

EDITORIAL

We are delighted to offer this double issue on the proceedings of the inaugural conference of the Peace and Conflict Studies Association of Canada (PACS-Can). The theme of the conference, held 18-20 June 2015 in Winnipeg, Canada, was “Emerging Issues in Peace and Conflict Studies in Canada.” The articles in this issue, presented at the conference, address these issues.

The first article, by Jessica Senehi, surveys the field of Peace and Conflict Studies and its interdisciplinary complexity. It then describes an exercise called “Our Tree of Life in the Field,” and discusses how it can help scholars and practitioners in the field find their way forward.

Nearly all the articles touch on the subject of Indigenous-Settler relationships, and three articles give the subject sustained attention. Neil Funk-Unrau calls on the peace studies discipline to become more firmly Canadianized and indigenized by integrating the diverse perspectives that make up Canadian society, especially Canadian Indigenous voices. This means that peace studies scholars will need to respond to the challenge of Indigenous day and residential school abuses and the Idle No More movement.

Peter G. Bush analyzes the apologies issued by the United Church of Canada, the Anglican Church of Canada, the Presbyterian Church of Canada, and the Roman Catholic Church of Canada. He notes that in many ways, the apologies were shaped by engagement with the Indigenous people to whom the churches were apologizing.

Merle Lefkoff considers what happens when the interveners in conflictual situations are a “swarm” of ordinary citizens rather than “experts.” Using the Idle No More movement as a case study, she proposes the science of Complex Adaptive Systems as a new lens through which to understand mass citizen mobilization for conflict intervention.

Three articles address research, teaching, and the financial responsibilities of educational institutions in Canada. Laura Reimer explores the

relationship between research and conflict transformation. She presents a framework that integrates conflict transformation principles, Indigenous research principles, and storytelling methodology to help transform conflict throughout the research process.

Karen Magro argues that transformative education challenges traditional approaches to education and helps students learn for personal, social, and global change. She considers the role that teachers can play in creating innovative learning contexts in which students can explore peace and social justice issues across multiple boundaries. Her article concludes with concrete recommendations for educators.

Christopher Hrynkow builds on personal experience to call Canada's post-secondary institutions to divest their endowment funds from fossil fuels and craft investment policies that support socially and ecologically responsible ventures. Such policies, he argues, help open a path toward multidimensional cultures of peace.

Christina Szurlej explores what happens when the human rights people enjoy come into conflict. While most Canadian human rights commissions address such cases on an ad hoc basis, the Ontario Human Rights Commission uses a set of legal principles that add clarity and can be applied to individual cases. She calls on the Government of Canada to adopt national guidelines that clarify legal principles to help reconcile competing rights.

As always, we are grateful for the on-going support of our readers through your subscription renewals and contributions to Peace Research, and, as always, we invite readers to submit their best manuscripts for our consideration.