

## ISRD Research Cluster - Publications List:

- Bauder, H. and Bean, R. (2023) "Indigenous Perspectives of Immigration Policy in a Settler Country." *Journal of International Migration and Integration*. 24: 369–384. (open access). <https://link.springer.com/article/10.1007/s12134-022-00951-4>
- Bauder, H. and Mueller, R. (2023) "Westphalian vs. Indigenous Sovereignty: Challenging Colonial Territorial Governance." *Geopolitics*. 28(1): 156–173 (open access). <https://www.tandfonline.com/doi/pdf/10.1080/14650045.2021.1920577>
- Bowness, E., MacInnis, J., Desmarais, A. and Oke, S. (Forthcoming). "Envisioning Prairie Agroecology: Farmer visual constructions of place-based ecological agriculture futures in Canada." *Elementa: Science of the Anthropocene*. <https://doi.org/10.1525/elementa.2023.00054>
- Bowness, E., & Wittman, H. (2023). Sites, Stakes, and Scales: Radical relationalism and the shifting nature of food sovereignty mobilization. *Globalizations*. [doi.org/10.1080/14747731.2023.2171623](https://doi.org/10.1080/14747731.2023.2171623)
- Côté, Rochelle R., and Michelle Evans. Forthcoming. "Unpacking Indigenous Social Mobility: Entrepreneurs, Social Networks, and Connections to Culture." *Business and Society*.
- Da Costa, Alexandre E. 2022. Whiteness and damage in the education classroom. *Whiteness and Education*, Published online: 20 October. DOI: [10.1080/23793406.2022.2136106](https://doi.org/10.1080/23793406.2022.2136106)
- D’Arcangelis, C. L., & Quiroga, L. (2023). Cuerpo-territorio: Towards feminist solidarities in the Americas. *Revista Eletrônica Da ANPHLAC*, 23(35), 150–174. <https://doi.org/10.46752/anphlac.35.2023.4140>
- D’Arcangelis, C. L., Yannick Gamache, M., Hrynyk, N., & Lenon, S. (forthcoming). Regional perspectives on gender and sexuality in the classroom. In N. Kouri-Towe (Ed.), *Reading the room: Lessons on pedagogy and curriculum from the gender and sexuality studies classroom*. Concordia University Press.
- Davis, Lynne, Jeff Denis, Chris Hiller, and Dawn Lavell-Harvard. 2022. "Learning and Unlearning: Settler Engagements in Long-Term Indigenous-Settler Alliances in Canada." *Ethnicities* 22(5): 619-641.
- Davis, L., Hare, J., Hiller, C., Morcom, L. and Taylor, L. Pedagogies of Inheriting: Kitchen Table Conversations. *Contingencies: A Journal of Global Pedagogy*, volume 2, number 1, Fall 2023; <https://doi.org/10.33682/1t47-c455>

Denis, Jeff, and Sarah Beckman. 2022. "Azhe-mino-gahbewewin: Returning to a Place of Good Standing in Treaty #3 Territory." Pp. 354-361 in *Reading Sociology: Decolonizing Canada*, 4th edition, edited by Johanne Jean-Pierre, Vanessa Watts, Carl E. James, Patrizia Albanese, Xiaobei Chen and Michael Graydon. Don Mills, ON: Oxford University Press

Denis, Jeff, and Sarah Beckman. 2022. "Azhe-mino-gahbewewin: Returning to a Place of Good Standing in Treaty #3 Territory." Pp. 354-361 in *Reading Sociology: Decolonizing Canada*, 4th edition, edited by Johanne Jean-Pierre, Vanessa Watts, Carl E. James, Patrizia Albanese, Xiaobei Chen and Michael Graydon. Don Mills, ON: Oxford University Press

Duque, C., Huni Kui, S., Calhoun, B., van Sluys, S., Amsler, S., D'Emilia, D., Pigeau, D., Andreotti, B., Bowness, E., & McIntyre, A. (2023). "Beyond Colonial Futurities in Climate Education." *Teaching and Higher Education*.  
[doi.org/10.1080/13562517.2023.2193667](https://doi.org/10.1080/13562517.2023.2193667)

Forcione, M., Lamb, C. And Godlewska, A. (2023) Settler-colonial geographical ignorance in Canadian education. *Environment and Planning F*, 0(0).  
<https://doi.org/10.1177/26349825231193222>

Huntley, A., & D'Arcangelis, C. L. (forthcoming). Conversations on decolonizing justice. In C. Fortier, E. Hon-Sing Wong, N. Penak & MJ Rwigema (Eds.), *Abolition social work // Social work abolition*. Between the Lines.

Milne, Emily and Terry Wotherspoon. 2023. 'Success is different in our eyes': reconciling definitions of educational success among Indigenous families and education systems in Alberta, Canada. *Critical Studies in Education* 64(5), 428-447.

Milne, Emily and Terry Wotherspoon. 2023. Student, Parent, and Teacher Perspectives on Reconciliation-Related School Reforms. *Diaspora, Indigenous, and Minority Education* 17(1), 54-67.

Milne, Emily and Terry Wotherspoon. 2022. Indigenous Educational Attainment. In Monica Hwang, Edward Grabb, and Jeffrey G. Reitz (eds.), *Social Inequality in Canada*, 7<sup>th</sup> ed. DonMills, ON: Oxford University Press, 117-130.

Perzyna, M. and Bauder, H. (2023) "Threats from Within and Threats from Without: Wet'suwet'en Protests, Irregular Asylum Seekers and On-Going Settler Colonialism in Canada." *Settler Colonial Studies*. 13(1): 71–95 (open access). <https://www.tandfonline.com/doi/pdf/10.1080/2201473X.2022.2030083>

Stein, S., Ahenakew, C., Oliveira da Silva, S. & Bowness, E., Mendes, W., Evans, S. (2023). "Towards Settler Responsibility in Conservation." *ACME: An International Journal for Critical Geographies*.

<https://acme-journal.org/index.php/acme/article/view/2279>

Stein, Sharon, Andreotti, Vanessa, Ahenakew, Cash, Suša, R., Valley, W., Huni Kui, N., Tremembé, M., Taylor, L., Siwek, D., Cardoso, C., Duque, C., Huni Kui, S., Calhoun, B., van Sluys, S., Amsler, S., D'Emilia, D., Pigeau, D., Andreotti, B., Bowness, E., & McIntyre, A. (2023). "Beyond Colonial Futurities in Climate Education." *Teaching and Higher Education*. [doi.org/10.1080/13562517.2023.2193667](https://doi.org/10.1080/13562517.2023.2193667)

Walter, Maggie, Tahu Kukutai, Angela A. Gonzales, and Robert Henry. (2021) *The Oxford Handbook of Indigenous Sociology*. Oxford University Press.

Wotherspoon, Terry and Emily Milne. 2023. Public Perspectives on Curriculum Reform for Truth and Reconciliation in Canada. *Studies in Ethnicity and Nationalism* 23(1), 29-48.

Wotherspoon, Terry and Emily Milne. 2023. Transforming Education: What Are Schools Doing to Advance Decolonization? In Johanne Jean-Pierre, Vanessa Watts, Carl E. James, Patrizia Albanese, Xiaobei Chen, and Michael Graydon (eds.), *Reading Sociology: Unsettling a Settler Colonial Project & Re/writing Sociological Narratives*. Don Mills, On: Oxford University Press, 223-228.

Wotherspoon, Terry and Emily Milne. 2022. Cosmopolitanism and Decolonization: Contradictory Perspectives on School Reform to Advance Reconciliation with Indigenous Peoples. *International Journal for Talent Development and Creativity* 10(1&2), 45-58.

Forthcoming: (in press/2024) *Contesting Colonial Capital in the Americas, Africa and Asia* (Dedicated to: Dr. Aziz Choudry 1966-1921), Kapoor, D. (Ed). Routledge: London, UK. [Including chapters by Indigenous Scholars/Activists: Sharon H. Venne (Notokwew Muskwa Manitokan); Tamara Starblanket (Ahtahkakoop Cree Nation); Dr. Jeff Ganohalidoh Cornassel (Cherokee Nation); Dr. Sherry Pictou (Mi'kmaw, Bear River First Nation); and Dr. Elizabeth Sumida Huaman (Wanka/Quechua)]