By Niyosha Keyzad
WHO WE ARE

The Scarborough Studies Collective is an interdisciplinary and intergenerational collective of local scholars, artists, community organizers, and residents from various fields and knowledge backgrounds.
VISION

The Collective’s vision is to create a space for critical and creative dialogue about Scarborough, by Scarborough, in Scarborough.

We recognize Scarborough as a site of local knowledge and social change, and we are committed to an ethical practice of developing and preserving local knowledge and stories.
MANDATE

Our purpose is to bridge the UTSC and Scarborough communities, by:

- Convening an interdisciplinary and intergenerational collective of students, scholars, artists, community organizers, and residents from various fields and backgrounds to critically explore local (his)stories
- Creating community engagement opportunities that foster ethically responsible ways of (re)telling stories and uncovering local knowledge
- Promoting local citizenship through experiential learning and community engagement
- Supporting the development of local arts, media, and scholarship, for and by the Scarborough community

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GUIDING PRINCIPLES

Ethically engaging with the community, as Scarborough becomes a subject of “attention” (e.g., gentrification)

Making the humanities innovative in the context of UTSC and Scarborough through experiential learning and participatory action research.

Interdisciplinary & Intergenerational in every way by engaging artists, community builders, and scholars to empower the community and to preserve their knowledge.
PAST PROJECTS
Scarborough Studies Symposium 02|18

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PAST PROJECTS
City Studies Lecture 3|18
PAST PROJECTS:
Film Screening 3/18 (Partners: SELF & Prof. Leonard)
PAST PROJECTS
CBC Interview 09|18 (Nuit Blanche Scarborough)
PAST PROJECTS
Scarborough Lit! (Partner: English Department)
CURRENT PROJECTS

JHI Resemblage Project (Partner: Prof. Charise)
Teaching
Scarborough Literature

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Critically Engaging with Scarborough Literature

ANNUAL ENGLISH UNDERGRADUATE CONFERENCE
7 FEBRUARY 2019

CALL FOR PAPERS

SPACE, PLACE, AND THE ENVIRONMENT

We welcome academic essays and creative writing that take any approach to the conference theme. Examples may include but are not limited to climate, catastrophes, ecology or ecocriticism, social narratives, nature, landscape, land rights, and Scarborough itself.

Submission Guidelines:
- We recommend essays of 8-12 pages, but still accept any paper over 6 pages.
- Creative works may fall into the categories of poetry, fiction, and nonfiction.
- Length limits for creative works are 8-12 pages, but 10 to 20 pages awarded for prose.
- Honorary Prizes Awarded for Best Academic Essay & Best Creative Work.

Submission Deadline: 31 December 2018
Email submissions to utscenglishconference@gmail.com
MOVING FORWARD:

✓ Develop ethical engagement with the community
✓ Explore experiential learning in literary studies
✓ Promote community engaged scholarship
✓ Create campus-community connections
✓ Innovate the humanities in the context of Scarborough

Scarborough Studies is working towards these goals with the community; it’s time to engage with the community beyond our campus.
ENGAGING SCARBOROUGH

“We have to honour the stories and art already here. We have a strong spoken word scene. We cannot accept that Scarborough has arrived because of the Euro-centric gaze.” - Catherine Hernandez

“With initiatives such as Scarborough Studies, what do we have to centre so it doesn’t go sideways? What vulnerabilities do we have to centre? What stories need to be surfaced?” - David Chariandy
“The Right to the City”

“The right to the city is far more than a right of individual access to the resources that the city embodies: it is a right to change ourselves by changing the city more after our heart’s desire. It is, moreover, a collective rather than an individual right since changing the city inevitably depends on the exercise of a collective power over the processes of urbanization. The freedom to make and remake ourselves and our cities is one of the most precious yet most neglected of our human rights” (David Harvey, “The Right to the City”).
CURRENT PROJECTS
Scarborough Zine Series

Presented by
Scarborough Studies Collective

Zine Series

UTSC MAKERSPACE
5:30 - 8:30 PM

Workshop Dates
Thursday, October 17th
Thursday, October 24th
Friday, November 1st
Friday, November 8th
Friday, November 15th

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“Until taking this course, I had never read a book primarily situated in Toronto. My experience reading a contemporary novel set in Scarborough was unique [in that I was] reading about somewhere I could actually relate to. Though I do not live in Scarborough, I go to school here, and now I have a more intimate understanding of an area I thought I knew so much about. I did not realize how much I can relate to the issues regarding transit. As a commuter student, this is something I deal with on a daily basis.”
STUDENT REFLECTIONS

“I was surprised by the extremely low living conditions in certain parts of Scarborough that I was completely oblivious to. Most of us are fortunate enough to wake up with a roof over our heads, food on the table, and parents who love us and work towards building a better future for us. Hernandez left me with a version of Scarborough that I have never witnessed.”
“Maybe it was because Scarborough is my home and close to my heart, that I saw Hernandez’ depiction of the people and the area as so downtrodden. Perhaps it wasn’t Hernandez’ idea to portray Scarborough in the way that I perceive it. [...] I am dismayed about the fact that where I live is thought of as being so poor, and that all my life, I have never seen it. It has really made me think that I live in oblivion. It makes me either want to make changes or move.”
“When I first heard the name of the novel that we were going to read in ENGB05, I made an internal prayer hoping that it wasn’t going to be like the other novels I had to read in other english classes and I guess my prayers were answered. Most of the novels that I had to read in the past were ones that I grudgingly read and tossed it in my shelf only to collect dust and hopefully be forgotten. [...] I talked to my parents about Scarborough. When I explained Cory to my parents, they told me that they lived in Scarborough in the 80s, which was something that I was completely unaware of. My mom told me that she used to get bullied [at] school. [...] Knowing someone as important to me as my mother had experienced the things that Scarborough talked about [helped] me establish a more significant relationship with the book and as a result, I re-read the novel so that I can better understand the things my mother went through when she was my age.”
“Before analyzing the novel, it seemed like a story about the life of two brothers, but as we read it closely, I realized that it's a novel about the black community and the injustice they have to live in. This taught me about the racial injustice in Scarborough and Canada in broader sense. Since the novel was so intriguing I have talked about it with my friends back in Bangladesh and recommended this novel to them. This has helped me in discussing passive racism in Canada with my friends, who believe racism doesn’t exist in Canada.”
"I have lived in Scarborough for about a year and a half, so the experience of reading 'Brother' relates closely to me as an international student in Toronto. I find it intriguing to see Scarborough and the living situation of immigrants in Canada from somebody who actually grew up here, a local writer. What's more, it changes my perception of Canadian society and people too, because they always seems to be so friendly that makes me ignore some of the problems like racism and systematic oppression."
"When I started my new life in Canada at the beginning of the semester as international student, I knew nothing about Scarborough. Exploring the city myself, I saw all the nice parts of this lovely place, but 'Brother' and this course are like telescopes that allow me to see the part that far away from me. Knowing the dark side of a society is heavy, but I think it is necessary."
“After reading the novel, I feel more attached to this place as I deeply sympathized with the characters in Brother. I see the characters as the representatives of the real discriminated people in Scarborough. Although I know that a novel cannot grasp the whole narrative of the real inhabitants of a place, I feel closer to Scarborough than before.”
“I discussed the novel with my friend back home, as we were talking about racism and discrimination around the world. We discussed how unjust and tragic it is for black communities to be easily accused of crimes, and to even get shot by the police in America. During that conversation, I mentioned that this kind of racism, prejudice, and discrimination exists even in Canada.”
“The topics came up in discussions for me, especially as this class openly raised touchy subjects, giving me confidence to speak up against issues in Scarborough that no one would talk about. The novel brought attention to issues that I talk about outside of the course, and the class gave me the confidence and will to want to speak more about them.”
“Subconsciously, I knew that Scarborough is a run-down area that isn’t as maintained as it could be, and that the urban scenery of Downtown is refined and beautiful, in contrast. However, I never considered why this was the case. After reading the novel, I realized that Scarborough is underserved.”
“Reading *Brother* changed the way I look at and think about Canada. Before reading the novel I knew that systemic racism and police brutality were issues that existed, but I thought of them more in the abstract, as things that happened in America, or rarely in parts of Canada. This novel opened my eyes, not only to the reality of the GTA, but the country as a whole. [...] This book has opened my eyes to a different side of Canada that I have never experienced. It’s shown me that I had fallen into the same trap as Pico Iyer, seeing the GTA and Canada as a multicultural utopia.”