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## **Canadian Journal for the Academic Mind, Volume 2, Issue 2**

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### **In Honour: Yemeni Students**

This issue of the Canadian Journal for the Academic Mind is dedicated to the students of Yemen – those who continue to learn, teach, and write in the shadow of a Western-backed war of annihilation, and those whose lives and aspirations have been cut short by violence, blockade, and neglect.

For nearly a decade, Yemen's education system has been systematically destroyed: schools and universities bombed, academic staff displaced or killed, and students left without access to the most basic resources. In the face of this scholasticide, Yemeni students have continued to resist, by organizing, studying, and preserving knowledge amid devastation.

We would like to highlight Boshra Al-Maqtari, a historian, writer, and former student at Taiz University, whose courageous work documents the suffering of ordinary Yemenis. In her published works, Al-Maqtari gathers testimonies from survivors of the war, refusing to let their pain be forgotten or sanitized.

Despite facing death threats and repression, she has persisted in telling the truth, not just as a writer, but as a scholar deeply rooted in the responsibility of education. Her commitment shows the intellectual and moral bravery of Yemeni students everywhere.



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## **Honouring Indigenous Knowledge and Fostering Decolonization**

The Canadian Journal for the Academic Mind recognizes that it is headquartered on the traditional, unceded land of the Omàmiwininiwag, Anishinabewaki, Kanien'kehá:ka, and Haudenosaunee nations.

We honour the rich knowledge systems and cultural contributions of Indigenous peoples and aim to create a space that values Indigenous ways of knowing and being. We acknowledge the detrimental impact of colonization on individuals, communities, and knowledge systems. By seeking to decenter dominant Western paradigms, we aim to embrace diverse epistemologies, methodologies, and research approaches. Our goal is to challenge traditional boundaries, promote cross-cultural dialogue, and dismantle systems of oppression embedded in academic structures.

Together, we can forge a scholarly community that reflects our shared commitment to equity, inclusivity, and positive change. Join us in our collective endeavor to reshape the academic landscape, advance knowledge rooted in justice, and create a more equitable future.





## Letter from the Editorial Board

Dear Readers,

We are proud to present the second issue of Volume 2 of the *Canadian Journal for the Academic Mind* (CJAM). This edition continues our mission to provide an accessible, rigorous, and student-led platform for critical scholarship, intersectional thought, and academic inquiry. The works featured in this issue discuss pressing social, political, and ethical challenges, demonstrating once again that students are not only observers of the world, but are active participants in critically analyzing and reshaping it.

This issue reflects CJAM's commitment to student-led research that is rooted in academic tradition, while also being unafraid to challenge dominant paradigms of our world. From evolutionary psychology to international criminal law, from Indigenous justice to queer resistance, the range of contributions really prove how interconnected our struggles for justice truly are. At a time when the silencing of dissent and the devaluation of academic freedom is on the rise globally, CJAM strongly reaffirms its support for intellectual freedom and community-led knowledge production.

Several of the pieces in this issue focus on the structural violence and state repression that shape marginalized communities' access to justice, healthcare, safety, and recognition. Other articles interrogate the systems that sustain these inequities – be it through colonial legacies, neoliberal policies, imperial media narratives, or carceral approaches to public health. Through their work, our student authors demonstrate that scholarship can be both analytically rigorous and politically courageous.

We are especially proud to feature work that centres lived experience, intersectionality, and anti-colonial analysis. These are not just abstract frameworks but are necessary tools to confront the realities of injustice. Whether it is a critique of how the Canadian government enables the disappearance and death of Indigenous women, or an exploration of queer solidarity with Palestine in the face of state retaliation, the articles in this issue do not shy away from uncomfortable truths.

We remain forever grateful to our brilliant authors for their trust and courage and our peer reviewers for their thoughtful engagement. We thank our advisory team, Professors Anne MacLennan, Michelle MacDonald, and Marie-Eve Carrier-Moisán for their ongoing support.

Lastly, we are incredibly appreciative of our financial sponsor, the Joint Chair in Women's Studies at Carleton University and the University of Ottawa. The journal would not be possible without the collective care, solidarity, and intellectual generosity of this community.

As CJAM grows, we invite you to be part of its future. We encourage students from all disciplines and backgrounds to consider submitting to future issues. We hope this journal continues to serve as a space where students are able to push boundaries, ask difficult questions, and shape the academic mind of tomorrow

Yours sincerely,

**Nir Hagigi**, Editor-in-Chief, Carleton University

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CANADIAN JOURNAL FOR  
THE ACADEMIC MIND

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EXPANDING KNOWLEDGE  
SHAPING PERSPECTIVES  
CONNECTING MINDS

