

# **THE 2022 RE-IMAGINING JUSTICE CONFERENCE:**

## **BUILDING BRIDGES –SEEKING SOLUTIONS**

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### **CONFERENCE DATES & TIMES**



**WEDNESDAY, NOVEMBER 16,  
6 – 8:30 PM:  
IN-PERSON KEYNOTE  
AND NETWORKING**



**THURSDAY, NOVEMBER 17,  
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VIRTUAL KEYNOTES,  
PLENARIES, AND  
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# Re Imagining Justice

**David Gurnham**



## **Re Imagining Justice:**

*Reimagining Justice, Human Rights and Leadership in Africa* Everisto Benyera, 2019-08-08 Failed attempts in Africa to develop democratised and instil virtues of a just state and society which promote benevolent leadership and advance political and economic rights and freedoms call for a new imagination By exploring a wide range of issues concerning justice human rights and leadership this book makes two major contributions to the extant literature in each of these areas Firstly as a project in decoloniality it constitutes an epistemic break from mainstream logics and approaches to understanding state society and development in Africa presenting an approach that is filtered through a Euro American lens that reifies the hegemony of a particular spatio temporality In other words it emphasises the importance of situatedness by thinking from rather than about or with Africa And secondly it addresses a fundamental shortcoming in decolonial thought which is often criticised for rejecting western paradigms of thought without providing viable alternatives The issues covered include state failure in Africa the geopolitics of US and NATO military interventions on the continent individual states responses to international law indigenous moral political leadership authentic inclusion of marginalised voices in development practice an endogenous approach to environmental ethics and a spiritualist reflection on the need for Africa to chart her own course to political social and economic redemption By searching for alternative paths to justice human rights and leadership this book represents an effort to actualise the core vision of the African Renaissance to find African solutions for African problems

**Beyond Cancel Culture: Reimagining Justice and Community Healing** Marla Blanchard, In the tumultuous landscape of today's society *Beyond Cancel Culture* emerges as a beacon of hope offering a profound exploration of the limits and possibilities of accountability and restoration The book deftly navigates the complexities of cancel culture delving into its origins consequences and the need for a transformative approach to addressing harmful behavior Drawing upon the latest research and real world examples *Beyond Cancel Culture* dismantles the simplistic narratives that often dominate discussions on this polarizing topic It challenges the notion that cancel culture is inherently toxic instead positing that it can serve as a catalyst for positive change when wielded thoughtfully and responsibly The book emphasizes the importance of context intention and the distinction between accountability and ostracism Furthermore *Beyond Cancel Culture* envisions a path forward where individuals and communities can engage in meaningful dialogue promote healing and foster growth It offers practical strategies for responding to harmful actions prioritizing empathy and restorative practices By fostering understanding and equipping readers with the tools to navigate the complexities of cancel culture the book empowers them to become agents of positive change in their own communities

*Reimagining Social Justice Scholarship* Tamara Shefer, Carmine Rustin, Floretta Boonzaier, 2025-09-25 Showcasing creative decolonial feminist and critical social justice scholarship located in a South African context this book works across modalities and disciplines and within art and activism to challenge hegemonic and oppressive forms of gender and sexuality In the wake of decolonial activism in higher education

and civil society since 2015 and the larger struggle for equality and justice Shefer Rustin Boonzaier and their contributors draw primarily from the work of local research and pedagogical projects directed at alternative imaginaries of gender and sexual justice with global import Increasingly scholars are engaging in collaborative dialogical and creative work that foregrounds performance art music crafts literature as well as embodied affective and relational engagements in the making of knowledge This book shares some of these diverse counter hegemonic pedagogies and research approaches that bring an intersectional and decolonial feminist lens to contemporary efforts to decolonise higher education and larger civil society Producing lines of thought and sharing praxis that destabilises disrupts and opens up new possibilities for justice scholarship the book provides a space for going beyond critical reflexivity in research and practice related to gender and sexual inequalities It seeks to make a scholarly intervention founded on rethinking its own grounds through collaborations with knowledges often deployed by those outside the authoritative expert domains of academia aligning it with feminist and decolonial aims This book is a valuable resource for students and scholars of gender sexuality and intersectionality particularly those with a focus on the global South Reimagining Diversity, Equity, and Justice in Early Childhood Haeny Yoon,A. Lin Goodwin,Celia Genishi,2023-08-03 Situated against a backdrop of multiple global pandemics COVID 19 racial injustice and violence inequitable resource distribution political insurrections and unrest this timely and critical volume argues for a divestment in white privilege and an investment in anti racist pedagogies and practice across early childhood contexts of research policy and teaching and learning Featuring established scholar practitioners alongside emerging voices chapters explore key issues around equitable and inclusive practices for young children covering topics such as multilingualism and multicultural practices of immigrant communities language varieties and dialects across the Black diaspora queer pedagogies and play at the intersection of race gender disability and language Thoughtfully and compellingly written each chapter offers an overview of the issue the theoretical framework and critical context surrounding it and implications for practice Land Justice: Re-imagining Land, Food, and the Commons Justine M. Williams,Eric Holt-Giménez,2017-06-22 In recent decades the various strands of the food movement have made enormous strides in calling attention the many shortcomings and injustices of our food and agricultural system Farmers activists scholars and everyday citizens have also worked creatively to rebuild local food economies advocate for food justice and promote more sustainable agroecological farming practices However the movement for fairer healthier and more autonomous food is continually blocked by one obstacle land access As long as land remains unaffordable and inaccessible to most people we cannot truly transform the food system The term land grabbing is most commonly used to refer to the large scale acquisition of agricultural land in Asian African or Latin American countries by foreign investors However land has and continues to be grabbed in North America as well through discrimination real estate speculation gentrification financialization extractive energy production and tourism This edited volume with chapters from a wide range of activists and scholars explores the

history of land theft dispossession and consolidation in the United States It also looks at alternative ways forward toward democratized land justice based on redistributive policies and cooperative ownership models With prefaces from leaders in the food justice and family farming movements the book opens with a look at the legacies of white settler colonialism in the southwestern United States From there it moves into a collectively authored section on Black Agrarianism which details the long history of land dispossession among Black farmers in the southeastern US as well as the creative acts of resistance they have used to acquire land and collectively farm it The next section on gender explores structural and cultural discrimination against women landowners in the Midwest and also role of womanism in land based struggles Next a section on the cross border implications of land enclosures and consolidations includes a consideration of what land justice could mean for farm workers in the US followed by an essay on the challenges facing young and aspiring farmers Finally the book explores the urban dimensions of land justice and their implications for locally autonomous food systems and lessons from previous struggles for democratized land access Ultimately the book makes the case that to move forward to a more equitable just sustainable and sovereign agriculture system the various strands of the food movement must come together for land justice

*Reimagining Medical Education: The Future of Health Equity and Social Justice - E-Book* Eduardo Bonilla-Silva, Emily A. Haozous, Gerald Kayingo, William McDade, Lisa Meeks, Ana Núñez, Toyese Oyeyemi, Janet Southerland, Javeed Sukhera, 2024-09-18 Inequities in health care and medical education have a long and complex history involving racism sexism ableism exclusivity and other forms of social injustice *Reimagining Medical Education The Future of Health Equity and Social Justice* externally commissioned by the American Medical Association and part of the AMA MedEd Innovation Series explores and addresses these ongoing issues Using both theoretical and practical approaches medical educators share a vision of medical education through a social justice lens The resulting volume focuses on equity throughout medical education improving the diversity of the student faculty and health workforce and ameliorating inequitable outcomes among minoritized and marginalized patient populations This unique change oriented text From the theoretical to the practical a diverse team of authors outline what an equitable future for medical education and health care can be A thought provoking account of the negative impact of centuries of asymmetry of power As part of the AMA MedEd Innovations series an aspirational vision of a just system for recruiting training and empowering the next generation of care providers and how to impact change at the individual institutional and population levels      **Re-imagining Political Community** Daniele

Archibugi, David Held, Martin Köhler, 1998 Understanding world politics today means acknowledging that the state is no longer the only actor in international relations The interstate system is increasingly challenged by new transnational forces and institutions multinational companies cross border coalitions of social interest groups globally oriented media and a growing number of international agencies These forces increasingly influence interstate decisions and set the agenda of world politics Though these phenomena have been discussed in the recent literature of international relations little attention

has been given to their impact on political life within and between communities This book aims to explore the changing meaning of political community in a world of regional and global social and economic relations The authors of the essays in this volume who reflect a variety of academic disciplines reconsider some of the key terms of political association such as legitimacy sovereignty identity and citizenship Their common approach is to generate an innovative account of what democracy means today and how it can be reconceptualized to include subnational as well as transnational levels of political organization Inspired by Immanuel Kant s cosmopolitan principles the authors conclude that favorable conditions exist for a further development of democracy locally nationally regionally and globally **Re-imagining Curriculum** Lynn

Quinn,2019-11-15 The book argues that academics academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories to re imagine curricula for the changing times Now more than ever in the history of higher education curriculum practices and processes need to be shared the findings of research undertaken on curriculum need to be disseminated to inform curriculum work We hope the book will enable readers to look beyond their contextual difficulties and constraints to find spaces where they can dream and begin to implement innovative and creative solutions to what may seem like intractable challenges or difficulties Re-Imagining Sexual Harassment Maja

Lundqvist,Angelica Simonsson,Kajsa Widegren,2023-04-18 This book brings researchers writers and policy makers into dialogue in an ambitious volume and moves beyond the juridical definitions of justice coloniality exploitation and work

Re-Imagining Citizenship Education Pablo C. Ramirez,2023-06-01 In this special edition we call attention to the role of Critical Multicultural Citizenship Education CMCE in schools societies and global contexts The fundamental goal of CMCE is to increase not only the students awareness of and participation in the political aspects of democracy but also students abilities to create and live in an ethnically diverse and just community Global migration and increasing diversity within nations are challenging conceptions of citizenship all over the world The percentage of ethnic minorities in nation states throughout the world has increased significantly within the past 30 years The United States Census for example projects that 50% of the population will consist of culturally linguistically racially ethnic and religiously diverse groups by 2050 With an increase growth of diversity within national borders issues concerning educational equity equality and civic engagement have not always been well attended to in educational and societal contexts Growing ethnic diversity in schools society has not automatically led to a dismantling of persistent educational barriers or structural inequalities In the past decade culturally ethnically and linguistically diverse populations have faced barriers impacting their rights as citizens in the United States and international contexts Citizenship and the rights that are associated with being a citizen are re framed when culturally ethnically and linguistically students seek equality In 2020 many urban cities in the United States witnessed Latino Black youth demonstrate peacefully guided by social justice and their civic responsibilities Similarly in international contexts

students have demonstrated civil disobedience by expressing concerns about their rights as citizens and the disempowerment of communities We emphatically believe that students in K 12 settings must begin to understand their rights as citizens and also advocate for the rights of others in order for communities in the U S and international contexts to achieve democracy

**Reimagining Climate Change** Paul Wapner,Hilal Elver,2016-02-05 Responding to climate change has become an industry Governments corporations activist groups and others now devote billions of dollars to mitigation and adaptation and their efforts represent one of the most significant policy measures ever dedicated to a global challenge Despite its laudatory intent the response industry or Climate Inc is failing Reimagining Climate Change questions established categories routines and practices that presently constitute accepted solutions to tackling climate change and offers alternative routes forward It does so by unleashing the political imagination The chapters grasp the larger arc of collective experience interpret its meaning for the choices we face and creatively visualize alternative trajectories that can help us cognitively and emotionally enter into alternative climate futures They probe the meaning and effectiveness of climate protection from below forms of community and practice that are emerging in various locales around the world and that hold promise for greater collective resonance They also question climate protection from above in the form of industrial and modernist orientations and examine large scale agribusinesses as well as criticize the concept of resilience as it is presently being promoted as a response to climate change This book will be of great interest to students and scholars of climate change global environmental politics and environmental studies in general as well as climate change activists

**(Re)Imagining Elementary Social Studies** Sarah B. Shear,Christina M. Tschida,Elizabeth Bellows,Lisa Brown Buchanan,Elizabeth E. Saylor,2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies This reader challenges social studies education i e classrooms teacher education programs and research to engage controversial issues those topics that are politically religiously or are otherwise ideologically charged and make people especially teachers uncomfortable in profound ways at the elementary level This reader meant for elementary educators preservice teachers and social studies teacher educators offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field The reader is organized into three sections 1 pushing the boundaries of how the field talks about elementary social studies 2 elementary social studies teacher education and 3 elementary social studies teaching and learning Individual chapters either A conceptually unpack a specific controversial issue e g Islamophobia Indian Boarding Schools LGBT issues in schools and how that issue should be is incorporated in an elementary social studies methods courses and classrooms or B present research on elementary preservice teachers or how elementary teachers and students engage controversial issues This reader unpacks specific

controversial issues for elementary social studies for readers to gain critical content knowledge teaching tips lesson ideas and recommended resources Endorsement Re Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be Grounded in a politics of social justice this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today Wayne Au Professor University of Washington Bothell Editor Rethinking Schools

**The Re-imagined Text**

Jean I. Marsden, 1995 Shakespeare's plays were not always the inviolable texts they are almost universally considered to be today The Restoration and eighteenth century committed what many critics view as one of the most subversive acts in literary history the rewriting and restructuring of Shakespeare's plays Many of us are familiar with Nahum Tate's audacious adaptation of King Lear with its resoundingly happy ending but Tate was only one of a score of playwrights who adapted Shakespeare's plays Between 1660 and 1777 more than fifty adaptations appeared in print and on the stage works in which playwrights augmented substantially cut or completely rewrote the original plays The plays were staged with new characters new scenes new endings and underlying all this novelty new words Why did this happen And why in the later eighteenth century did it stop These questions have serious implications regarding both the aesthetics of the literary text and its treatment for the adaptations manifest the period's perceptions of Shakespeare As such they demonstrate an important evolution in the definition of poetic language and in the idea of what constitutes a literary work In The Re Imagined Text Jean I Marsden examines both the adaptations and the network of literary theory that surrounds them thereby exploring the problems of textual sanctity and of the author's relationship to the text As she demonstrates Shakespeare's works and English literature in general came to be defined by their words rather than by the plots and morality on which the older aesthetic theory focused a clear step toward our modern concern for the word and its varying levels of signification

Re-Imagining Relationships in Education Morwenna Griffiths, Marit Honerød Hoveid, Sharon Todd, Christine Winter, 2014-12-10 Re Imagining Relationships in Education re imagines relationships in contemporary education by bringing state of the art theoretical and philosophical insights to bear on current teaching practices Introduces theories based on various philosophical approaches into the realm of student teacher relationships Opens up innovative ways to think about teaching and new kinds of questions that can be raised Features a broad range of philosophical approaches that include Arendt Beckett Irigaray and Wollstonecraft to name but a few Includes contributors from Norway England Ireland Scotland Spain Sweden and the U S

**Re-imagining Schooling for Education** Glenda McGregor, Martin Mills, Kitty Te Riele, Aspa Baroutsis, Debra Hayes, 2017-03-08 This book provokes a conversation about what supportive schooling contexts for both students and teachers might look like and considers how schooling can contribute to a more socially just society It takes as its starting point the position of the most marginalised students many of whom have either been rejected by or have rejected mainstream schooling and argues that the experiences of these students suggest that it is time for schools to be reimagined



for all young people Utilizing both theory and data the volume critiques many of the issues in conventional schools that work against education and presents evidence from the field in the form of data from unconventional schooling sites which demonstrates some of the structural relational curricular and pedagogical changes that appear to be enabling schooling for education for their students It will be essential reading for students and researchers in the fields of education sociology and social work and will also be of great interest to practising teachers

**Reimagining Peace through Process Philosophy** Juliet Bennett,2025-03-07 This book explores the ways in which process philosophers extend and strengthen peace scholars outlines of a paradigm of for peace It then illustrates the value of such a peace paradigm through the example of the climate breakdown showing how process thinking and process metaphysics intervene at the roots of a global systemic crisis In doing so it articulates a new inroad to process philosophy and illuminates an integrative intervention in the systemic crises of climate change and global inequality The static process framework developed in this book makes the philosophy of Alfred North Whitehead and the fields he has inspired easier to grasp and offers a tool to assist in the application of process thought to a multitude of issues This framework depicts tensions between two modes of thought static and process thinking according to five basic orientations abstract context closed open isolating relational passive generative one multi dimensional This pattern is mapped across the domains of metaphysics economics politics and as the basis for a new mode of living and organising across multiple layers of society

**Transforming Justice Responses to Non-Recent Institutional Abuses** Anne-Marie McAlinden,Marie Keenan,James Gallen,2025-03-20 Over the last few decades the issue of historical non recent institutional abuses has resonated in a range of Western states and churches Despite the recent proliferation of justice responses to such abuses including prosecutions and civil litigation inquiries redress and apologies it is a subject which is insufficiently understood in the literature Set against the complexities of the legal historical cultural and political realities of addressing non recent institutional abuses Transforming Justice Responses to Non Recent Institutional Abuses critically examines these justice responses across Northern Ireland and the Republic of Ireland Bringing together the voices of victim survivors of non recent institutional abuses with legal actors academics media professionals and church and state actors on their experiences of justice processes this book reframes discourses on accountability and responsibility and considers how to improve justice processes at the level of praxis and increase engagement between victim survivors and institutional actors Drawing on interdisciplinary literature related to restorative transitional and transformative justice and analysis of primary research the book advances analysis of the role of innovative justice in this space and a new approach to justice which bridges the accountability gap between seeking and achieving justice for non recent institutional abuses while improving outcomes for victims and survivors This is an open access title available under the terms of a CC BY NC ND 4 0 International licence It is free to read on Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations

**Routledge Handbook of Climate Justice** Tahseen Jafry,2018-11-01 The term climate justice began to

gain traction in the late 1990s following a wide range of activities by social and environmental justice movements that emerged in response to the operations of the fossil fuel industry and later to what their members saw as the failed global climate governance model that became so transparent at COP15 in Copenhagen. The term continues to gain momentum in discussions around sustainable development, climate change mitigation and adaptation and has been slowly making its way into the world of international and national policy. However, the connections between these remain unestablished. Addressing the need for a comprehensive and integrated reference compendium, *The Routledge Handbook of Climate Justice* provides students, academics and professionals with a valuable insight into this fast-growing field. Drawing together a multidisciplinary range of authors from the Global North and South, this Handbook addresses some of the most salient topics in current climate justice research, including just transition, urban climate justice and public engagement, in addition to the field's more traditional focus on gender, international governance and climate ethics. With an emphasis on facilitating learning based on cutting-edge specialised climate justice research and application, each chapter draws from the most recent sources, real-world best practices and tutored reflections on the strategic dimensions of climate justice and its related disciplines. *The Routledge Handbook of Climate Justice* will be essential reading for students and scholars as well as being a vital reference tool for those practically engaged in the field.

**Memory, Imagination, Justice** David Gurnham, 2016-04-22 Through the creative use of literary analysis, *Memory Imagination Justice* provides a critical and highly original discussion of contemporary topics in criminal law and bioethics. Author David Gurnham uses popular and classical texts by authors including Shakespeare, Dickens, Euripides, Kafka, the Brothers Grimm, Huxley and Margaret Atwood to shed fresh light on such controversial legal and ethical issues as passionate homicide, life sentences, child pornography and genetic enhancement. Gurnham's overarching theme is the role of memory and imagination in shaping legal and ethical attitudes. Along this line, this book examines the ways in which past wrongs are remembered and may be forcefully responded to both by the criminal justice system itself and also by individuals responding to what they regard as gross insults, threats or personal violations. The volume further discusses the role of imagination as a creative force behind legal reform in terms of the definition of criminal behaviour and the possible future development of the law. These ideas provide a useful and highly original perspective on contemporary issues of crime and society as they resonate both in legal and literary discussion.

**Gender, Identity and Migration in India** Nasreen Chowdhury, Paula Banerjee, 2022-02-10 The book focuses on voices of displaced women who constitute a critical part of the migration process through an unravelling of the engendered displacement. It draws attention to the various processes, methods and approaches by national and international human rights and humanitarian laws and principles and the experiences of the relevant communities/organisations towards peaceful co-existence. The contributions to this volume embellish the argument that there is a direct correlation between an academic researcher's positionality, methods and trajectories of critical knowledge production. In particular, feminist epistemologies with specific emphasis on post-coloniality

utilized in conjunction with scholarship related to transnational migration studies constitute a distinctly powerful vantage point for challenging methodological nationalism and the syndrome of seeing like the state in the area of forced migration studies

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