Acknowledgements

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Introduction

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Citation Information
DOI: https://doi.org/10.60082/2817-5069.3612
https://digitalcommons.osgoode.yorku.ca/ohlj/vol57/iss1/12

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Acknowledgements

Abstract
DURING THE SUMMER OF 2018, the then Executive Editor of the Osgoode Hall Law Journal, Ari Zuckerbrot, approached me about producing a special issue focused on an Indigenous/Aboriginal law topic. I was delighted to agree to serve as the guest editor, and even more delighted when the Osgoode Indigenous Students’ Association (OISA) agreed to partner with the Journal to make the project a collaborative effort. This special issue is the result.

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Acknowledgements

KAREN DRAKE*

DURING THE SUMMER OF 2018, the then Executive Editor of the Osgoode Hall Law Journal, Ari Zuckerbrot, approached me about producing a special issue focused on an Indigenous/Aboriginal law topic. I was delighted to agree to serve as the guest editor, and even more delighted when the Osgoode Indigenous Students’ Association (OISA) agreed to partner with the Journal to make the project a collaborative effort. This special issue is the result.

Many members of OISA supported this special issue in various ways; these contributions were co-ordinated and spearheaded primarily by Alana Robert and Laura Sharp, who were third year OISA students during the 2018-2019 academic year. Together we discussed a number of potential themes for the special issue, and ultimately chose: “A Right without a Rights-Holder Is Hollow.” With input from OISA members, we selected the authors for the special issue. We then planned a workshop—which was held in April 2019 at Osgoode Hall Law School—where authors presented drafts of their papers. Most of the logistical work of organizing and hosting the workshop was completed by Ms. Robert and Ms. Sharp, with assistance from other members of OISA and from the Journal’s student editors. The workshop was well-attended by students and faculty members. Dorothy Peters not only gave an opening prayer and a closing prayer, but also stayed throughout the workshop to contribute to the discussion of the papers. After the workshop, the authors revised and further developed their papers to incorporate the feedback from the workshop. The Journal’s student editors then completed the editorial work on the submitted papers.

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I am tremendously grateful to everyone who has played a part in shaping this special issue. Miigwech to Alana Robert and Laura Sharp for your vision and tireless efforts in spearheading this project. Miigwech also to other members of OISA—including Emily King, Isaac Twinn, Lysandra Moreno, Gabrielle Pellerin, and Brittany Town—who stepped in once Ms. Robert and Ms. Sharp graduated, and to all other OISA members who contributed their time and input. Thank you to Ari Zuckerbrot for initiating the project, and to the Journal’s other senior editors who helped plan the workshop and who stepped in once Mr. Zuckerbrot graduated, including Ashley Beaulieu, Shruti Ramesh, Vahini Sathiamoorthy, and Jennah Khaled. Thank you as well to all other student editors with the Osgoode Hall Law Journal who contributed their time and editorial expertise to these articles. I am also very grateful to Professor Dan Priel, the Editor-in-Chief of the Osgoode Hall Law Journal during the production of this special issue for his support. This project would not have been possible without the valuable contributions of many staff members, including Stefania Piacente-Battisti, Ashley Bell, Anita Herrmann, Rifa Lalani, and Nadia Azizi.

Finally, I am very grateful to all who made a financial contribution to the workshop, including the Osgoode Research Intensification Fund, the Office of the Dean, Osgoode Hall Law School at York University, the Office of the Vice-President Research and Innovation: Funding for Indigenous Scholarly Events and Outreach Activities, the Osgoode Legal and Literary Society, the Osgoode Hall Law Journal, and the Osgoode Indigenous Students’ Association.