

## **Call for Chapter Proposals: *Teaching and Learning through Place, People and Practices***

A chapter proposal is welcomed to an edited book by Kahente Horn-Miller and Margaret Kress on *Teaching and Learning through Place, People and Practices: A Global Intersection of Righting Relations in Indigenous Land-Based Education* (tentative title). This project is under consideration with Canadian Scholars' / Women's Press. The book's 25 chapters will take an intersectional approach to Indigenous land-based or place-based education, and explore traditional ecological philosophies, knowledges and practices around the globe.

Indigenous conceptions of place, territory and home form the substance from which living well within a geographical space is becoming a renaissance among Indigenous peoples by those who learn from the knowledge keepers of these nations.

This project will generate a global intersection of Indigenous pedagogy associated with the traditional ecological knowledges of Indigenous peoples centered in Indigenous languages, science, mathematics, arts, health and governance, and land relations from which these peoples originate. Philosophical underpinnings of nationhood in practice and the embodied geographies of lands and waters that define ceremonies and spirituality, arts, culture and languages, the protections of all living ecologies and species, the histories, archaeologies and landscape architectures, and the health of the land and peoples, through plant medicines, food sovereignties and sustainable practices are all potential pieces of Indigenous work in land-based education. We invite chapter contributions which converge on Indigenous resistance and renaissance, and call for a focus in the areas of Indigenous philosophy, practice, and teaching and learning for all intergenerational learners.

The intended audience for this book are undergraduate and graduate students in Canadian universities and colleges.

The Abstract for a contribution to *Teaching and Learning through Place, People and Practices: A Global Intersection of Righting Relations in Indigenous Land-Based Education* should clearly provide a theoretical and practical aspect to the work, and be grounded within Indigenous philosophy and knowledge. Authors are welcomed from universities and colleges around the globe, and we especially welcome co-authored chapters and proposals from both established and emerging scholars. Length of abstract: 200 - 300 words. Deadline: October 7, 2020. Expected length of final chapter: 7,000 - 9,000 words. Proposed deadline for full chapters: March 1, 2021.

Send abstract proposal to: Dr. Margaret Kress, University of New Brunswick [Margaret.Kress@unb.ca](mailto:Margaret.Kress@unb.ca) and Dr. Kahente Horn-Miller, Carleton University [kahente.hornmiller@carleton.ca](mailto:kahente.hornmiller@carleton.ca).

Sent of behalf of the editors by:

Sarah Powell

Acquisitions Editor

Pronouns: She/Her/Hers

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