

Hec Indigenous Scholarship 2017 Merit Formula Grant 2018

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ScienceIndigenous Research EthicsThe Oxford Handbook of Indigenous SociologyUrban
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ReconciliationGardens of GoldVeganismChildhood, Citizenship, and the
AnthropoceneEducational Leadership through a Practice Lens(Re)Storying Human/Earth
Relationships in Environmental EducationNew Directions in Theorizing Qualitative
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the effective use of school resources is a policy priority across oecd countries the oecd
reviews of school resources explore how resources can be governed distributed utilised
and managed to improve the quality equity and efficiency of school education

feministing in political science examines what is at stake in contesting the boundaries of the contemporary university this critique of mainstream canadian political science pushes beyond typical studies of institutions and political life instead the collection draws together personal essays pedagogical interventions dialogues and original research to reflect on how feministing as an orientation and as an analytic can centre experiential knowledge and reshape our understandings of political science collectively these contributions lay bare the ways that power moves in and through the academy naming the impacts on those who are most structurally precarious all while pointing to futures available to us through refusal solidarity and hope contributors yasmeen abu laban julianne m acker verney kelly aguirre jeanette ashe nicole s bernhardt amanda bittner alana cattapan elaine coburn jamilah a y dei sharpe rita kaur dhamoon alexandra dobrowolsky nick dorzweiler tammy findlay mariam georgis emily grafton joyce green genevieve fuji johnson kiera l ladner lindsay larios manon laurent fiona macdonald april mandrona kimberley ens manning sarah munawar nisha nath michael orsini stephanie paterson tka c pinnock david semaan gina starblanket heidi kiiwetinepinesiik stark melanee thomas reeta chowdhari tremblay ethel tungohan nadia verrelli leah f vosko and chamindra weerawardhana

it s important that research with indigenous peoples is ethically and methodologically relevant this volume looks at challenges involved in this research and offers best practice guidelines to research communities exploring how adherence to ethical research principles acknowledges and maintains the integrity of indigenous people and knowledge

the oxford handbook of indigenous sociology challenges the traditional way that indigenous peoples and societies are understood within the discipline it does so by bringing together 40 leading and emerging indigenous scholars from across the canzus countries to provide for the first time an authoritative state of the art survey of indigenous sociological thinking these authors demonstrate that the indigenous sociological voice is a new sociological paradigm and demonstrates a distinctively indigenous methodological approach

this book offers insights from young trans queer and two spirit indigenous people in toronto who examine the breadth and depth of meanings that two spirit holds tracing the refusals and desires of these youth and their communities urban indigenous youth reframing two spirit expands critical conversations on queerness indigeneity and community and simultaneously troubles the idea that articulating a definition of two spirit is a worthwhile undertaking beyond the expansion of these conversations this book also seeks to empower community members educators and young people both indigenous and non indigenous to better support the self determination of trans queer and two spirit indigenous youth by including a research zine and community discussion guidelines laing

demonstrates the possibility of powerful change that comes from indigenous people creating spaces to share knowledge with one another

presents the first comprehensive study of indigenous perspectives on genetic resources traditional knowledge and access and benefit sharing in canada this book is also available as open access

this is a soya bean the biangai villager explained a money bean since the start of colonial gold mining in the early 1920s the biangai villagers of elauru and winima in papua new guinea have moved away from planting yams and other subsistence foods to instead cultivating coffee and other cash crops and dishing for tradable flakes of gold decades of industrial gold mining land development conservation efforts and biological research have wrought transformations in the landscape and entwined traditional biangai gardening practices with western capital disrupting the relationship between place and person and the social reproduction of a community drawing from extensive ethnographic research jamon halvaksz examines the role of place in informing indigenous relationships with conservation and development how do biangai make meaning with the physical world collapsing western distinctions between self and an earthly other halvaksz shows us it is a sense of place grounded in productive relationships between nature and culture that connects biangai to one another as placepersons and enables them to navigate global forces amid changing local and regional economies centering local responses along the frontiers of resource extraction gardens of gold contributes to our understanding of how neoliberal economic practices intervene in place based economies and identities

what exactly do vegans believe why has veganism become such a critical and criticized social movement and how does veganism correspond to wider debates about sustainability animal studies and the media eva haifa giraud offers an accessible route into the debates that surround vegan politics which feed into broader issues surrounding food activism and social justice giraud engages with arguments in favor of veganism as well as the criticisms levelled at vegan politics she interrogates debates and topics that are central to conversations around veganism including identity intersectional politics and activism with research drawn from literary animal studies animal geographies ecofeminism posthumanism critical race theory and new materialism giraud makes an original theoretical intervention into these often fraught debates and argues that veganism holds radical political potential to act as more than a diet by disrupting commonplace norms and assumptions about how humans relate to animals drawing on a range of examples from recipe books with punk aesthetics to social media campaigns giraud shows how veganism s radical potential is being complicated by its commercialization and elucidates new conceptual frameworks for reclaiming veganism as a radical social movement

the planet is dying our earth s climate has reached a point where it can no longer regulate

itself fires floods and natural disasters are sweeping countries across the world what does it mean to be a child citizen in the anthropocene can we teach children a posthuman civics that can care for the more than human world extending on the concepts of little publics and posthuman citizenships this book progresses these notions with a view to modelling and better understanding posthuman publics and civics using experimental methodologies the authors develop original robust ways of understanding children's subcultural civic practices founded on care for the more than human

this book provides the theoretical and analytical resources for an urgent rethinking of the social project of educating and educational leading it examines what educational leadership is namely the politics and power of leadership as a practice and what it can and should be offering a pedagogical and praxis informed approach to educational practice drawing on research conducted at various Australian schools and education districts it argues for a reframing of educational leadership as pedagogical practice praxis to transform theorising and practice in the field the book provides a rich account of educational leading through a practice lens bringing into dialogue the theory of practice architectures with site ontologies Bourdieu's thinking tools and feminist critical scholarship the book tracks the practices and praxis of educational leaders as they grapple with the changing landscape and forces of educational policies that have informed Australian education it reimagines education leadership by integrating continental and northern European understandings of pedagogy and praxis as being morally and ethically informed as opposed to the narrower Anglophone notions of pedagogy as teaching and learning the book adds to the body of knowledge on the actual work of leadership as a distinct set of practices that is morally and ethically informed readers will find a more holistic understanding of educational leadership practice and praxis based on the everyday accounts of educational leaders teachers and students in schools and education districts

this book is situated in the simultaneous thinking theory and doing action of posthumanist performativity and new materialist methodologies to bring forth a multitude of stories that demonstrate co-constituted and co-implicated worldmaking practices it is written in response to the fact that our earth is at a critical juncture as atmospheric temperatures rise and cast unprecedented and wide spread social and ecological crises across the planet social and ecological injustices and threats cannot be separated from globalising neoliberal capitalist and colonial discourses that proliferate through anthropocentric and humancentric logics manifesting in binary classifications that position the human as separate from the earth and dominant categories of the human in hierarchies of power such logics homogenise and institutionalise the field of environmental education and result in an over emphasis on instrumentalist technicist and mechanistic teaching and learning practices exploring the affects emerging within and between an assemblage comprising researcher teacher environmental education worldings this book seeks to

understand how the researcher makes sense of herself with in the broader ecologies of the world collaborative processes with an elementary school teacher in saskatchewan canada as actualised through four co created and co implemented multisensory researcher teacher enactments mindful walking mapping worlds eco art installation and photographic encounters and how the researcher teacher organises themselves with land based pedagogies environmental education curriculum policy and wider discourses of western education this book does not propose a better way of teaching and learning in environmental education rather showing how difference between categories is relationally bound this book offers a conceptual re storying of human earth relationships in environmental education for social and ecological justice in these times of the anthropocene

the chapters in this volume collect together perspectives on indigenous epistemologies these indigenous ways of knowing pay particular attention to the relational aspects of language culture and place they are not identified as specific themes but as integrated parts of a philosophy for indigenous epistemologies think within a relational framework so that all aspects are best understood from this perspective indigenous ways of knowing have resisted colonization and oppression and as such indigenous research perspectives exemplify a commitment to social justice one that recovers knowledges that have been silenced or subjugated when such knowledge is shared we can see how to challenge oppressive regimes we can see how to seek truth in a relational way that s attendant to being together indigenous research takes up issues of social justice in a way that is informed by indigenous epistemologies an important practice in contemporary research particularly qualitative inquiry

spirituality and social justice explores how critically informed spirituality can serve as an inspiration and a political force in the quest for social and ecological justice writing from various spiritual and religious worldviews including indigenous islamic wicca witchcraft jewish buddhist and christian the authors practitioners and academics of social work draw on lived experience research and literature to illuminate how relationship with spirit can orient ways of being and acting to build a more just society in part one the authors foreground indigenous spirituality as resistance and decolonization part two examines the complex ethical and political dimensions of spirituality including the ecological destruction of the earth and the influence of contemporary neoliberalism lastly part three explores spirituality in teaching and learning contexts both inside and beyond the classroom engaging and well written spirituality and social justice challenges the notion that practitioners must put aside their critical spirituality in teaching learning healing and practice students practitioners and academics of social work and other helping professions will benefit from the unique insights into spirituality and religion and how they inform social justice activism

unequal sisters has become a beloved and classic reader providing an unparalleled resource for understanding women's history in the United States today. First published in 1990, the book revolutionized the field with its broad multicultural approach emphasizing feminist perspectives on race, ethnicity, region, and sexuality, and covering the colonial period to the present day. Now in its fifth edition, the book presents an even wider variety of women's experiences. This new edition explores the connections between the past and the present and highlights the analysis of queerness, transgender identity, disability, the rise of the carceral state, and the bureaucratization and militarization of migration. There is also more coverage of Indigenous and Pacific Islander women. The book is structured around thematic clusters: conceptual, methodological, approaches to women's history, bodies, sexuality, and kinship, and agency and activism. This classic work has incorporated the feedback of educators in the field to make it the most user-friendly version to date and will be of interest to students and scholars of women's history, gender and sexuality studies, and the history of race and ethnicity.

This book brings together a broad interdisciplinary group of leading scholars to critically assess a recent proposal within translanguaging theory called deconstructivism, the view that discrete or named languages do not exist. Contributors explore important topics in relation to the deconstructivist turn in translanguaging, including epistemology, language ideology, bilingual linguistic competence, codeswitching, bilingual first language acquisition, the neurolinguistics of bilingualism, the significance of language naming to Indigenous language reclamation efforts, implications for bilingual education and language rights, and the effects of translanguaging on immersion programs for endangered languages. Contributing authors converge on support for a multilingual perspective on translanguaging, which affirms the pedagogical and conceptual aims of translanguaging but rejects deconstructivism. The book makes a valuable contribution to the development of translanguaging theory and will be required reading for scholars and students interested in one of the most vibrant and vital debates in contemporary applied linguistics.

The past few years in Canada have been marked by numerous events in the course of which Canadian settlers were invited to reconsider their perspectives on and practices toward the Indigenous population. Public schools are one of the main institutions directly invited to reflect on and challenge their own colonial legacy and ongoing colonial structures and practices. This project aims at better understanding how a K-12 Manitoba public school and its settler educators represent, reflect on, and practice their relationship to Indigeneity and to their Anishinaabe neighbors. It thus explores how settlerness is constantly constructed and how this takes shape in this public school in the midst of the changing recognition of Indigenous peoples in Canada. The research investigates structures of settler dominations that were reproduced and disrupted in the school through changing practices. Marie-Eve Beaulieu is a Quebec-based educator of settler ancestry. She holds a B.A. from the Université

du québec à montréal an m a from the université de montréal and a phd in education from the university of trier germany as members of her franco canadian family were involved in the residential school s project of indigenous assimilation she is interested in the transformation of settler identity in a time of growing awareness for indigenous oppression

the elgar encyclopedia of environmental sociology serves as a repository of insight on the complex interactions challenges and potential solutions that characterize our shared ecological reality presenting innovative thinking on a comprehensive range of topics expert scholars researchers and practitioners illuminate the nuances complexities and diverse perspectives that define the continually evolving field of environmental sociology

the arctic is often associated with pristine wilderness natural resources and climate change yet settlements and infrastructure which have received less attention play a significant role in arctic environments extractive industries military activities and scientific undertakings have driven the expansion of infrastructures this book presents current research on northern towns and arctic and subarctic infrastructure it examines historical developments the shaping of environments sustainability future planning and associated living conditions mainly from a social science perspective

post carbon futures imagining and enacting new worlds through transition studies explores the multitude of possibilities for conceiving and creating fulfilling post carbon ways of life offering diverse perspectives and abundant empirical examples this robust volume sheds new light on how complex ecological economic and political factors contour processes of conscious cultural change the works gathered here center contributors experiences and observations of life in an era of profound uncertainty bringing together theoretically informed considerations ethnographic examples and viewpoints from active transition movement participants this book is certain to catalyze rich discussions about transition s myriad opportunities and its broad significance for socio ecological change research fifteen original chapters highlight distinctive circumstances of post carbon transitions as they play out in diverse communities around the world these contributions are framed by a foreword by arturo escobar a comprehensive introductory overview by the editors and a dialogical conclusion that captures contributing authors key reflections on transition studies as an emergent field of knowledge production post carbon futures imagining and enacting new worlds through transition studies will inspire readers to contemplate how transition intersects with their own academic and or activist interests and generate exciting new understandings of conscious cultural change in the twenty first century

based on current data descriptive case studies and theoretical perspectives exploring widening access for mature age students considers international techniques and

approaches to non traditional and mature students in further and higher education the book provides quantitative and qualitative information regarding contemporary ways of thinking about and institutional responses to widening access for mature students wams it gives an up to date assessment of the current climate bringing together international voices to meet the growing and urgent requirement for working age adults to remain employable as occupational competencies evolve and describes and enumerates approaches which are in operation to attract educate and retain students with non traditional entry requirements focused on the results of an international survey and a qualitative benchmarking exercise undertaken by ten institutions from the global north and south this volume offers advice and examples for best practice to those working to support wider access to further and higher education for wams this book provides current information and support to any education professionals who wish to understand what can be done to meet the challenge of what the future of work will look like

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