations on the reserve. Each field report in the compilation follows a similar trend; stating the time of arrival, places we saw, oral histories that were shared with us accompanied by photos taken on the day. The field reports were separated into

three distinct sections; the introduction, description and discussion. In the introduction we were asked to simply state at what time we left campus, what time we arrived on site of the field excursion and set the stage for the next section. In the description, we went more into depth about where we went, what we saw and gave short descriptions of the stories and oral histories we were told. It felt as though while you were reading the description, you were on the field excursion, truly getting a sense of what happened on that day. Lastly in the discussion, we were asked to tie in everything we learned from readings, class lectures and field excursions into one. Here we could care any questions or objections we had or any information that contradicted each other from the different mediums we gathered our information from.

This assignment helped learn new ways of gathering information and doing research in a way I had never done before. This being my first field study class, I had a very open mind to how I would learn and gather information. I will keep my new knowledge, not only academic and research methods, but cultural learnings about local First Nations, with me forever and hope to apply it to my final Graduation Project in Liberal Studies. ‘

5. *Sample Research Projects:*

a. Tutorial 1 – Ki White – Film and minority depiction (including LGBTQ + First Nations)

Although not completely solidified in my idea, I would really love to do a tutorial with Ki White surrounding the issue of portrayal of minorities in the film industry (both on screen or off screen). I understand this is a very broad topic and I still have to decide which minority group I would like to focus on, either LGBTQ or First Nations. In many films, First Nations people are played by non-First Nations actors, similarly in many films with members of the LGBTQ community, roles are given to cis gendered, heterosexual actors. Many smaller independent films hire

actors who fit the proper demographic of their characters they are portraying, but it seems to be less common in bigger Hollywood films. The portrayal and depiction of minorities is an important topic as films have such a far reach in terms of who sees them and how it effects people lives.

b. Tutorial 2 – David Kirk – Incorporation of First Nations oral histories and traditions into the mainstream public-school system syllabus

For this tutorial, I believe David Kirk would be instrumental in helping me reach my research goal. I am very interested in how kids from kindergarten to grade 12 are taught and introduced to Canadian First Nations history and colonization. Growing up, I was never explicitly taught about how Canada became the country it is today. My hope of doing this tutorial would be to open up a dialogue and hopefully move forward with reconciliation between First Nations and non-First Nations people in Canada. There needs to explicit sections in Social Studies throughout public schools in both elementary school and high school covering the coming of Europeans, the banning of the potlatch, the introduction of reserves/ Indian Act and the residential school system and the effects it has on future generations.