

Call for Book Chapter

Book Title: Imagining the possibilities and potentials for pedagogies of truth and reconciliation in Canada

Potential Publisher: Fernwood Book

Synopsis:

The Truth and Reconciliation Commission of Canada (TRC) was officially launched in 2008 as part of the Indian Residential Schools Settlement Agreement (IRSSA) to lay the foundation for lasting reconciliation across Canada. Over ten years later, the way(s) that the TRC's Calls to Action have been taken up are numerous and varied. Yet there is still lingering confusion about what the foundation to be laid is, and what lasting reconciliation looks like and how to achieve it.

Reconciliation itself is a complicated and contested term or concept, as evidenced by some of the reconciliation projects throughout the world. There is no way to universalize the understandings of reconciliation in individual places, as each has their own historic and social context. However, researchers have identified the need to ground academic theories of reconciliation work more closely with pedagogy and curricular projects (Ahluwalia, Atkinson, Bishop, Christie, Hattam & Matthew, 2012) to heal the effects of traumatic events; the spiralling guilt, anxiety, resentment and senses of injustice that distort individual, national and global well-being (p.xv). In this book, we argue that an intersectional approach that works across knowledge systems is needed to advance this work.

This edited book seeks to document and learn from the innovative and emergent work on pedagogies of truth and reconciliation happening in Canada, and to understand what new pedagogical spaces recognize the processes of remembrance, forgiveness, and forgetting needed to take up TRC's Calls to Action for education in Canada. To this end, this book brings together a diverse group of scholars who are working in between the spaces of environmental justice/sustainability, law, education, social work, Indigeneity, art and narrative methods of representation. The goal is to illustrate that a transdisciplinary lens is necessary for the development of reconciliation pedagogies. Questions guiding the research presented in this book include:

- How have various pedagogies been used with students, teachers and communities to explore and learn about Indigenous perspectives, knowledge, and histories, even without any reference specifically to working towards reconciliation? What are the meanings of Indigenous land-based education from and within Indigenous educators? Why and how do we need to learn, respect, and implement Indigenous land-based knowledge to understand and practice for meaningful implications of reconciliation?
- What are our visions for interdisciplinary pedagogies of reconciliation that include reconciliation with the land, people and self? What elements or structures are currently missing for us to realize these visions?

- With regard to reconciliation in a settler state, what tensions are generative and what tensions are incommensurable? What are our accountabilities to Indigenous sovereignty as central to reconciliation? OR How do we enact our responsibility to Indigenous sovereignty?

We welcome book chapter contributions centered (but not exclusively) on the following themes:

- Indigenous Land based learning and environmental justice
- Meanings of Indigenous land-based education
- Arts based research for social change
- Working within and across systems, multi- and trans-disciplinary approach to pedagogies of reconciliation

Submission Procedure:

Please submit your proposal by providing the following information to this Google Form (<https://forms.gle/YAaBxuDZmiZgSpgz8>) by the 31st of March 2021:

- the name of the authors
- contact information of the corresponding author
- title of the proposed chapter
- up to 300 words abstract
- area outlined above
- a few sentences explaining how it fits into the general theme of the book

Notifications regarding the status of the chapter proposal will be made available to authors by June 2021.

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