

**Congress of the Social Sciences and Humanities
Ryerson University
May 30, 2017**

ROOM I Student Learning Centre 508

FULL PROGRAM

**Roundtable 1 (10:30 AM - 12:00 PM)
Research in Indigenous Texts and Young People**

Chair: Benjamin Lefebvre, Ryerson University

Abstracts

Writing to the Future: Race, Mixedness, and Misrepresenting Métisness
Jennifer Adese (Carleton University)

This paper examines the ethics of authorship and publishing in an age of Métis misrecognition as mixed ancestry rather than as a distinct Indigenous nation, in light of a significant increase in Métis self-identification between 1996 and 2006. By drawing on the work of Leah Marie Dorion and David Bouchard, this paper critically interrogates literary representations of Métisness in young people's literature. Ultimately, I argue that Romanticist narratives elide the violence of colonization and re-entrench romantic depictions of Indigenous-settler encounters as peaceable and harmonious that when directed toward future generations have the dual effect of romanticizing the violence of colonial encounters and the silencing of the Métis people and their ancestors.

The Weight of the Absence at the Centre of the Text: Responding to *Missing Nimâmâ*
Katherine Bell (Wilfrid Laurier University)

Missing Nimâmâ, a recent picture book written by Melanie Florence and illustrated by François Thisdale, alternates between the voice of a Cree girl who chronicles the milestones of her young life and the voice of her mother, one of Canada's missing and murdered Indigenous women, who watches her daughter from beyond. While some journalists and bloggers praise the formal properties of the text, critics are conflicted about the intended audience and about the author's motivation for writing a picture book with this theme in mind. In considering both the formal properties of the text and public reception to it, this paper considers the ethical challenges of portraying this injustice in visual form for young readers.

Shifting the Grounds: Witness, Knowledge, Complication

Louise Saldanha (Douglas College)

My paper focuses on the potential of picturebook narratives by Indigenous authors to register the history and legacy of residential schools as transforming, rather than merely resolving, the national imaginary. In particular, I am interested in how children's books by authors such as Christy Jordan-Fenton and Nicola I. Campbell that are often enlisted to support the national project of truth and reconciliation in fact foreground how such attempts to forgive but not forget might be inadequate in un-settling that which separates the past from the present, forgiveness from responsibility, and Indigenous peoples from the "rest" of Canada. It is from my position as a racialized immigrant settler that I read these books as a series of strategic choices around visibility and erasure, truth-telling and silence, manoeuvring through both children's literature's obligations for happy endings and national agendas for resolution.

Dual Redress: Indigenous Crossover Texts

Benjamin Lefebvre (Ryerson University)

My paper considers three pairs of texts for young people that create narratives of young people experiencing and surviving the Residential Schools system: one pair juxtaposes an author's note aimed at parents that tells of the devastating effects of Residential Schools on Indigenous individuals and communities with illustrated stories that show a minimal level of devastation; two middle-grade autobiographical novels were subsequently revisited in picture-book form, creating versions of the same story for different age groups. Taken together, these six books demonstrate an attempt to make stories of residential school experiences palatable to multiple age groups simultaneously and reveal assumptions about the perceived needs, interests, and capabilities of the demographics they target.

Nineteenth-Century Indigenous Child Printing Programs

Jane Griffith (University of Toronto)

This paper takes stock in the twenty-first century of texts for, about, and *produced by* Indigenous children 130 years ago. Many Indian boarding schools in Canada and the U.S. in the late nineteenth century produced newspapers as part of their industrial training programs in printing. While principals and missionaries supplied much of the content of these newspapers, Indigenous students operated the printing presses and wrote some of the copy in special student sections; in this way, these newspapers can be read today as a form of resistance. Readers included philanthropists, Christian groups, settler Sunday school children, proto-anthropologists, and other Indigenous students. In addition to nineteenth-century narratives of labour, language, time, and land, these newspapers evidence sustained consultation between Indian boarding schools on both sides of the colonial border.

Biographies

Jennifer Adese (Otipemisiwak/Métis) is an Assistant Professor in the School of Indigenous and Canadian Studies at Carleton University. Jennifer holds a Ph.D. in English (Cultural Studies stream) from McMaster University's Department of English & Cultural Studies. Jennifer has published articles on Métis literature, on racism and representations of Indigeneity, and on arts and resistance.

Katherine Bell is an Assistant Professor in the Department of English and Film Studies at Wilfrid Laurier University, where she teaches courses in Children's Literature, Tween Literature, and Young Adult literature. Her research focuses on young people's texts and cultures in Canada and she has special interest in Atlantic Canadian literature.

Jane Griffith is a SSHRC postdoctoral at the University of Toronto, where she researches nineteenth-century print culture and settler colonialism. Jane's research has been published in *Studies in American Indian Literatures* and *Journal of Canadian Studies*, and her book on Indian boarding school newspapers is under contract with University of Toronto Press.

Benjamin Lefebvre is an Assistant Professor of English at Ryerson University and Series Editor of the Early Canadian Literature series (Wilfrid Laurier University Press). His three-volume critical anthology, *The L.M. Montgomery Reader* (University of Toronto Press, 2013–15), won the 2016 PROSE Award for Literature by the Association of American Publishers.

Louise Saldanha teaches in the English Department at Douglas College in New Westminster, British Columbia. Her work focuses on how literary and cultural texts produced for young people can effect social change. In particular, her interest is the places where race and texts produced for young people collide.

Roundtable 2 (2:00 - 3:30 PM)

Scholars Across Generations Discuss Youth, Gender, Sexuality, Race, and Schooling

Chair: Stuart Poyntz, Simon Fraser University

Abstracts

Citizens of tomorrow, today: simulacrum and the political futurity of youth

Jennifer Bethune, Ph.D. Candidate, Faculty of Education, York University

This paper offers an interpretation of a key moment in my ethnographic study of a high school student council—a conflict between the school’s mostly-Muslim student council and its Queer-Straight Alliance about a joint presentation at an assembly. Drawing on Elisabeth Young-Bruehl’s (1996) work on adolescence and prejudice, I consider the ways that student leadership juxtaposes competing discourses of rights and freedoms against the complicated terrain of young peoples’ friendships and group identifications. I ask: what happens when the pedagogy of “doing citizenship” in school runs up against the conflicts of the political and social world?

Insights from queer millennials of color on the purpose of formal education and the importance of education

Tomás Boatwright, Ph.D, University of San Francisco

The millennial generation stands to make a great impact on society in economic, cultural and political ways. While millennials are often stereotyped as privileged and entitled because of their access to smart technologies and having grown up in a more racially diverse society, these assets do not necessarily shield some from serious educational, social, economic and health vulnerabilities. This paper presents analysis drawn from in-depth narratives provided by ten diverse queer millennial youth of color, and seeks to draw attention to the tension between school and the importance of education, while illuminating the immediate needs of transitional age youth and the survival practices of queer students of color.

Expanding-contracting futures: Youth and the experience of passing time

Sam Stiegler, Ph.D. Candidate, Department of Curriculum and Pedagogy, University of British Columbia

This paper explores the experience of passing time for youth with tenuous relationships to 'core' places youth bodies are thought to inhabit--home, school, and work. Pulling from an ethnographic study of everyday experiences of queer, trans, and genderqueer youth in New York City, youth in the study who were homeless, were not enrolled in school, or had limited or no employment faced a similar, central issue: deciding how to pass time while under the surveillance of the multifaceted forces flowing through the city. This paper focuses on analyzing these experiences to account for young people’s gendered, sexual, and racialized identities and presentations.

Discussants

Lance T. McCready, Associate Professor, OISE/University of Toronto
Jessica Fields, Professor, Sociology and Sexuality Studies, San Francisco State University

Biographies

Jennifer Bethune is a PhD. candidate in the faculty of education at York University. Her doctoral work, an ethnographic study of a high-school student council, explores the affective dynamics of student leadership. Jennifer holds an MA in Education from Mount St. Vincent University and taught fifth grade before entering graduate school.

Tomás Boatwright is a researcher and student advocate. Their research is concerned with how queer students of color experience school and negotiate their education. In addition to serving as adjunct faculty in the International and Multicultural Education department at the University of San Francisco, Tomás works in college access as an academic coach supporting underserved bay area high school students.

Sam Stiegler is a doctoral candidate in Curriculum Studies at University of British Columbia. His work focuses on intersectional theories of experience, queer and trans youth studies, and mobile methodologies and has been published in *Curriculum Inquiry*, *Pedagogy, Culture & Society*, and *Discourse: Studies in the Cultural Politics of Education*.

Lance T. McCready is Associate Professor in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto where he is affiliated with the Adult Education and Community Development program. Dr. McCready is an interdisciplinary scholar-activist whose research and writing focuses on the health and education of marginalized and racialized youth in cities, specifically young black men and queer youth of color. Dr. McCready is Principal Investigator of the Educational Trajectories of Young Black Men study and Co-Principal Investigator of a community-based research project on Adapting HIV Prevention and Education Resources for Newcomer and Refugee Young Black Men who-have-Sex-with-Men. He teaches graduate and undergraduate courses on race in adult education, masculinities, queer youth and qualitative methods.

Jessica Fields is Professor of Sociology and Sexuality Studies at San Francisco State University and the author of *Risky Lessons: Sex Education and Social Inequality* (Rutgers), which received the 2009 Distinguished Contribution to Scholarship Book Award from American Sociological Association's Race, Class, and Gender Section. With Laura Mamo, Nancy Lesko, and Jen Gilbert, she leads The Beyond Bullying Project, a community-based storytelling project that aims to understand and interrupt the ordinary hostility in high schools to LGBTQ sexualities (funded by the Ford Foundation). Fields is currently writing her second book, *Problems We Pose: Feeling Differently in Qualitative Research*, in which she explores the problems our bodies and histories pose for the research process as opportunities to examine lived experiences of race, gender, class, sexuality, nation, migration, and more.

Roundtable 3 (3:45 – 5:15 PM)

Girls, Online Culture and Arts-Based Research Methods

Chair: Naomi Hamer, University of Winnipeg

Abstracts

Participatory Video with Girls as a Lens on Gendered Cyberviolence

Hayley R. Crooks, Ph.D. Candidate, Institute of Feminist & Gender Studies, University of Ottawa

High-profile cases involving young middle-class female victims in several countries has catapulted cyberbullying into the news. Scholarly and policy responses neglect to include the voices of girls themselves (Bailey & Steeves, 2015) who are on the frontlines of dealing with cyberviolence. Mainstream news coverage often mobilizes moral panic and protectionist discourses around girls' use of new media suggesting they simply log off. I discuss the findings that emerged from my participatory video workshops with girls and young women (15-19) in which girls created video content based on their definitions and perceptions of gendered cyberviolence as experts on this social issue.

Cyber & Sexual Violence: Helping communities respond. (Findings from girls in Quebec)

Shanly Dixon, Ph.D. and Research Fellow, Technoculture, Art & Games Lab, Concordia University

This talk reviews the findings regarding cyberviolence targeting women and girls drawn from our consultations with a broad segment of the Montreal Anglophone community, including: young people (mostly but not exclusively girls and women), college students and faculty, high school students, librarians, counselors, teachers, school board personnel, members of the video game community and industry, community organizations and law enforcement. These consultations were conducted in a variety of formats, from open-ended interviews and questionnaires, to focus groups, video documentary, incorporating visual prompts, interactive activities and community conversations.

How Digital Technologies Enable Women's Public Praxis in Morocco

Selena Neumark, School of Communication, Simon Fraser University.

The structure of information flows on new media platforms have enabled activist groups to gain leverage in political systems that otherwise marginalized them and this was never more apparent in the use of ICTs during the Arab Spring. However, Morocco continues to be a largely forgotten hub of revolution as researchers grapple with the systemic shifts observed elsewhere in the region. Women's rights

movements in Morocco have since exploded in increased action, engagement and influence by virtue of increased accessibility to and innovative use of ICTs. Women's cooption of alternative civic spaces to organize and enact socio-political change has resulted in global networks of activism that are changing the climate of the MENA as well as perceptions of it, encouraging a focus on women's public praxis.

Respondent

Dr. Valerie Steeves, Professor, Faculty of Social Sciences, University of Ottawa

Biographies

Hayley Crooks is a Ph.D. Candidate at the University of Ottawa. Hayley utilizes participatory video (PV) with girls as a methodology to explore cyberbullying and examine the ways in which girls' definitions and perceptions of cyberbullying both resist and rehearse mainstream discourses around girlhood and risk practices.

Shanly Dixon works as a researcher and digital literacy educator. As a digital culture scholar, she employs ethnographic and arts based methodologies to investigate people's engagement with digital culture. She is a research fellow at Technoculture Art & Games Research Centre at Concordia University.

Selena Neumark is a Masters Student in the School of Communication at Simon Fraser University. She received her Bachelor's Degree in Philosophy from the University of British Columbia. Her current research is focused on the intersections of technology, discourse formation in online spaces and cyber-activism.

7:00 – 10:00 PM

ARCYP Annual Dinner and Drinks

All participants and attendees welcome!

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