

**CPI Welcomes the Winter 2023 Special Issue
“Posthumanism: A Desire for a New Humanity” with Carol Lee,
Kay Sidebottom, and Nikki Fairchild, invited Guest Editors**

Internationally known, Dionne Warwick’s (1967) famous protest song entitled: *The Windows of the World*¹ is perhaps, similar to Pete Seeger’s (1955) equally well-known anti-Vietnamese war song: *Where Have All the Flowers Gone*². As Warwick’s song unfolds and reaches its peak, she sings that “there must be something we can do”. Accordingly, Warwick’s song concludes with a call to action in its final verse when stronger concerns for humans and the Earth’s future are expressed.

At another level of discussion, in one of the Canadian Commission for UNESCO’s Annual Conferences in the early to mid-2000s, the keynote speaker, a highly educated and trained scientist, argued explicitly for radical changes because of man’s use and abuse of planet Earth. By drawing on supporting statistical data from reliable sources, the international scientist stated that global diversity in terms of plants, animals, and languages was decreasing at alarming rates.³ Furthermore, he argued, that if this trend continued, the world would be in serious trouble.

In many ways, this issue of CPI answers Dionne Warwick’s call to action. The issue supports notions of taking care of our planet and decentering traditional western perspectives of man’s dominance and right to rule the entire world and all who live in/on it. By concentrating on education, the issue examines ways in which posthumanism theories and practices, can transform public education. The invited Guest Editors and Contributors address education in its broadest sense (formal, non-formal, and informal). The issue’s authors/researchers examine vital issues in education ranging from recent changes in government policies in early childhood education, through to case studies of recent developments in secondary education, to post-secondary education concentrating on pre-service teachers, as well as suggestions for professional development of pre-service and in-service teachers who are involved in promoting equity, diversity, inclusion, and belonging.

This Winter 2023 Special Issue consists of a series of thought-provoking articles and essays, Carol Lee’s wonderful poetry, and as importantly, Penny Hardy’s arresting photographs of her amazing sculptures. The Contributors and their works are identified as follows:

- **Kay Sidebottom and Donna Carlyle’s** insightful article is accompanied with lovely photographs and illustrations of pets namely, Dorothy’s dog, Toto, in the *Wizard of Oz*, Kay Sidebottom’s cat, Rudolf, and her rabbit, as well as Donna Carlyle’s photo of the classroom dog, Dave. The authors explain the significant relationships that develop between the humans and their more-than-human pets. As important, is the discussion regarding the roles and functions of their pets in their lives. Further, there is the detailed explanation of the beneficial contributions and impacts of “the more-than-human others” in helping us to rethink teaching and learning.
- **Donna Carlyle and Ian Robson** present two vignettes from which the research process and analysis evolve. The vignettes illustrate: firstly, the relationships between a school class and the dog, Ted, and secondly, a game in which adults interact with a series of

questions on very large dice. Of specific interest to educators, is the authors' perspective and argument that effective learning is not restricted to one's age. Furthermore, that learning does not take place in a linear, discrete, lockstep manner.

- Based on research conducted in Italy and England, **Francesca Bernardi's** visual arts-based inquiry with disabled (autistic) primary school children de-stabilizes some of the perspectives and information evident in much of the current disability research. The analysis of the children's artwork challenges notions of the limits to autistic children's agency, and encourages the reader to re-examine understandings of disability, oppression, subordination, isolation and hope.
- **Julie Ann Ovington's** article examines the concept of "school readiness" for two-year-old children in England. Based on observations in two nursery schools in northeast England, Ovington suggests the need to challenge the dominant influences of Neoliberal thinking which have had major negative impacts on the recent policies and practices in early childhood education.
- **Sophie Collins** explicates the impacts of the intrusion of smells from the nearby dining room on the students who are in an educational training session. The article highlights: memories of schools, the physicality of learning, and the frustrations associated with working within educational environments heavily influenced by Neoliberalism.
- **Sophie Jeong and Cory Buxton's** article is a summary of research in an Advanced Placement Science class (in a high performing school in southeast USA). The analysis showcases the lines of flight, the subjectivities-in-motion, in this case gender-in-motion when the African-American, teen girl student contests successfully the traditional gender roles of her Asian, male lab partner.
- **Catherine Bates'** article discusses a posthumanism, university course co-created with mature post-secondary students who have traditionally been excluded from higher education. The course adopts activist, social justice and critical pedagogy approaches to teaching and learning. Of interest are the following: the students' positive responses to the course, the identification of the entangled relations with the more-than-human others, and the blurring of boundaries associated with thinking and knowing, professor and student.
- **Lucy Harding's** article documents the collaborative learning of pre-service teachers that takes place in a community garden (adjacent to her university in England). Harding's discussions of the students' unexpected responses, and the unanticipated tensions between the community volunteers and the pre-service teachers, are of interest to educators.
- **Bretton Varga and Muna Saleh's** article discusses maps/counter cartographies produced by pre-service teachers in a social studies methods course. The analysis of the significant life experiences associated with their three dimensional artwork/counter cartographies is intriguing. Although some students' maps depicted traumatic learning

experiences, yet all insisted that the project was healing. The authors conclude that such a project opens up “liminal spaces of possibility and promise”.

- Using new materialist perspectives, **Argyro Kanaki’s** article summarizes a graduate international education course in Scotland that focuses on language, culture, citizenship and affirmative ethics. The discussions of three Asian students’ practical, multilingual and intercultural projects with Asian students and teachers illustrate “dynamic assemblages”, entanglements, ways of encouraging intercultural awareness, and innovative approaches to teaching and learning.
- Highly trained and educated in drama and the performing arts, **Marta Cotrim’s** article integrates vignettes of her personal life with the published literature. Cotrim argues that by wearing neutral masks in guided learning activities, the participants will be encouraged to acquire positive attitudes and behaviours towards ‘the others’.
- **Jennifer Charteris, Adele Nye, Daisy Pillay, and Ruth Foulkes’** article highlights initial reactions to the pandemic and summarizes their respective universities’ responses. They explain that a virtual community of care developed in which they freely discussed such issues as their universities’ responses to the pandemic, respective workloads, family life, and ability to flourish despite the uncertainty associated with the pandemic.
- In the Poetic Preface, **Carol Lee’s** first poem: “**Forest Floor**” sets the stage for the issue. The second poem: “**Apparatus of Fall...**” draws on nature, in order to encourage the readers to explore and revisit the intersections of nature and the manmade environment.
- The photographs of **Penny Hardy’s** breathtaking sculptures are placed deliberately, at strategic parts of the issue. Harding’s works provide refreshing breathing spaces for the readers to look at the world with fresh eyes as they continue to grapple with the articles.

In this issue, the Authors and Guest Editors demonstrate the wide range of ways in which intersections, interconnections, and entanglements of humans and more-than-humans take place, often on a daily basis. Another explicit and sometimes implicit theme running through the entire issue is a pedagogy of kindness, compassion and care. The active practice of such a pedagogy is vital for the survival of all of us, not just a few of us, in today’s world.

We are likely to remember (for a very long time), the negative manmade events and natural disasters which occurred in 2022 and early 2023. Such massive destructive events include:

- (i) The significant number of lives lost and the devastation associated with the series of earthquakes which rocked and destroyed parts of Turkey and northwest Syria (February 2023);
- (ii) Cyclone Gabrielle which demolished parts of Aotearoa/New Zealand, especially, the east coast of the North Island (February 2023)⁴;
- (iii) The continuing war between Russia and the Ukraine, and the sizeable number of refugees fleeing the Ukraine, seeking asylum;
- (iv) The torrential rain and the resultant flooding and landslides in Sao Paulo, Brazil (February 2023);

- (v) The flooding of over one-third of Pakistan in August 2022 which left millions of people homeless. The people remained without their homes in December 2022.

Yet, despite the havoc that has occurred in so many countries, this second CPI issue on posthumanism, brings a very strong message of hope and optimism. The issue demands that we bring courage to face the problems in education. Even further, that we conceptualize, develop, and implement educational practices that break the stranglehold of banking approaches to teaching and learning, explicitly documented by Paulo Freire (1972 & 1982).

Finally, in Dionne Warwick's (1967) words, the CPI Winter 2023 issue undoubtedly, "let[s] the sunshine through".

Endnotes:

¹ Dionne Warwick is a famous musician, human rights, black and GBLTQ activist. Some of her songs have very strong social justice messages. For example, her 1967, anti-war song: "The Windows of the World" describes a man's life cycle from boyhood, to becoming a man, a soldier and finally dying in battle. In the 1980s, when discussions of HIV AIDS were taboo, and hundreds of people were dying, Dionne Warwick invited three key musicians, Stevie Wonder, Elton John and Gladys Knight, to perform with her and make a record of the well-known song: "That's What Friends are for". (The song was written originally by Burt Bacharach and Carole Bayer Sager, in the early 1980s). Importantly, the record generated several million dollars for AIDS research and its prevention (Warwick, 2021).

² Pete Seeger's song: "Where Have all the Flowers Gone" was released originally, in 1955. An expanded version was included in Peter, Paul and Mary's 1962 LP album. Joan Baez (1967) continued to promote the song's popularity (Google). Warwick and Seeger's two protest songs, point explicitly to the negative impacts of waging wars on the entire population (human and more-than-human) and in/on the land itself.

³ A major feature of the annual CC-UNESCO Conference was the keynote speaker's formal speech in which he/she deliberately addressed controversial topics. For the conference in question, I remember that the conference room grew cold with anger as most of the 200 plus Canadian participants, representing education, science, technology and communications, demonstrated marked displeasure. In opposing the keynote speaker's presentation, the representatives were angry that he dared to challenge them to rethink their notions of the benefits of global industrialization. (Unfortunately, my personal notes of the CC-UNESCO Conference were destroyed when I retired from the University of Calgary and I cannot remember the keynote speaker's name).

⁴ This event was brought close to home when CPI's Senior Journal Manager reported that her visit to Napier, New Zealand, was cancelled because her family home was destroyed by cyclone Gabrielle.

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Future CPI Publications include the following:

Publication of the Winter 2022 (Vol. 13, No. 2), Special Issue edited by **Veronika Bohac Clarke**, University of Calgary is pending. The issue entitled: "Beauty and the Beast: Using creative expressions to envision a just society amid post-truth politics, pandemic and climate change" has been delayed unfortunately, due to several major factors over which the Guest Editor and CPI have had no control.

In Summer 2023 (Vol. 15, No. 1), **Kim Koh**, University of Calgary, **Jennifer Lock**, University of Calgary, and **Cecille DePass**, University of Calgary will produce a Special Issue entitled: "All that Glitters is not Gold: Culturally Responsive Online Assessment and Pedagogy in Uncertain Times". To date, the responses have been quite strong from national and international contributors, and work on editing the issue is well underway.

In Winter 2024 (Vol. 15, No. 2), **Tiffany Prete**, University of Lethbridge, **J. Keesing Martin**, York University, **Celia Haig Brown**, York University and **Cecille DePass**, University of Calgary will produce an international issue entitled: *Spirit: Heart and Reconciliation*. The issue will follow-up some of the overarching themes and issues presented in CPI, Vol. 10, No. 2, 2018. As importantly, responses to recommendations of Sinclair's, Truth and Reconciliation Commission (2015) will be included. By mid- February 2023, Dr. Prete received confirmation from several First Nations academics who were interested in submitting some of their work to this important CPI issue. The Call for Submissions is published in this issue.

In Summer 2024 (Vol. 16, No. 1), **Noah Romero**, Hampshire College, with **Carol Mutch**, University of Auckland, and **Wairehu Grant**, University of Waikato, will produce an international issue entitled: "The Remembered Children of Maui – Pan-Pacific Conversations and Solidarities". In the Call for Submissions, Noah Romero (2021) states that the CPI Special Issue is inspired by "Linda Tuhiwai Smith's (2012) call for continued engagements between First Nations peoples living in the overdeveloped West and the Indigenous peoples of the Global South". The Call for Submissions is published in this issue.

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In Winter 2025 (Vol. 16, No. 2), **Noni Mendoza Reis**, San Jose State University, **Rosalinda Quintanar**, San Jose State University, and **Enid Lee**, Enid Lee Associates, Santa Cruz will produce an international issue entitled: “The Unheard Voices, the Unheard Struggle: Una fuerza ponderosa que lucha por expresarse”. The Special Issue will concentrate on central issues encountered by Latin Americans in the USA and to some extent in Canada. The Co-editors also plan to invite some Mexican scholars to contribute to the issue. The Call for Submissions is published in this issue.

In Summer 2025 (Vol. 16, No. 2), **Marcela Duran**, York University, **Jan Stewart**, University of Winnipeg, **Mohamed Duale**, York University, **Maha Shuayb**, University of Cambridge, and **Donald A. Dippo**, York University will produce an international issue which concentrates on the education and integration of refugees and their families. Readers might remember that Marcela Duran et al., published a very informative article regarding refugee experiences, entitled: ‘Home is like...’: A Conversation about Poetry and Longing for Home in CPI, Vol. 12, No. 1, 2020, pp. 134-148. The Call for Submissions will be published in the Vol. 15, No. 1, 2023 issue.

CPI’s Book Reviews:

This issue includes an interesting Book Review. Individuals willing to review books for CPI should see the Call for Book Reviewers (CPI, Vol. 9, No. 2, 2017) and contact Dr. Kathy Sitter, University of Calgary, CPI Book Review Editor.

Invitations and Caveats:

CPI welcomes proposals to develop Special Issues, and to create additional eBooks in the **Legacy Series** (introduced in Winter 2019).

Although CPI publishes some works that tend to be critical of the existing status quo, the journal is committed to publishing pieces that portray hope for a better future for all and not for a few of us. To this end, CPI promotes the vision of a fairer, more equitable and a just world documented in the UN Universal Declaration of Human Rights. Furthermore, CPI supports a dream that is/was espoused and practised by, for example: Martin Luther King Jr., Paulo Freire, Kofi Anan, Nelson Mandela, Desmond Tutu, Mahatma Gandhi, Toni Morrison, Maya Angelou, bell hooks, Linda Tuhiwai Smith, Vandana Shiva, Kamu Brathwaite, and Rosemary Brown (British Columbia), to name a few.

Contributions published in CPI do not necessarily express the perspectives and considered opinions of the CPI Advisory and Editorial Boards, its Founding Editors, external Reviewers and Production Team.

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Reminders:

- (i) CPI invites its Advisory Editorial Board, readers and contributors to share information regarding, recent research, publications and accomplishments.
- (ii) CPI continues to welcome contributions from/by academics in the south and north in the fields of literature, humanities, social sciences, arts, and of course, in education.
- (iii) CPI requests that any future publication, exhibition, or performance of specific work published in the journal, kindly acknowledges and cites its prior publication in CPI.

News from Noah Romero's Desk:

Dr. Noah Romero currently serves as Postdoctoral Scholar of Educator Preparation at the University of Nevada, Las Vegas. At present, Dr. Romero is working with the Nevada Educator Preparation Institute and Collaborative in order to develop and research emergent approaches to the equitable training, recruitment, and retention of Black, Indigenous, and People of Colour (BIPOC) teachers in urban schools. From Aotearoa/New Zealand, Dr. Noah Romero is the lead, invited Guest Editor for CPI's proposed Pacific issue: "The Remembered Children of Maui – Pan-Pacific Conversations and Solidarities" (Vol. 16, No.1, 2024).

Arrivals and Departures**Arrivals:**

On February 3, 2023, **Kimberle Crenshaw**, distinguished law professor at Columbia University and UCLA who developed the fields of intersectionality and Critical Race Theory, was awarded the Charles-Edward Amory Winslow Medal for her work in intersectionality, from the Yale School of Public Health. Dr. Crenshaw coined the concept intersectionality in 1989, in a paper to explain the prism of oppression encountered by African American women (Social and Behavioral Science Monthly Round-Up/Social Science Space, March 2023).

Pamela Mordecai published two books of poetry in 2022. Firstly, **A Fierce Green Place: New and Selected Poems**. Green Place is published by New Directions Publishing Corporation in Kindle (online), and as a paperback. Secondly, from Mawenzi House Publishers comes **de book of Joseph: A Performance Poem**. This book completes the trilogy of Mordecai's re-telling of Jesus' life in the Jamaican language. The book launch for Pamela Mordecai's two poetry books was hosted by the Department of Literatures, at the University of the West Indies, in February 2023. Mordecai's **de book of Joseph** is one of three books listed for the coveted 2023, OCM BOCAS Prize for Caribbean Literature. Dr. Mordecai is a founding member of CPI's Editorial Board.

In 2022, **Soul Spaces: Poems on Cities, Towns and Villages**, edited by Anita Nahal, Basudhara Roy Chatterjee, **Cyril Dabydeen**, E. Ethelbert Miller, Jaydeep Sarangi, Malashri Lal, Nadini Sahu, Swati Pal was published by Authors Press, Delhi, New Delhi, India. The edited book includes some of Cyril Dabydeen's poetry.

From September 2023 to March 2024, **Tiffany Prete**, PhD, Assistant Professor, Sociology, University of Lethbridge will curate an exhibition at the Galt Museum, Lethbridge. The exhibition is based on her research with survivors of the residential school, in the Blood Community, Southern Alberta.

Finally, CPI looks forward to two forthcoming issues:

- (i) **Veronika Bohac Clarke's** international issue (Vol. 13, No. 2, Winter 2022), entitled: "Beauty and the Beast: Using creative expressions to envision a just society amid post-truth politics, pandemic and climate change".
- (ii) **Kim Koh, Jennifer Lock and Cecille DePass** are busy preparing the international issue (Vol. 15, No. 1, Summer 2023) entitled: "All that Glitters is not Gold: Culturally responsive online assessment and pedagogy in uncertain times".

Departures:

Dr. Haleh Afshar, Lady Afshar (May 21, 1944 - May 12, 2022) was an Iranian born, Shia Muslim and feminist. A noted British scholar, Haleh Afshar championed the rights of Muslim Women. From 1999, she was a professor at the University of York in the field of politics and women's studies. Issues of women's education and respecting women's voices were at the centre of her work, as she combined her academic work with activism. Appointed in 2008, as a Commissioner of the Women's National Commission, she was known for her ability to fight for women threatened with deportation from Britain. Dr. Afshar was a founding member and later President of the Muslim Women's Network (Obituary by Janet Veitch, *The Guardian*, May 19, 2022).

Heavily influenced by Gandhi's values, **Ela Bhatt** (September 7, 1933 - November 2, 2022) was a professional lawyer and advocate for gender equality for women workers in India and nearby countries. In the 1970s, Ela Bhatt founded the Self-Employed Women's Association. Offering skills training, health insurance and retirement benefits, the Association became one of the largest cooperatives for 'the poorest of the poor'. With more than two million mothers and daughters, the Association provides training in spinning, pottery making and embroidery, as well as training to work in the jute mills (traditionally a man's domain). As importantly, Ela Bhatt created the Shri Mahila Sewa Sahakari Bank, a cooperative to encourage women's economic freedom and self-sufficiency (Google).

Hebe de Bonafini (December 4, 1928 - November 20, 2022), a leading human rights activist, was the co-founder of Argentina's human rights group: Association of the Mothers of Plaza de Mayo. From the late 1970s until the early 1980s, she and thirteen mothers, later joined by a sizeable number of others, protested every Thursday at the Plaza de Mayo (opposite the president's palace). The mothers' continuing non-violent protests brought to international attention the disappearance of the women's sons and some daughters. They continued their protests despite the brutality of the military dictatorship (the repressive military dictatorship that had ousted Evita Peron). Throughout her life, Hebe de Bonafini remained an inspiration for using non-violent resistance to challenge repressive regimes. (Obituary by Nick Caistor, *The Guardian*, November 20, 2022).

Thich Nhat Hanh (October 11, 1926 - January 22, 2022), was a famous Vietnamese Buddhist monk, poet, and peace activist who was known internationally for teaching non-violence, mindfulness and global ethics. Dr. Martin Luther King, Jr. described Hanh as “an apostle of peace and non-violence” when King nominated him for the Nobel Peace Prize in 1967. Because of his vocal opposition to the war in Vietnam, Hanh was exiled for 39 years. Thich Nhat Hanh led the Buddhist delegation to the Paris Peace talks in 1969; lectured at the University of the Sorbonne, Paris (early 1970s); and established Plum Village, in southwest France. It is the largest and most active Buddhist monastery in the west. He also founded monasteries in parts of Vietnam, the USA, Hong Kong, Australia, and Germany (Google).

Phyo Zeya Thaw (March 26, 1981- July 23, 2022) was a Burmese hip-hop star, pro-democracy activist and legislator. Thaw founded Myanmar’s first hip-hop band whose songs were adopted by the anti-government protestors. He was arrested and imprisoned, released, and in 2012 was elected to the Burmese parliament. Phyo Zeya Thaw was a leader of the protests against the military junta. In 2021, Thaw was arrested, once more. Unfortunately, Phyo Zeya Thaw was hung in July 2022, along with three other well-known, pro-democracy activists (Google).

Acknowledgements:

We thank the invited Guest Editors, Contributors, international and national External Peer Reviewers, the Senior Journal Manager, the Desktop Publisher, and the computer folks at the University of Alberta Libraries for all of their voluntary work to produce this CPI Special Issue for Winter 2023.

Very best wishes to the CPI readers in the northern hemisphere winter and the southern hemisphere summer.

Cecille DePass and Ali A. Abdi
CPI Editors and Founders