

# **Social Development Studies Public Lectures**

**Dunker Family Lounge (REN 1303)**

***Open to all in the Renison community. Refreshments will be served.***

## **Politicization in Practice | Joe Curnow, PhD candidate**

**Tuesday April 4th – 1:30pm**

Politicization within the student climate movement is a learning phenomenon. Joe argues that student activists in the fossil fuel divestment campaign became politicized, moving from apolitical or liberal politics toward anti-colonial, feminist, and anti-racist identities and practices. Through a two-year participatory action research project with fossil fuel divestment activists, she analyzed what and how participants learned about racialization, gender, and colonialism, and how their learning shaped their interactions and strategies. She argues that politicization is a collective learning process involving not only the intellectual and cognitive processes of developing a political analysis, but also involving shifts in the practices of a group, their ways of knowing, and their identities.

Joe Curnow studies learning, racialization, gender, and settler colonialism in social action contexts. Having worked as a student organizer in international social movements, her interests lie in understanding how people learn and become politicized through their participation in social action. She currently teaches Community Development and Equity Studies at the University of Toronto. She has published in *Gender and Education*, *Antipode*, *Interface*, and other journals. Joe is a Vanier scholar and has held fellowships through Curriculum and Inquiry, New College, and the Jeanne Goulding Fund.

## **Public Pedagogy: Linguicide, Settler Responsibility, and Canada's Truth and Reconciliation Commission | Dr. Jane Griffith**

**Wednesday April 5th – 1:30pm**

Released just over 1 year ago, the 7-volume report as well as the Calls to Action of Canada's Truth and Reconciliation Commission in many ways focused on language. In this talk, Dr. Griffith will share her research on English language instruction in Indian residential schools, revealing attempts at linguicide--what Andrea Bear Nicholas defines as killing a language, not (necessarily) the speaker. Dr. Griffith will connect this research to Indigenous resistance evidenced in fiction and memoirs by survivors, and offer insights from future work on the promises and pitfalls of public pedagogy for understanding tangible, long-term support for Indigenous language resurgence not as charity but as responsibility.

Dr. Jane Griffith is a SSHRC postdoctoral fellow in the Department of Social Justice Education at the University of Toronto (OISE). Her research focuses on print culture, settler colonialism, and histories of education and literacy. She holds a Ph.D. in Education from York University and in 2013-2014 held a Fulbright fellowship. Dr. Griffith's book on the newspapers of Indian boarding schools is under contract with the University of Toronto Press.

## **Peacebuilding, Conflict, & Cultural Inclusion: Facilitating Classroom Dialogue for Learning | Dr. Christina Parker**

**Thursday April 6th – 1:30pm**

As communities around the world continue to attract international immigrants, schools have become centers for learning how to engage with people's multiple ethnic and cultural origins. Ethnocultural minority immigrant students carry diverse histories and perspectives—which can serve as resources for critical reflection about social conflicts. Drawing on in-depth empirical case studies, this ethnographic study explores the classroom experiences of these children. Varying in social and cultural capital, they contend with social and cultural conflict influenced not only by global politics and familial prejudices, but also by structural exclusion in Western curricula. Explicit attention to conflict provided opportunities to uncover the hidden curriculum and to acknowledge structures of power and domination, creating space for development of critical consciousness. Dialogic pedagogical processes that encouraged cooperation among students strengthened the class community and invited constructive conflict education.

Dr. Christina Parker is a Lecturer at the University of Toronto and Ryerson University, and previously in Social Development Studies Department at Renison University College. She holds a PhD from the Ontario Institute for Studies in Education of the University of Toronto. Dr. Parker focuses her research on how marginalized students can be provided opportunities to be heard and included in the classroom through peacebuilding, conflict resolution, and restorative justice. Currently, she is researching how schools in low-income communities are implementing peacemaking circles to support constructive conflict dialogue.