



February, 2021

For questions about this newsletter, or for submissions for future editions, please contact Dr. Olivia Zhang at o.zhang@twu.ca.

WHAT WE DO:

Our goal is to promote comparative and international studies in Canadian education.

Want to find out more about our history, our constitution, and what we do? Check out the website:

<http://ciescanada.ca>

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CSSE 2021 AND PRELIMINARY STATISTICS FOR CIESC/SCÉÉ 2021 ET STATISTIQUES PRÉLIMINAIRES SCECI

CSSE's 49th Annual Conference will be held virtually from May 29 (pre-conference day) to June 3 (post-conference day). Dr. Thashika Pillay, the CIESC Program Chair, has announced the notification of submission acceptance on February 1. Conference presenters and delegates should register for both Congress and the CSSE conference at this portal: <https://congress2021.ca/>. The deadline for early registration is March 31.

Le 49e Congrès Annuel de la SCÉÉ se tiendra virtuellement du 29 mai (journée pré-conférence) au 3 juin (journée post-conférence). La Dre Thashika Pillay, la présidente du programme SCECI, a envoyé l'avis de l'acceptation de soumission le 1er février 2021. Veuillez noter que les présentateurs et délégués sont invités à s'inscrire au Congrès et à la Conférence de la SCÉÉ sur ce portail: <https://congress2021.ca/>. La date limite pour les inscriptions anticipées est le 31 mars.

Preliminary Statistics for CIESC 2021 from Program Chair:

Three Special Invited Sessions

Eight CIESC Symposium Panels accepted

One CIESC/CSSHE Symposium Panel accepted

One CIESC/CSA Symposium Panel accepted

Forty-five Single Papers accepted

Six Round Tables accepted

CALL FOR NOMINATIONS FOR CIESC EXECUTIVE POSITIONS/APPELS CANDIDATURES POUR LES POSTES DE DIRECTION DU SCECI

There are two openings on the CIESC/SCECI Executive Committee for the roles of Vice-President and Secretary/Treasurer starting in Spring 2021. We extend our thanks to Dr. Lynette Shultz who will chair the nominations and elections committee this year. A call for nominations for these roles will be forthcoming in March. We invite our members to encourage colleagues to consider nominations for one of these roles. Please get in touch with current Executive Committee members for questions about the roles and how we can help support interest in the nominations.

PUBLICATIONS AND MEMBER UPDATE/PUBLICATIONS ET MISE À JOUR DES MEMBRES

Congratulations to

- Drs. Roopa Trilokekar, Glen Jones, and Merli Tamtik, for winning the Catalyst Award of CBIE for the book “*International Education as Public Policy in Canada*”. The Catalyst Award, one of the CBIE Excellence Awards, honors an individual or a group for bringing cutting-edge knowledge to the field of international education.

- Dr. Grazia (Grace) Scoppio, the Secretary-Treasurer of CIESC, for working as the Fulbright Canada Research Chair in Peace and War Studies with Norwich University’s Peace and War Center for the Spring 2021 semester.
(<https://www.norwich.edu/news/2937-norwich-university-hosts-fulbright-research-fellow-in-military-diversification>)

Publications

Buckner, E., Clerk, S., Marroquin, A., & Zhang, Y. (2020). Strategic benefits, symbolic commitments: How Canadian colleges and universities frame internationalization. *Canadian Journal of Higher Education*, 20–36. <https://doi.org/10.47678/cjhe.vio.188827>

Bui, T. A. (2021). Becoming an intercultural doctoral student: Negotiating cultural differences. *Journal of International Students*, 11(1), 256-264.

Carr, P. R., & Thésée, G. (2021, January 19). Trump-fueled chaos shows democracy is in trouble — here’s how to change course. *The Conversation*. <https://theconversation.com/trump-fuelled-chaos-shows-democracy-is-in-trouble-heres-how-to-change-course-152728>

Kumar, A. (2019). *Curriculum in International Contexts: Understanding Colonial, Ideological, and Neoliberal Influences*. Springer.

This book is an exposition of how political, cultural, historical, and economic structures and processes shape the nature and character of curriculum landscapes globally. In this text, Kumar explores how colonialism and imperialism, State-led ideological control and the wave of neoliberalism and capitalism insidiously impact the process of curriculum development in different parts of the world. The book launch and discussion could be found at <https://www.youtube.com/watch?v=UP2Zawnocug>

Li, X. & Que, H. (2020). Support for refugee students in a Newfoundland high school: Merits and ramifications. *Education in the North*, 27(1), 5-20.

Sider, S. (2020). School principals and students with special education needs in a pandemic: Emerging insights from Ontario, Canada. *International Studies in Educational Administration*, 48(2), 78-84. <http://cceam.net/wp-content/uploads/2020/08/ISEA-2020-48-2.pdf#page=84>

Sider, S. (2020). Policies that foster education for all: Implications for economically wealthy nations. In Umesh Sharma (Ed.), *Inclusive and Special Education*. Oxford University Press.

Tamtik, M., Trilokekar, R. D., & Jones, G. A. (Eds.). (2020). *International Education as Public Policy in Canada*. McGill-Queen's Press-MQUP.

PROMOTING GRAD STUDENT RESEARCH (NEW !)/ FAIRE LA PROMOTION DE LA RECHERCHE DES ETUDIANTS DIPLOMES (NEUF !)

CIESC decides to launch this brand-new section in our Newsletter to feature the research of graduate students. If you hope to share your research of any kind with our community, please send a brief summary of about 100 words, together with the citation and a link where applicable, to the call of the Newsletter in the future. This inaugural issue highlights two dissertation research.

La SCECI a le grand plaisir d'annoncer le lancement de cette toute nouvelle rubrique dans notre bulletin visée à présenter la recherche des étudiants diplômés. Veuillez répondre à l'appel au bulletin à l'avenir si vous voulez partager votre recherche de tous genres avec notre communauté. Veuillez inclure un résumé de la recherche (environ 100 mots), de citation de l'Association Américaine de Psychologique (APA), aussi bien qu'un lien, le cas échéant. Cette rubrique inaugurale met en lumière deux recherches de thèse au niveau doctoral.

Li, G. (2020). *Chinese international students' engagement with democratic discourses and practices in Canada and the United States* [Doctoral dissertation, University of British Columbia]. Open Collections. <http://hdl.handle.net/2429/75559>

"This dissertation situates current Chinese international students in the historical flow of internationally mobile Chinese people since the late 19th century. The doctoral research conceives of these students as political subjects 'in the making' and examines how they become and/or are made into political – and possibly democratic – subjects through their engagement with democracy while pursuing degrees at universities in Canada and the United States. Findings demonstrate that international mobility in higher education has significant bearings on participants' political subjectivity. Particularly noteworthy is that half of the twelve participants emerge with increased commitment to democracy and increased competence to effect democratization in China." (Li, 2020)

Kharbach, M. (2021). *The discursive construction of ISIS identity: A critical discourse analytic study of ISIS textbooks* (Unpublished doctoral dissertation). Mount Saint Vincent University, Halifax, Canada.

My doctoral dissertation centers on the dynamics of identity construction in ISIS textbook discourse. Five textbooks were analyzed using critical discourse analysis with a particular focus on the discourse historical approach. Analysis revealed the existence of three main identity models: the collective model, the homo religiosus model, and the jihadi model. Reading these results through social identity theory, the three models were found to be the product of a divisive process of social categorisation in which the Other is vilified and demonized. ISIS terrorism, this study concluded, is identity-based and draws on the communicative strength of curricular discourse to indoctrinate and radicalise young learners.

Ma thèse de doctorat porte sur la dynamique de la construction identitaire dans le discours des manuels d'EIIS. Cinq manuels ont été analysés en utilisant une analyse critique du discours avec un accent particulier sur l'approche historique du discours. L'analyse a révélé l'existence de trois modèles d'identité principaux : le modèle collectif, le modèle homo *religiosus* et le modèle Jihadist. A la lecture de ces résultats à travers la théorie de l'identité sociale, les trois modèles se sont avérés être le produit d'un processus de division de catégorisation sociale dans lequel l'Autre est vilipendé et diabolisé. Le terrorisme de l'EIIS, conclut cette étude, est basé sur l'identité et s'appuie sur la force de communication du discours curriculaire pour endoctriner et radicaliser les jeunes apprenants.

CALL FOR PROPOSALS / APPEL À PROPOSITIONS

I. 2021 Annual Review of Comparative and International Education

[Call for Chapter Proposals and Discussion Essay Proposals](#)

The *Annual Review of Comparative and International Education* is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education through discussion essays and full-length chapters. The *Annual Review* provides an analytic overview of published work in the field, with discussions of comparative and international education theory, policy and practice. The Journal is now inviting chapter proposals and discussion essay proposals.

Please contact Alexander W. Wiseman (alexander.wiseman@ttu.edu) with questions or to submit original proposals written in English by **15 March 2021**.

More details on the calls could be found in the ARCIE attachments to this email.

II. Enacting Anti-Racism and Activist Pedagogies in Teacher Education: Canadian Perspectives

Call for Chapter Proposals

Editors: Dr. Ardavan Eizadirad, Dr. Zuhra Abawi, and Dr. Andrew B. Campbell

We desire to seek out ways to rethink teacher education and community living from an antiracist paradigm through resistance and activism in order to prepare teacher candidates as practitioners, for antiracist work with increasingly racialized students, families and communities. Please submit abstracts to **Dr. Zuhra Abawi** at **zabawi@niagara.edu** with the title: "Book Chapter Submission for Anti-Racism and Activism Pedagogies in Teacher Education" by April 15th, 2021 (maximum 500 words)

For detailed questions that the chapters hope to address, please see the attached "Anti-Racism Pedagogies".

III. The Inaugural Issue of *GJDS: Graduate Journal of Disability Studies*

This new, biannual, graduate-run, open access journal seeks to publish peer-reviewed work dealing with topics within the field of Disability Studies including pieces concerning disabled, sick, Mad, neurodivergent, fat, blind, D/deaf, and ageing perspectives and experiences. *GJDS* is currently edited and compiled by a group of disabled and allied graduate students, faculty advisors, and community members. The Journal is committed to thinking beyond academic hierarchy and to representing the voices and perspectives of marginalized communities both within and beyond the academy. *GJDS* welcomes original submissions with a particular emphasis on the work of disability-identified individual article-length submissions and short creative pieces (e.g., creative nonfiction essays, artwork, short stories, and poetry) are welcome.

For questions and submission instructions, please contact the editor of the journal at GJDSeditor@gmail.com

CONFERENCE AND EVENT INFORMATION / DES RENSEIGNEMENTS SUR LA CONFERENCE ET L'EVENEMENT

I. Teaching Social Difference in Handling Conflict: "Canadian" Implicit Curriculum in Comparative

Context. Tuesday, February 16, 2021 at 3:30 EST

Join Kathy Bickmore of OISE-University of Toronto, in the **Curriculum Studies in Canada Seminar Series**. Here are the live zoom and eventual video archive urls. The video archive link includes information on the remaining seminars in the series. Live, 3:30 EST <https://ubc.zoom.us/j/67371200597?pwd=M3puUGVYVWm9ZSjltGN4NXZNVVZxUTo9>

Video archive <http://curriculumstudiesincanada.ca/services>

II. J. Krishnamurti and the Contemporary World Crises: February 19-21 and February 26-28, 2021

The world-renowned Indian philosopher and educator J. Krishnamurti has offered some of the most novel insights into the nature of human consciousness and our conflicts. In this conference, Canadian and Indian scholars, educators, and alumni of Krishnamurti schools will engage in a cross-cultural and multi-disciplinary dialogue aimed at understanding contemporary world crises (including the COVID-19 pandemic) through the lens of Krishnamurti's philosophical and educational ideas.

Free registration: <https://us02web.zoom.us/meeting/register/tZEkfu6sqzopHNfimkntLTvSF48cCojFkgHp>

Please refer to the Krishnamurti Conference Post attached for details.

III. Teaching Culturally and Linguistically Diverse International Students in Open and Online Learning

Environments: A Research Symposium -- June 17 & 18, 2021, Windsor, Ontario (Virtual)

The International Teaching Online Symposium aims to delve into the needs of culturally and linguistically diverse students in online and open environments. We are currently looking for researchers to present during our Concurrent Scholarship Sharing Sessions in **Day One** of the symposium. Topics, which can be research or practice-based, include: a. best practices for teaching in an open and online learning environment; b. ways to enhance international student learning online; c. ways to enhance international student satisfaction with online teaching and learning; and d. other topics related to teaching international students in open and online learning environments

Submit research proposals by **March 19, 2021 through**

<https://www.uwindsor.ca/conference/international-teaching-online-symposium/303/call-proposals> (free)

More details on this partially SSHRC-funded conference can be found in the "Research Symposium Winsor" attached as well as online at <https://www.uwindsor.ca/conference/international-teaching-online-symposium/>

IV. The Intersection of Race and Intercultural on our Campuses: March 30 at 10:00 am PST

In this webinar, Olivia Zhang and Saher Amhed will discuss how race and intercultural intersects on our campuses in B.C. and how we can integrate intercultural understanding, social justice, and conversation about race into our support systems and programming for our students. This webinar is a session of Intercultural Dialogue Series (<https://bccie.bc.ca/events/intercultural-dialogue-series/>) offered by BCCIE (British Columbia Council of International Education) with Todd Odgers as the Moderator.

Free registration: https://zoom.us/webinar/register/WN_XcOnb_QxQBChghFUUHQoXA