

INTERDISCIPLINARY WORKSHOP 11  
ROUNDTABLES & PANELS

Canadian Historical Association - Canadian Political Science Association – Canadian Sociological Association – The Society for Socialist Studies

TOPIC

*Teaching and Learning after the Truth and Reconciliation Commission*

ORGANIZERS

**Elaine Coburn** (*The Society for Socialist Studies – Glendon, York*)

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After decades of efforts by Indigenous Peoples, including Indigenous scholars, highlighting the problems of residential schools and colonial educational systems more generally, the Truth and Reconciliation's Calls to Actions have also trained significant attention on education. The Calls to Action remain quiet, however, on the role of individual educators as independent actors. And yet, regardless of how any governments or university administrations might respond to the TRC, it will be individual teachers and learners, who will, one way or another, play a determining role in teaching and learning in the post-TRC setting.

As a complement to calls for the immediate overhaul of hiring and tenure practices at universities to address inequities relating to Indigenous Peoples and marginalized groups generally, these roundtables aim to create a space for teachers and learners to reflect on their roles in the wake of the TRC. We encourage participants from every stage of academic teaching life, from graduate students to faculty members spanning new hires to soon-to-retire. While we are situated in the areas of history, socialist studies, sociology, and political science, we welcome contributions across disciplinary boundaries from Indigenous and settler-colonial scholars.

The over-arching goal of these proposed roundtables is to encourage reflection, dialogue and collaboration on questions such as:

1. What are we asking of ourselves, as teachers and learners, after the TRC?
2. How are we grappling with the fact that, as members of the Canadian university community, we are part of a system implicated in various forms of violence against Indigenous Peoples, including, but not only, the residential school system?
3. How do we story ourselves in this moment of potentially broad-based educational transformation?
4. How are settler-colonial scholars confronting and addressing their ignorance and the need for intellectual retooling?
5. How are settler-colonial scholars modifying their curriculum and pedagogical approaches?

6. How might we learn (or how have we learned) through collaborations, including within and across disciplinary boundaries? In particular, where settler-colonial scholars are concerned, how have we learned or how might we learn by partnering with Indigenous colleagues inside the university, as well as with Indigenous communities outside of the university?
7. What are some of the challenges and possibilities for solidarity in and beyond the colonial university?
8. What supports would help us as we pursue our efforts, individually and collectively?
9. How can we support hiring practices to increase the number of Indigenous Peoples and marginalized groups generally among tenure-stream hires?
10. How do we maintain these conversations and commitments?

These questions are not meant to be exhaustive, and we welcome proposals on additional questions relating to teaching and learning after the TRC.

#### INSTRUCTIONS FOR THE REGISTRATION TO WORKSHOP 11 ONLY

1. The roundtables will comprise four or more participants.
2. Panel proposals are also welcomed.
3. **Please write to Karen Murray at [murrayk@yorku.ca](mailto:murrayk@yorku.ca) AND Ethel Tungohan at [tungohan@yorku.ca](mailto:tungohan@yorku.ca) providing your:**
  - a. **full name and institutional affiliation,**
  - b. **a provisional abstract of 100-150 words describing what you anticipate focusing on, either as an individual participant or as a full panel.**
4. The deadline for submissions is November 5, 2018.
5. This information is to assist with the formation and scheduling of panels.
6. Formal papers **are not required**.
7. We hope to accommodate everyone who expresses interest in participating.