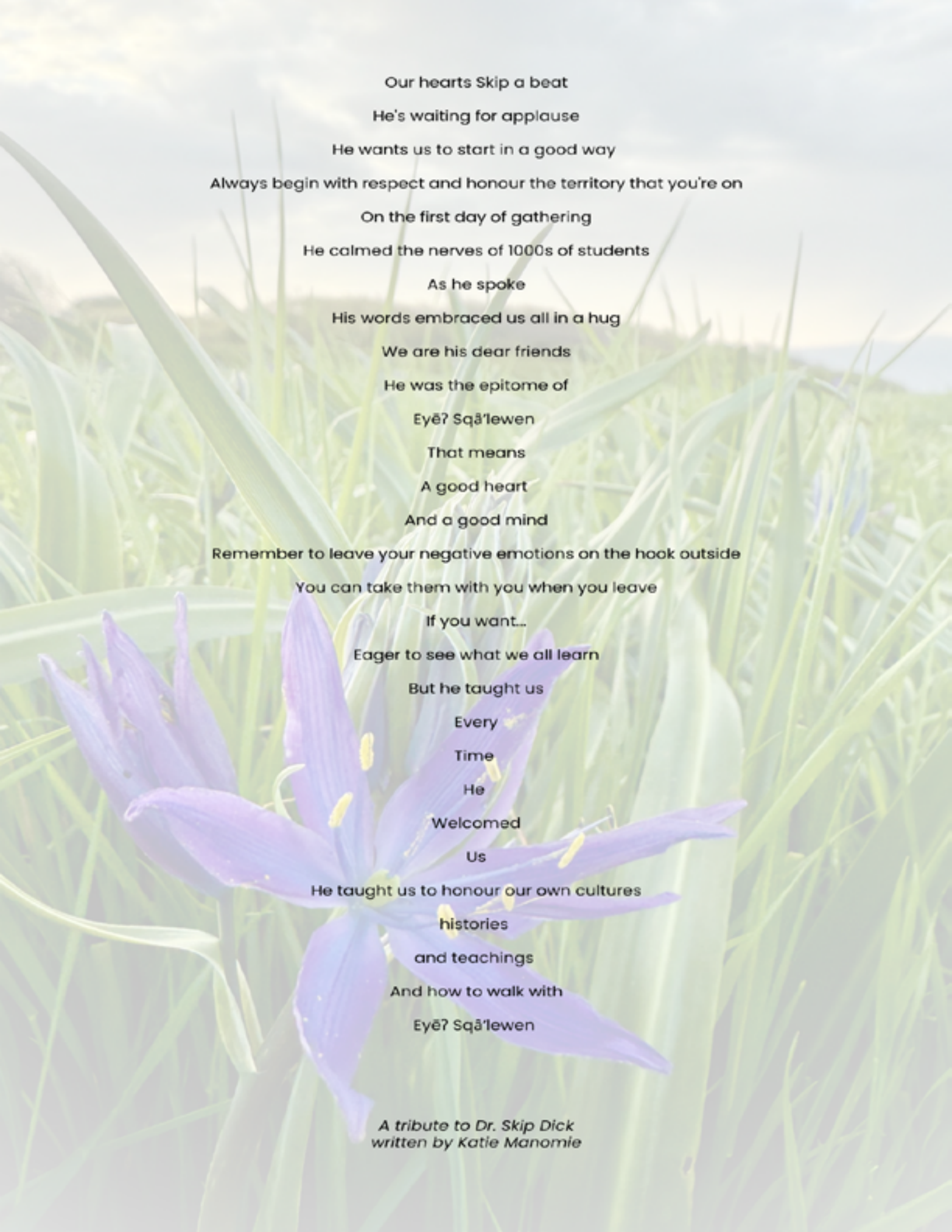


UVIC HUMANITIES

annual report

2025-2026





Our hearts Skip a beat
He's waiting for applause
He wants us to start in a good way
Always begin with respect and honour the territory that you're on
On the first day of gathering
He calmed the nerves of 1000s of students
As he spoke
His words embraced us all in a hug
We are his dear friends
He was the epitome of
Eyē? Sqā'lewen
That means
A good heart
And a good mind
Remember to leave your negative emotions on the hook outside
You can take them with you when you leave
If you want...
Eager to see what we all learn
But he taught us
Every
Time
He
Welcomed
Us
He taught us to honour our own cultures
histories
and teachings
And how to walk with
Eyē? Sqā'lewen

*A tribute to Dr. Skip Dick
written by Katie Manomie*

Faculty of Humanities 2025-26 Features

Dean

Annalee Lepp

Associate Dean Academic

Lisa Surridge

Associate Dean Research

Adrienne Williams Boyarin

Director of Administration

Theresa Gallant

Assistant to the Dean

Bennett Portlock

Communications Officer

Katy DeCoste

Development Officer

Amy Cope

Research Coordinators

Taylor Brook

Shoshana Schwebel

Administrative Assistant

Lindsay Mair

Engage

Finding community at UVic as an international student 9

Fostering inclusive pedagogy 26

Languages open doors on the I-Witness field school 28

Inspire

Storytelling on screen 8

Communicating for the climate with co-op 14

Promoting Francophone diversity 23

Provoke

Climate art as climate action 12

Pursuing the truth 18

Enrich

Governor General's Gold Medal winner challenges economic injustice 10

Annual report production team

Editor & designer

Katy DeCoste

Cover design

Katie Manomie

Contributors

Scarlet Bowness

Jeremy Pearce

John Threlfall

Student photographers

Lyza Shymko

Ziming Dong

We acknowledge and respect the Lək'wəṇən (Songhees and X̱wsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.



Welcoming the new Chair in Transgender Studies

We are pleased to announce the appointment of Dr. Jules Gill-Peterson as the Chair in Transgender Studies at the University of Victoria. The Chair will be housed in the Department of History but has a broad interdisciplinary mandate. Dr. Gill-Peterson joins us from Johns Hopkins University, where she has served as Associate Professor of History. She brings to this role a distinguished record of scholarship that has reshaped the field of Transgender Studies.

Dr. Gill-Peterson is a leading expert in transgender history, including the history of transgender medicine, culture and politics. She is the author of *Histories of the Transgender Child* (University of Minnesota Press, 2018), the first scholarly work to establish the long history of transgender childhood and challenge prevailing assumptions about its novelty. The book received the Lambda Literary Award for Transgender Nonfiction and the Children's Literature Association Book Award, and has become a foundational text in the field. Her subsequent book, *A Short History of Trans Misogyny* (Verso, 2024), further demonstrates her command of the theoretical and historical dimensions of transgender experience. She previously served as a general co-editor of *TSQ: Transgender Studies Quarterly*, the flagship journal of the discipline, and has held prestigious fellowships at the Radcliffe Institute for Advanced Study at Harvard University, the American Council of Learned

Societies and the Kinsey Institute. Her next book, *Transgender Liberalism: How an Elite Class Shaped an Identity*, will be published by Harvard University Press next year.

Dr. Gill-Peterson has played an expert role as transgender healthcare and the legal recognition of sex change have come under attack. She co-authored two amicus briefs on behalf of professional historians to the U.S. Supreme Court in signal transgender cases, and she has frequently advised clinicians, lawyers and policy makers. She has held numerous distinguished university lectureships and has also been widely interviewed and profiled in the media. She is the narrator of the award-winning documentary *Framing Agnes* (2021).

Dr. Gill-Peterson's appointment is the outcome of a rigorous national and international search that attracted an exceptionally strong field of candidates. The selection committee was struck by the depth and originality of her scholarship, the clarity of her vision for the Chair and the breadth of her engagement with both academic and community audiences.

In welcoming Dr. Gill-Peterson, we also mark the conclusion of a truly extraordinary chapter in the life of this Chair. Dr. Aaron Devor conceived of and established the world's first and only Chair in Transgender Studies, a position that has become a model for the field internationally. Over the course of his tenure, Dr. Devor built the Chair into a hub of scholarship, community engagement and advocacy. In collaboration with UVic Libraries, he founded the world's largest Transgender Archives, which spans over 530 linear feet of materials in 15 languages from 23 countries across seven continents. In 2014, he established the Moving Trans History Forward conferences, which have brought together scholars, activists and community members from around the world to advance Trans+ history and scholarship. His contributions to the Standards of Care of the World Professional Association for Transgender Health (WPATH), his decades of nationally award-winning teaching and his sustained commitment to building strong and resilient Trans+ social and cultural communities have left a lasting mark on this institution and far beyond it. The University of Victoria owes Dr. Devor an immense debt of gratitude, and we look forward to celebrating his legacy in the months ahead.

Please join us in welcoming Dr. Gill-Peterson to UVic. Her appointment reflects the University's enduring commitment to Transgender Studies as a vital field of inquiry and to the communities whose lives and histories it illuminates.



Visiting the Farallon Book Arts Lab at the McPherson Library with MDIA 350: Cultures of the Book. Photo: Sky Dragushan.

Announcing new programs in Media Studies

Beginning in September 2026, UVic students can declare a major, minor or general degree (BA) in Media Studies, offered by the Faculty of Humanities.

By studying games, podcasts, comics, zines, radio, television, film, social media, archives, books, exhibits, animation and more, students will engage in experiential learning and develop the people skills of media, communication and culture.

Offering non-technical and technical options in multiple subject areas, a Media Studies degree prepares students for careers such as:

- Writer or content creator
- Communications specialist
- Game developer
- Interaction, experience or narrative designer
- Media preservationist or historian
- Collections or archives manager
- Research or policy analyst
- Media critic or theorist

The Certificate in Media Studies will continue to be offered as a flexible credential open to all UVic students. Upcoming courses include Media Activism, Health and the Internet, Game Studies, and Anthropology of Sound.

“I greatly appreciated the required interdisciplinarity built into the Media Studies program. Not only did this allow me the flexibility to take courses that interested me alongside the required Media classes, but my understanding of the world around me and my responsibilities to my community have shifted greatly through the disciplinary breadth I was able to engage with.”

- Sky Dragushan

Website

uvic.ca/mediastudies

Email

adminmdia@uvic.ca

Phone

(250) 721 7230

Welcoming our new faculty and staff

We are thrilled to welcome the new faculty and staff members who have joined the growing humanities community from July 1, 2025 to June 30, 2026!



Katherine Achacoso
Gender Studies

Katherine Achacoso (she/her/sija) is a queer daughter of the Filipinx and Surigaonon diasporas. Katherine specializes in environmental justice, critical ecology studies, diaspora, gender and sexuality and Critical Indigenous Studies/Indigenous feminisms. Her ongoing research examines the transnational history of North American mining on her ancestral homelands in Surigao.



Geoff Bil
History

Geoff Bil's (he/him) work centers on the history of science and empire. His first book, *Indexing the Indigenous: Plants, Peoples, and Empire* (under contract, Johns Hopkins University Press), examines the varied ways that Indigenous plant knowledges have figured in nineteenth-century imperial botany and anthropology. Prior to joining the University of Victoria, he taught at the University of Delaware from 2019-2025.



Rachel Brown
Religion, Culture and Society

Rachel Brown (she/her) studies the intersection of food, religion and migration. She is a contract assistant teaching professor in Religion, Culture and Society and anthropology. Her work explores how members of minority communities create, maintain and present their religious, cultural and ethnic identities through food and food practices in secular contexts.



Kathy Bryan
School of Languages, Linguistics and Cultures

Kathy Bryan completed her BSc in Psychology at University of Toronto and Master of Public Health at UVic. Her professional background includes years of experience in social and epidemiological research, clinical research, and community development within municipal government. As the Assistant to the Chair with the SLLC, Kathy provides administrative support and assists with the day-to-day operations of the School.



Amy Cope
Dean's Office

Amy Cope (she/her) is the Central Development Officer for the Faculty of Humanities, Graduate Studies, and UVic Libraries. Before joining UVic, she spent seven years with Pacific Opera Victoria, where she also worked in development. Amy received her BFA in Theatre from the University of Victoria.



Mahayla Galliford

Academic and Technical Writing Program

Mahayla Galliford (she/her) recently started part-time with the Academic and Technical Writing Program as the first Assistant to the Program Director. Mahayla completed two degrees at the University of Victoria: BA (Hons) English (2024) and MA English (2026) with a focus on early modern women writers. She is excited to bring her knowledge of the UVic student experience to her new position as a staff member with ATWP.



Anita Girvan

Gender Studies

Following familial routes and roots, and marginalized lineages of socio-ecological governance, Anita Girvan's (she/they) scholarship traces Black feminist/Afro-Caribbean socio-cultural knowledges as they encounter other communities grappling with the aftereffects of colonization. She is informed by coalitional and collaborative approaches to world-building, including through music, poetry and other cultural productions.



Sarah Lawrence

Critical Humanities Commons

Sarah Lawrence (she/her) joined the Critical Humanities Commons as the new Administrative Assistant in January 2026. She is absolutely thrilled about this amazing new professional opportunity at the Commons! As a part of the Commons team, she aims to advance the Commons forward collaboratively within the Faculty of Humanities.



Marla MacKinnon

Humanities Computing and Media Centre

Marla MacKinnon (she/her) holds a PhD in Anthropology, a MSc in Archaeology, and a BAH with a major in Classics and a minor in English. Before joining the HCMC, she held a postdoctoral fellowship in UVic's Department of Anthropology. As the project coordinator and administrative assistant, Marla supports the HCMC and the digital projects that partner with the centre and enjoys staying abreast of new developments in digital humanities through this work.



Illya Nokhrin

Humanities Computing and Media Centre

Illya Nokhrin (he/him) has a BA in English and Sociocultural Anthropology and an MA in English. Prior to joining the HCMC, he was a PhD candidate in English and Book History at the University of Toronto. His work at the HCMC focuses on creating web-based applications for research projects. This involves creating schemas for new and existing datasets, writing XSLT and build files to transform datasets into structured TEI and HTML formats, implementing staticSearch and ensuring that new projects are Endings Principles compliant.

Welcoming our new faculty and staff (continued)

We are thrilled to welcome the new faculty and staff members who have joined the growing humanities community from July 1, 2025 to June 30, 2026!



Kalea Raposo

Academic and Technical Writing Program

Kalea Raposo (she/her) holds a BA in English with a minor in anthropology and an MA in English from the University of Victoria. She has worked as a Research Assistant for the Crafting Communities Project and the Great Expectations Victorian Pregnancy Project. As the program administrator for the Academic and Technical Writing Program, Kalea supports the delivery of ATWP courses and programs.



Shoshana Schwebel

Dean's Office

Shoshana Schwebel (she/her) recently completed her PhD in German Studies at UBC. Her MA and BA, also in German Studies, were completed at McGill University. Shoshana has experience supporting a range of grant applications in the humanities and fine arts, and has additional interdisciplinary research and teaching backgrounds in digital humanities, academic writing, film and media studies and queer studies.



Jenne Schmidt

Gender Studies

Jenne Schmidt (they/them) is an assistant professor joint-appointed in Gender Studies and Environmental Studies. Situated within critical disability theory, trans and queer politics and environmental studies, their research interrogates the ways that Western environmental futures are positioned as incommensurable with crip, trans and queer existence in an effort to locate moments and places of coalitional possibility.



Pamela Spalding
Indigenous Studies

Pamela Spalding (she/her) is a Métis Canadian (Scottish, Cree and Ojibwe of the Red River, Manitoba territory) ethnobotanist examining Indigenous people's relationships with plants, ecosystems, resource stewardship, Indigenous feminism, Indigenous legal orders and customary legal landscapes. For the last decade, she has conducted collaborative research with the T'Sou-ke Nation.



Jaipreet Virdi

History; Critical Humanities Commons

Jaipreet Virdi (she/her) is a scholar activist whose work centers on disability in the history of science, technology and medicine. She is an associate professor of history and the inaugural director of the Critical Humanities Commons. Her most recent book, *Echoes of Care: Deafness in Modern Britain* was released by McGill-Queens University Press in 2025. Currently, she is working on *Tangled Tendrils: A History of Endometriosis*.

Jubilee Medals in the Humanities



Orla Scott (third right) participates in the Run for Europe. Photo provided.

Orla Scott

History, Germanic Studies (minor)

Orla Scott is described by her instructors as a “brilliant historian” and “hands down, one of the best students I have had the pleasure to teach in 21 years at UVic.” While at UVic, she took advantage of two study-abroad programs, travelling for a two-month language intensive in Kassel, Germany, and participating in a year-long exchange in Freiburg, also in Germany. Through these programs, she brought her language and cultural studies into hands-on, immersive experiences. Orla also brought her passion for languages into roles as a research assistant with the French and Francophone Studies program and as a student ambassador for the German Academic Exchange Service (DAAD)—while still finding time to complete a student work term as a tour guide at the Residence of the Governor General in Quebec City. Orla will next undertake an internship with the BC legislature.



“In my third year I went on exchange to Freiburg, Germany, which was a highlight of my university experience. I also participated in a two-month study-abroad program in Kassel, Germany. Both experiences helped me strengthen my German skills, build amazing friendships, and explore several new countries with new friends.”

- Orla Scott



Christy Wittkamp (left) rafting with friends in Nepal. Photo: Christy Wittkamp.

Christy Wittkamp

Pacific and Asian Studies, Geography (minor)

Christy Wittkamp’s professors describe her as an exceptional and “stand-out student.” In their words, she “thinks, writes, and expresses herself with great skill, precision and care” and demonstrates abundant understanding and creativity in her academic work. They also emphasized her exemplary dedication, initiative, curiosity and willingness to embrace challenge. While at UVic, she participated in the 6-month Centre for Asia-Pacific Initiatives internship program, travelling to Nepal and working at the Disaster Education Promotion Office in Lalitpur. She describes the trip as the highlight of her undergraduate studies and calls it “a truly unique, challenging and amazing opportunity.” Christy plans to pursue a career in disaster management, particularly in community preparedness efforts. Her next step is to move to Asia for a few years to work in the field abroad.

“The friends that I made in Nepal taught me how to be patient (an ongoing process), how to take things as they come and go with the flow. They showed me what true reciprocal relationships look like—that supporting one another is a given, and that asking for help is a strength.”

- Christy Wittkamp



Ghada Youssef presents her work. Photo: Ghada Youssef.

Storytelling on screen

Ghada Youssef, a PhD candidate in philosophy, travelled to Montréal in June as a finalist in the SSHRC Storytellers Challenge—and she returned to UVic as one of five winners.

Philosophy of filmmaking

Youssef, who is from Lebanon, studied film for her undergraduate degree in her home country before moving to Victoria in 2022 to pursue her Master's, and now PhD, in philosophy.

"I discovered my passion for film quite early during my teenage years, and I always knew that I wanted to become a filmmaker," reflects Youssef. Along the way, she became interested in how philosophy intersects with film, and she now experiments with film, philosophy and dance. Her PhD research explores how filmmakers are helping to shape Lebanese national identity. "I consider my studies in philosophy as a cornerstone to my filmmaking career."

Survivor-centered storytelling

The national competition asks postsecondary students to show Canadians, in up to three minutes or 300 words, how SSHRC-funded research is affecting our lives, our world and our future for the better.

Youssef's entry is a short film that highlights the work of Survivor-Centred Visual Narratives (SCVN), a SSHRC-funded research project co-directed by Charlotte Schallié (Germanic Studies) and Andrea Webb (University of British Columbia), which honours the integrity of survivor voices from a wide range of genocides and mass atrocities in the global past and present. The Survivor-Centred Visual Narratives project has created graphic novels and films sharing survivor voices from the Holocaust, Rwanda, Iraq/Syria, the Yugoslav Wars and Turtle Island.

"The Survivor-Centred Visual Narratives project was among my motivations to pursue doctoral studies," says Youssef, whose supervisor, Cindy Holder (Philosophy) is on the project team and recommended Youssef for a research assistantship as part of her research funding for her PhD. "I was very excited that the project uses visual mediums to approach social justice topics—it felt like it sat squarely within what I'm already passionate about."

As a research assistant to the SCVN communications team, Youssef is creating a filmmaker's toolkit to solidify perspectives on making films in the context of genocide and mass atrocities, building on her interviews with SCVN filmmakers, her personal experience and her ongoing research on philosophy and film.

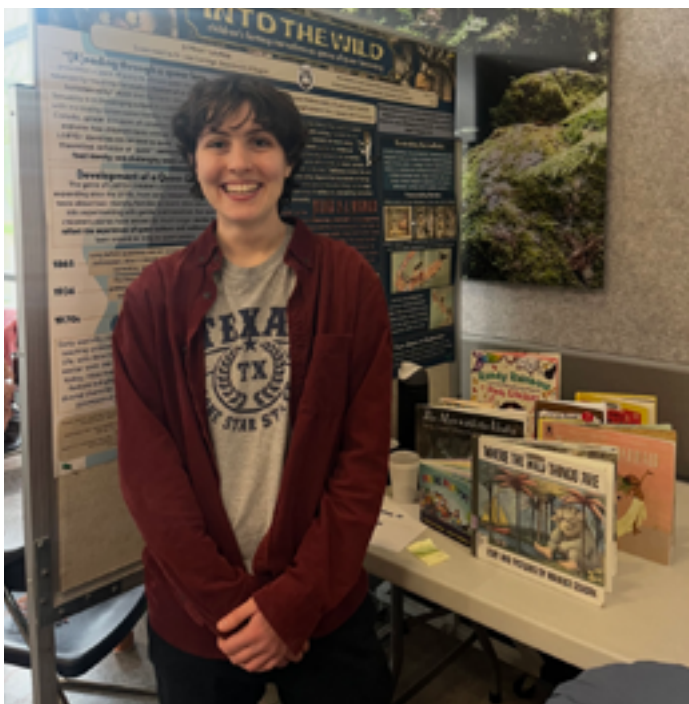
Because she's a visual person and a natural storyteller, Youssef knew she wanted to submit a video as soon as she heard about the Storytellers Challenge, envisioning exactly how she could pitch the project.

"We live in dark times, and we are witnessing a genocide as we speak. Being exposed to the stories of survivors of genocide and mass atrocities is crucial to shaping a better-informed attitude toward these events. It gives me hope to know that people who lived those experiences have a platform for their voice to be heard. Sometimes, maybe most of the time, it's all about hearing the right voice in the right way."

In the meantime, Youssef hopes that participating in the competition raises the profile of the Survivor-Centred Visual Narratives project. "It's important, because I believe in this work," she says. "If I know that one person got the curiosity to visit the website after seeing the video, then I'd be very satisfied!"

"Being exposed to the stories of survivors of genocide and mass atrocities is crucial to shaping a better-informed attitude toward these events. It gives me hope to know that people who lived these experiences have a platform for their voice to be heard."

- Ghada Youssef



Si Micari-Lawless presents their JCURA research. Photo provided.

Finding community at UVic as an international student

Si Micari-Lawless is an international student from Chicago. Living on campus, they found a community at UVic and in Victoria. During their studies, they worked as a research assistant for the SSHRC-funded Linked Early Modern Drama Online project and completed a study abroad term at La Universidad de Alcalá in Spain. After four years, they are graduating with their honours degree in English.

What moment stands out most from your time at UVic?

My experiences in Special Collections, the university's archives in the library basement. I was lucky to have classes there, where I interacted with items ranging from original 1500s manuscripts to 1970s periodicals on transgender life to contemporary artworks. It felt like seeing behind the curtain at a museum.

Where did you love to study, hang out or unwind on campus?

I ended up finding new study spots all the time throughout my degree. Living on campus in my first year, I spent a lot of time exploring the Student Union Building (SUB) and finding comfortable corners in various academic buildings on campus. In my last year, I've hopped around the SUB, the main library, the new law library and the visual arts building.

Was there a specific course or instructor who had an impact on you?

I owe so many opportunities to Lisa Surridge, whom I first met in her children's literature class in my third year. She guided me through a JCURA research project and directed study. She offered me personal and professional growth opportunities that transformed my time in Victoria.

What activity or experience outside the classroom meant the most to you?

I have very fond memories of cooking gumbo as an assignment for a food and religion class in my first year. A friend and I traipsed around town gathering ingredients. We then prepared the dish in a Cluster house kitchen and fed about a dozen friends. It was a heartwarming experience of community at a time when I felt far from home.

Is your current path what you envisioned for yourself growing up? What are your plans after graduation?

I'm not sure what my plans are yet. I might pursue art education, library sciences or publishing. Currently, I'm excited to take a little break from school. I used to think I'd have it all figured out by the time I finished university and hop right into my dream job. But now that I'm here, I'd rather take some more time to explore.

What advice would you give to new international students who are starting their UVic journey?

Meet people! I met so many people at International Student Orientation before my first week of classes. Those connections—especially with other international students—kept me afloat while I was away from home.

Explore the city! Victoria has so much to offer, and I wish I'd done more off-campus exploring earlier in my degree.





Ryan Tonkin. Photo provided.

Governor General's Gold Medal winner challenges economic injustice

When Ryan Tonkin first arrived at the University of Victoria (UVic) as an undergraduate student in the summer of 2008, he could not afford to return to continue his schooling in the fall.

"Carrie Klatt would not accept that and helped secure the support that made my return possible. Looking back, it is difficult not to see that moment as changing the course of my life," says Tonkin.

Klatt, an associate teaching professor in philosophy, is just one of the faculty mentors at UVic that Tonkin credits with making his academic journey possible. He credits the Department of Philosophy for opening doors, creating opportunities and providing encouragement long after he completed that first degree.

Born in Victoria, Tonkin left home at 14, spending his teenage years on the street, in group homes and in foster care. Today, he's a recipient of the Governor General's Gold Medal, which honours a student who has completed the most outstanding doctoral thesis, and works at the intersection of philosophy, law and public policy to understand how social systems influence people's opportunities and how ideas about justice operate in practice.

With the support of mentors and community, Tonkin

completed his BA and MA in philosophy at UVic before heading to Boston, where he earned a Juris Doctor from Harvard Law School.

"Returning to UVic for doctoral work felt less like starting over and more like rejoining a community that had already played an important role in my academic and personal development," he reflects.

For years, Tonkin has been involved in legal and community advocacy in BC, working with Pivot Legal Society and Together Against Poverty Society to provide legal advocacy and help build volunteer-based initiatives focused on access to federal disability benefits. In this work helping people navigate the complex and urgent problems of disability benefits, housing and social assistance, he says, "I saw firsthand how institutions can shape people's opportunities and life trajectories. Many of the questions that drive my research grew directly out of seeing how institutional arrangements affect people's lives in practice."

In his research, Tonkin examines the underlying assumptions that shape debates about tax policy, specifically, "because it is one of the central ways that societies put their ideas about distributive justice into practice," he says.

Through his legal education and community advocacy, he had seen how institutional arrangements can both create opportunities and impose restraints on people's lives. Tonkin was struck by how "existing social and economic arrangements were treated as neutral starting points for evaluating justice."

"Questions about tax policy, for example, are not simply legal questions about rules, economic questions about efficiency or philosophical questions about justice. They are all of those at once. I am particularly interested in how philosophy can reveal assumptions hidden within public policy frameworks." Before receiving the Governor General's Gold Medal, Tonkin had already been recognized with a Trudeau Scholarship and Vanier Canada Graduate Scholarship, which made accessible the years of focused research required for his work. Through the Trudeau Scholarship, he was able to encounter places and perspectives from Turtle Lodge in Sagkeeng First Nation to crab fisheries in Bay de Verde—experiences that exposed him to diverse ways of understanding community, institutions and collective life.

The Governor General's Gold Medal is an especially meaningful recognition of a project that weaves together Tonkin's work in law, community advocacy and philosophy.

"More than marking the end of a project, receiving the Governor General's medal is encouragement to keep pursuing questions that matter."



Stephanie Erickson (English)

REACH Awards

Andy Farquharson Teaching Excellence Award

As an Indigenous woman with mixed Red River Métis and German and Scandinavian settler ancestry, Stephanie Erickson's teaching philosophy is inspired by the Circle of Courage and the Four Local Teachings, which ground her relational approach with Indigenous pedagogies. She honours students' goals and creates learning communities where they feel supported and seen. A co-teacher and curriculum designer, she contributed significantly to UVic's Indigenous Storyteller in Residence program, the design of the English 103: Writing, Power, Culture course, and several community engaged learning opportunities across and beyond campus. Her ability to hold space for emotionally difficult material while inviting authentic discussion makes her a transformative presence, even in larger classrooms. A doctoral candidate at the University of Victoria, studying in the English Department and the Cultural, Social, and Political Thought concentration program, her area of research is Indigenous Futurism Literatures and their social and political significance for understanding and acting upon reconciliation in Canada. This work engages components of land and water stewardship, climate action, Indigenous language revitalization and gender equity.



Patricia Barkaskas (BA History and Women's Studies, 2005)

ᕿᕐᕐᕐ ᕐᕐᕐ ᕐᕐᕐ ᕐᕐᕐ ᕐᕐᕐ | SIÁMĆEŁ |

Distinguished Alumni Awards

Indigenous Community Alumni Award

Patricia Barkaskas worked as a legal historical researcher for the Indian Residential Schools Settlement Agreement. Today, she is an associate professor at the Peter A. Allard School of Law at the University of British Columbia, where she also served for nearly a decade as the Academic Director of the Indigenous Community Legal Clinic, which provides free legal services to Indigenous community members while offering law students rigorous, trauma-informed and community-responsive training. Under Barkaskas' guidance, the clinic expanded beyond criminal defence to include class actions, rural and remote circuit court work and travel clinics serving Indigenous communities with limited access to legal support. Barkaskas has been instrumental in transforming legal education more broadly. She co-created the Indigenous Cultural Competency Certificate, one of the first programs of its kind in Canada. The experiential program emphasizes self-reflection, accountability and a deep understanding of colonial history and Indigenous legal perspectives. Barkaskas' research has also focused on the revitalization of Métis legal orders.



Braedon Lowey filmed part of his Master's project in Iceland. Photo: Hannah Henry.

Climate art as climate action

What's the point of art during a climate crisis? UVic English Master's student Braedon Lowey found himself stuck on this question while studying literature. In the face of climate catastrophe with ever-more-visible impacts on human and non-human life, why bother doing art at all?

The question led him to his Master's project, a documentary film titled *A Fire to Last Until Morning*. The answer, Lowey found, was not just in talking to climate-engaged artists about their work, but in creating art himself.

Community healing through the arts

The film begins in the village of Lytton, BC. On June 30, 2021—the day after Lytton set a Canadian all-time temperature high of 49.6 °C—a wildfire swept through the community, destroying most structures and causing two fatalities. Lowey travelled to the village and interviewed poet Megan Fandrich, author of *Burning Sage* (Caitlin Press, 2023). In her words, her work “puts words on the experience [of climate catastrophe] for others.”

For Lowey, the arts can unite people with a shared experience and narrative—a crucial aspect of coping with climate catastrophe that he witnessed in Lytton, a small, tight-knit community of about 250 residents.



Lytton's welcome sign identifies the village as “Canada's hot spot.” Photo: Braedon Lowey.

Art as activism

Beyond working as an avenue to handle the trauma of living through climate crisis, Lowey argues that art can also lead to policy change. In an interview with UVic Writing Professor Sean Holman, who works on the Climate Disaster Project (CDP), Lowey explored how personal testimony can, through journalistic investigations, instigate policy change.

A series of climate survivor testimonials taken by UVic writing students Ashley Ciambrelli, Raamin Hamid and Fernanda Solorza recently ran in the UK's *Guardian* as part of a partnership with the CDP.

“I used to think of climate change in abstract, global terms. Through the CDP, I began to recognize how these crises shape our lives in quieter, ongoing ways, such as economic instability or the loss of place and memory. Hearing others’ stories made me reflect on my own, and helped me understand that the climate crisis is all the little moments woven into our histories and our bodies. It is wondering, where have all the butterflies gone?”

- Fernanda Solorza

Raamin Hamid captured Ruchira Gupta’s account of surviving a devastating 2005 flood in India and Ryan Kirkham’s experience with the 2023 Maui fires. Fernanda Solorza spoke with Peruvian mountain guide Saúl Luciano Lliuya about his landmark lawsuit against German energy firm RWE and its role in increasing glacial melt. And Ashley Ciambrelli connected with Jaguar Identification Project founder Abbie Martin about the impact of fires in Brazil’s Pantanal region in 2020.

Another campus project featured in the documentary is the International Climate Change Theatre Action (CCTA) project. At UVic, 95 students collaborated to present 18 commissioned 5-minute plays on campus. Organized by theatre professor Alexandra (Sasha) Kovacs and CCTA co-founder and UVic English PhD candidate Chantal Bilodeau, the performances fostered dialogue about climate crisis and empowered action. In Kovacs’ words, “by having students directly participate in staging the plays, they were not simply reading about how playwrights respond to climate crisis, but actively entering the conversation with their own creative practice.”

Amy Blackburn, a theatre student, directed Bilodeau’s play *Homo Sapiens* for the project. She says, “My biggest takeaway is that we are not going to make positive impact without continuing to develop education and policy. We need to consider climate crisis with a clear end goal, as it not only impacts humans in present and future, but also our fellow plant, animal and bacterial species.”

“For many years, I was in that state of despair. The more we engage with those feelings of anxiety, grief and nihilism, the more we can process them and move forward into action.”

- Braedon Lowey



Students brainstorm productions for the Climate Change Theatre Action Project.
Photo: John Threlfall.

Climate crisis on a global scale

Off-campus, Lowey’s research took him much further afield—to Iceland, where receding glaciers are a stark indicator of a changing climate. Funded by the Richard and Margaret Beck Student Travel Award, he visited the corpse of the world’s first glacier to be declared dead due to climate change: Okjökull. Since it was declared dead in 2014, Okjökull’s loss has prompted both a documentary film, *Not Ok*, and the installation of a plaque with an inscription by Icelandic writer Andri Snær Magnason, titled “A letter to the future.”

Okjökull is an eerie glimpse into the future for Canada, where glaciers continue to recede at an accelerated rate due to warming temperatures. Okjökull’s memorial plaque, installed in August 2019, includes the global atmospheric carbon dioxide reading for that month: 415 ppm.

By November 2025, that number had increased to 426 ppm.

“I got to speak to these artists who are working with these geological features before they’re gone,” Lowey says. “There’s an impending grief that they’re dialling into that we’re experiencing here in BC too, as we lose so much of our old growth or towns and forests that we love to climate change or resource extraction.”

For Lowey, art in climate crisis can move people through that space of grief, into action. Converting people to the cause doesn’t have to always be the goal, either. For environmentalists, art can also raise awareness about their work and empower them to do more, which is just as impactful.



Rebecca Parson (second from left) with the interpretive team at E. C. Manning Park.

Communicating for the climate with co-op

Rebecca Parson has found unexpected overlap in her two areas of study, English and environmental science.

As a co-op student, she's spent two summers working for BC Parks at E. C. Manning Provincial Park, nestled at the heart of the Cascade Mountains, seventy kilometres southeast of Hope. Along with other staff, she lived on site at the park. Since she's always loved being outdoors, it was a natural fit.

"There are lots of connections between English and environmental studies that you wouldn't expect," says Parson. A passionate reader all her life, she was also drawn to environmental and social justice from a young age. "I like being able to put these two passions together and link them to a career, and to community and global issues."

Over her two summer work terms with BC Parks, Parson designed, researched, wrote and built props for interpretive programs. Whether guided hikes or larger amphitheatre shows, she educated visitors about the Manning Park's ecology and history.

"On a rainy day, we might have two families. Then, if it's busy, you could have 250 people," Parson recalls.

"I liked being able to put together my two passions for reading and environmental justice and link them to a career, and to community and global issues."

- Rebecca Parson

While she was nervous about presenting in front of crowds as a self-described introvert, she also describes the experience as rewarding—especially when kids got excited about the material, running up to her after a program to ask questions and learn more. She remembers one program about spiders that prompted a young audience member to ask her how she became a spider biologist. "So I told him, you can be one, but I'm not one! And I told him the different paths you could take to get you into that. Being in a position where I still don't know exactly what I want to do with a career, but then being able to inspire someone is pretty cool."

Parson is especially proud of how she was able to bring her classroom learning to her role.

"I did a program on nocturnal creatures, and as part of it, I talked about artificial light at night, and how to mitigate against how that can harm nocturnal creatures. I took ES 341: Past, Present, and Future Ecologies, and that was one of the major topics. Having the chance to absorb that and then turn around and teach it to other people, even when I'm still a learner too, was impactful."



Rebecca Parson (right) celebrates Parks Day 2024 during her co-op work term. Photo: Jo Hughes.

While the content she was teaching was firmly rooted in her environmental studies degree, she sees her studies in humanities as crucial, too.

"You have to be a very, very good communicator," she says. Getting to use her communication skills to share information she's passionate about, when, as she says, "Eighteen-year-old me would have turned around and run away," was transformative.

"Being forced into that environment was scary, but it was also a super big growth moment for me. So, no regrets with co-op so far. I would tell new co-op students, even if this is out of your comfort zone, you will come away from it having learned something and done something that a lot of your peers haven't had the chance to do."

Outstanding thesis and dissertation awards

We are delighted to celebrate the recipients of the Faculty's Gold Medals for outstanding Master's Thesis or Project and Dissertation for 2025/2026. Each of these projects makes a unique critical contribution to its field and demonstrates the importance of humanities research and research excellence in our graduate programs.



Jamie Buckley (*Linguistics*)
Supervisor: Alexandra D'Arcy

Gold Medal for Outstanding Master's Thesis or Project in the Humanities

"I think they said Cedar Hill was the original Mount Doug...": Sociolinguistic variation in English evidential verbs

This thesis provides a sociolinguistic analysis of verbal evidentiality in English, a topic that has not been extensively explored in the existing literature. Through a form-to-function-based corpus analysis, this study examines how evidential verbs function in informal speech, exploring the potential for age, gender and socioeconomic status to affect language users' deployment of evidential verbs. 5,031 evidential verbs were extracted from interviews with 182 lifelong residents of Victoria, British Columbia. The findings suggest that the English evidential system is undergoing change. This research contributes to our understanding of evidentiality as a dynamic and socially embedded linguistic resource.



Jesse Robertson (*History*)
Supervisor: John Lutz

Gold Medal for Outstanding Doctoral Dissertation in the Humanities

Fathoming empire: Marine knowledge and colonial navigation in an Indigenous seascape, 1825-1906

This dissertation presents a new history of waterborne colonialism in coastal waters from the Columbia River to Haida Gwaii. Where previous scholars have examined naval power and marine harvesting, this study innovates by focusing on the exchange of navigational knowledge and practices between Indigenous and colonial mariners. This project looks past received narratives of "exploration" to evaluate four stages in imperial efforts to "fathom" the coast: early reconnaissance, hydrographic charting, the lighthouse service and marine lifesaving, arguing that Indigenous knowledge, labour and technologies underpinned the success of colonial navigation at every turn. By revealing how these interventions allowed colonialism to take hold and thrive, "Fathoming Empire" exposes the consequences of maritime imperialism while showing how colonial aspirations were modified according to local circumstances and Indigenous agendas.



Lauren Gaudet.

Announcing the 2026 - 2027 Humanities Faculty Fellow

We are delighted to announce that the Humanities Faculty Fellow for 2026-2027 will be Dr. Lauren Gaudet (Academic and Technical Writing Program). Dr. Gaudet will use the fellowship to complete her monograph, *The Making of Canadian Lyme Disease: Expertise, Uncertainty, and the Rise of the Constituent Patient*, currently under contract with University of Toronto Press's Technoscience and Society Series. This project promises to be the first academic manuscript about Lyme disease in Canada, and one of the first projects to approach Lyme disease from a critical health studies perspective.

Dr. Gaudet argues that Canadian Lyme disease is a "rhetorical object" comprising multiple, shifting Lyme diseases, and she shows that these multiple materializations of Canadian Lyme disease were determined through discursive arenas, audiences and evidence. Between 1987 and 2017, Canadian Lyme disease emerged as a messy object of public discourse, was disciplined as an expert object of scientific consensus, became a public object shaped by a move from expert to "constituent" patient, before settling once again as an object of expertise. Dr. Gaudet's work will fill a substantial gap in research about Canadian Lyme disease and the role that rhetorical arenas play in the production of diseases—a significant contribution to the growing field of critical health humanities.

Dr. Gaudet was one of the 2024 recipients of the Faculty of Humanities Early Career Excellence in Research Award, recognizing her experience designing and teaching ATWP's first Indigenous-exclusive academic writing course (a section of ATWP 135), as well as her expertise in the rhetoric of health and medicine and the scholarship of teaching and learning. Her work in support of Indigenous students is a model for the faculty: she has published two articles on the topic (one co-authored with Lydia Toorenburgh) and has shared lessons from her courses across campus to create pathway programs and further community-centred approaches to learning. Her wider publications are positioning her as a leading writing studies scholar in Canada.

Humanities Week 2026 recap

Each year during Humanities Week, we showcase the critical and creative research of our faculty and students while provoking reflection on pressing contemporary topics. This year, the Critical Humanities Commons led a series of online and hybrid events on the theme of Critical AI, exploring how AI technology intersects with culture, society, ethics and human rights.

Data in Society, Not Data as Society

with Safiya Noble and Jaipreet Virdi

Safiya U. Noble (UCLA) and Jaipreet Virdi (UVic) held a discussion about algorithms, artificial intelligence and social inequality, part of the Critical Humanities Commons' free speaker series, *Critical Encounters*. Noble was recognized as a MacArthur Foundation Fellow for her groundbreaking work on algorithmic discrimination in 2021 and, in 2022, she received the inaugural NAACP-Archewell Digital Civil Rights Award. She is the David O. Sears Presidential Endowed Chair of Social Sciences and Professor at the University of California, Los Angeles (UCLA). Virdi is a historian of medicine, science, technology and disability and Director of the Critical Humanities Commons.

Critical AI Roundtable

Faculty members from Humanities, Computer Science and Libraries discussed the sociocultural impacts of artificial intelligence, its ethical challenges and its intellectual and societal stakes. Speakers included David Boudinot (UVic Libraries), Eric Hochstein (Philosophy), Jentery Sayers (English; Media Studies), Kevin Stanley (Computer Science) and Audrey Yap (Philosophy). From different perspectives, they explored topics from the environmental impacts of AI to the question of what constitutes intelligence before a robust Q&A.



Eric Springgay-Daubeny, winner of Excellence in Humanistic Creative Expression at the Un-Essay Competition, created a board game focused on 1990s anti-nuclear activism in Southern Ontario. Photo: Eric Springgay-Daubeny.

The Un-Essay Competition

In the annual Humanities Un-Essay Competition, students express their research with complete freedom of form. Competing for top prizes by presenting their research in any format that is not an essay, students are encouraged to explore the full range of expression for Humanities research.

Competitors:

- Kyra Hetherington
- Stephanie Hull and Brooke Hogeweide
- Braedon Lowey
- Fiona MacLean
- Mei Li Phillips and Reyhana Smith
- Eric Springgay-Daubeny

Judges:

- Matt Pollard (Germanic and Slavic Studies, SLLC)
- Iain Higgins (English)
- Rebecca Halliday (Professional Communication)
- Pierre-Luc Landry (French and Francophone Studies, SLLC)
- Katherine Achacoso (Gender Studies)

Prizes:

- Courageous Creativity: Braedon Lowey
- Excellence in Humanistic Creative Expression: Eric Springgay-Daubeny
- Audience Favourite: Kyra Hetherington

The Future We Want: A Student Forum on AI

In partnership with UVic Libraries, CIFAL Victoria, and the Critical Humanities Commons, we welcomed students to share experiences and concerns, and help shape support services at UVic in a student-to-student conversation about AI.



Kyra Hetherington, Audience Favourite winner at the Un-Essay Competition, created an embroidered map inspired by *The Catcher in the Rye*. Photo: Kyra Hetherington.



Kim Bolan received a BA in English and journalism in 1981 and has been a reporter for the Vancouver Sun since 1984.

Pursuing the truth

Kim Bolan (BA English and Journalism, 1981) is a fearless veteran news reporter, spending years digging into Canada's most thorny stories, including the aftermath of the Air India bombing and the roots of organized crime.

Not long after joining the *Vancouver Sun* as a reporter, Kim Bolan took on a controversial story. A single mother had been stripped of her welfare benefits after going public about her decision to take on sex work to buy winter clothes for her kids. Her family could not survive on social assistance alone.

After interviewing the woman, Bolan wrote a story that ran on the *Sun's* front page. "The exposure and resulting political pressure led to a direct change for her and her life," says Bolan.

The mother's benefits were reinstated. Since joining the *Vancouver Sun* in 1984, Bolan has taken on tough stories. She's tackled in-depth, long-form investigations with serious political and social implications, including the bombing of Air India Flight 182. She followed the work by exploring the dangerous world of BC's gangs and criminal organizations.

The Air India bombing in 1985 was the worst terrorist attack in Canadian history, resulting in the deaths of all 329 people on board. Bolan's extensive reporting on the investigation in the 1990s led sources to come forward to the police and charges being laid—even though the accused were acquitted.

"The Air India bombing was a real milestone in my career, because I had done so much in-depth reporting that actually had some kind of impact on events that followed." But that impact brought risks. Bolan received death threats, and *Indo-Canadian Times* editor and publisher Tara Singh Hayer, whose work helped inform her own, was shot dead in his garage—a case that remains unsolved.

Since that landmark work, which culminated in Bolan's 2005 book, *Loss of Faith: How the Air India Bombers Got Away with Murder*, she's spent 15 years focusing on gang violence, "another community issue," as she describes it. "I wanted to find out what the genesis of this issue was, and find the problems with the way police investigate these cases."

That work led her to become the 2023 Lieutenant Governor's British Columbia Journalism Fellow. She spent months travelling and researching to complete a five-part series examining the effectiveness of Canada's efforts to tackle organized crime.

"You see patterns. You see that it's not black and white, bad guys and good guys. The issues that have led to the place we're at now are so much deeper, and there's tragedy across the board. As long as it's oversimplified, we won't get real solutions."

- Kim Bolan

Bolan's goal with such complex subjects is for the public to understand them with more nuance and sympathy. For instance, she's interested in how young people get involved in organized crime, sometimes recruited by higher-ups to do violent work. Bolan's reporting examines how police and courts fail to investigate conspirators, instead focusing on the direct perpetrators of violence.

The road to journalism

Bolan always wanted to help make change. As a teenager growing up in Courtenay on Vancouver Island, she tuned in to the Watergate hearings every day on television. "It was kind of amazing as a kid to see journalists having so much impact that they basically forced a United States president to resign," she recalls.

Around that time, she started writing for Courtenay's local paper, sending stories to the *Colonist*—a predecessor to the *Times Colonist*. The drafts, which she would type out after school, travelled on the bus from Courtenay to Victoria. Bolan continued her journalism journey at UVic, taking creative writing and English. "There was never another path that I was on," she says. "It was this one. And many decades later, it continues to be this one."

Bolan kept writing, working as a sports editor for the *Oak Bay Star* while attending UVic full time. She would spend Sundays going to sporting events, writing and taking photos, and learning all the terminology of whatever sport she was covering. She recalls developing film at 3 a.m., rushing home to sleep, and waking up a few hours later to make it to her classes. "That's what you do when you're young, right?" she jokes.

Her sense that journalism was an important, meaningful career was bolstered by influential instructors in the writing department, including award-winning authors David Godfrey, who co-founded Canadian publisher House of Anansi, and Matt Cohen.



Bolan's extensive reporting on the Air India bombing culminated in her 2005 book *Loss of Faith: How the Air India Bombers Got Away with Murder*.

Bolan has won multiple accolades for her fearless reporting, including a lifetime achievement award from both World Press Freedom Canada and the Canadian Journalism Foundation, as well as the Charles Bury President's Award from the Canadian Association of Journalists, and a Webster Award for excellence in legal reporting. She is the first Canadian to earn the International Women's Media Foundation Courage in Journalism Award.

"At UVic, it was drilled into me that journalism was a rewarding, fulfilling career. It was treated as an honourable profession, which I believed at the time that it was, and which I still believe it is, despite all the pressures that journalism has been under for the last 20 years, if not longer."

- Kim Bolan

Journalism today

Today, Bolan still believes that learning journalism is arguably more important than ever, even with all the obstacles deterring the kind of investigative work that she has built her career on. Understaffed newsrooms, decreased earning power and pressure to constantly produce daily stories can prevent journalists from reporting on long-term, in-depth investigations.

She also sees journalistic work as coming with a great deal of responsibility: "I've always felt that if I write someone's story, which in itself can be traumatic, I have an obligation to follow up with them and stay in touch with them." It's a relationship. Bolan is still in contact with sources that she spoke to for her initial reporting on the Air India Bombing 40 years ago.

"You need to be curious, too. I always want to know more, I assume there is more to know," she says. "Always ask some hard questions. We always say, there are no stupid questions in journalism." She's still drawn to shining light on dark places and trying and ignite real change in public issues.

As an instructor at Langara College, Bolan has thought a lot about what new journalists need to succeed.

"Young journalists have to be a lot more creative and entrepreneurial than I ever was," she reflects. "But it's a big tent." Journalists today are podcasters, filmmakers, beat reporters and long-form feature writers. "There are so many stories you can tell and ways you can tell them."

This article originally appeared in The Torch (Spring 2026).

2025 Humanities Staff & Faculty Awards

The Humanities staff and faculty awards recognize those who make outstanding contributions to the Faculty's mission and community. Recipients of these awards have distinguished themselves by advancing the Faculty's mission to enrich human dignity, provoke critical inquiry, engage myriad voices and inspire innovative expression. It is with great pleasure that we honour and celebrate this year's recipients!



Early Career Excellence in Research

Adebisi Alade (*History*)

Adebisi Alade's research focuses on colonialism in Nigeria, particularly on the hygiene and public-health campaigns of British colonial officials in the twentieth century, and his publicly engaged research focuses on transitional justice in the Lake Chad Basin, particularly in the context of ongoing conflicts in Boko Haram-affected countries. Having earned his PhD in 2022, Dr. Alade has a monograph under contract with Indiana UP, has published 7 peer-reviewed journal articles, five book chapters, six book reviews and has presented work at 13 international conferences.



Engaged Scholar

Serhy Yekelchuk (*History; Slavic Studies, SLLC*)

Serhy Yekelchuk has played an extraordinary part in wartime resistance and public education since Russia's full-scale invasion of Ukraine in February 2022. Dr. Yekelchuk has become an influential media expert on wartime Ukraine. Within hours of Russia's invasion, he organized a public teach-in that drew more than 600 participants, and has appeared regularly before media outlets, civic organizations, policymakers and university audiences. He was instrumental in establishing our Emergency Ukrainian Scholarships. As his nominators put it, he stands for "the highest ideals of 'engaged, innovative and responsive' scholarship."



Outstanding Graduate Supervision and Mentorship

Iain Macleod Higgins (*English*)

Iain Macleod Higgins works compassionately and generously with graduate students across a range of fields from medieval literature to contemporary Canadian poetry and in between. His graduate students praise him for "his lively, capacious thinking," for his "deep command" of their fields (and of the craft of mentorship itself) and for his "unbounded generosity." His colleagues praise his "deep sense of scholarly integrity" and comment that "in all respects, he is a model for our students and those of us lucky enough to call him colleague."



Global Engagement

Richard Fox (*Pacific and Asian Studies*)

Richard Fox spearheaded the redesign of the PAAS undergraduate program as well as the externally funded expansion of Southeast Asian language offerings (Indonesian, Filipino and Korean). He has been a key player in the adoption of Collaborative Online International Learning (COIL) seminars designed to bring together Canadian and Southeast Asian students. As Director of the Canadian Southeast Asian Studies Initiative, funded by a five-year Henry Luce Foundation grant, Richard has led the development of impactful and sustainable collaborations with partner institutions in the region.



Staff Excellence

Laura Smith, Geneviève Arsenault, Emmanuelle Guenette, Rowan Salverda (*SLLC Administrative Team*)

The SLLC administrative team shared the daunting task of merging the administrative infrastructure of four different units into a new one to have a fully operational framework ready for the academic year. They addressed innumerable questions and went beyond the call of duty. During the demanding transitional year, the team rose to each challenge with skill, grace, patience, professionalism and open-heartedness. (Photo: Laura Smith and Emmanuelle Guenette accept the award on behalf of the team.)



Høuistəŋ Award

Stephen Ross, Stephanie Erickson, Tilda Bron, Riley Campbell and Christina Thomas (*Indigenous Storyteller-in-Residence Team*)

The presence of Richard Van Camp on campus as the Inaugural Storyteller in Residence has been a significant step towards decolonizing our institution and integrating Indigenous pedagogies into UVic's academic offerings. Since 2022, this team has worked tirelessly and collaboratively to make Richard's visit as impactful as possible. We raise our hands to this dedicated team who have supported what one student has called an "amazing opportunity" for participants' engagement with Indigenous storytelling and pedagogy. (Photo: Stephanie Erickson accepts the award on behalf of the team.)



Teaching Excellence

Mick Scow (*Indigenous Studies*)

As his students and colleagues attest, in his classrooms, Mick champions dynamic learning, experiential learning, and student participation. He does so showing deep respect for his Indigenous heritage, for coastal Indigenous traditions, for family, for his students and for the land. We honour Mick for his vital contribution to the growing Indigenous Studies program, for his fostering of students and for his position as the inaugural weaver for the innovative IS 100 course. As one of his students wrote, Mick's "teaching connects academic concepts to lived realities."



Research Excellence

Sara Harvey (*French and Francophone Studies; SLLC*)

Sara Harvey's research on media in the seventeenth and eighteenth centuries encompasses an impressive array of fields. She has made significant contributions to French and Francophone studies, theatre studies, early modern studies and digital humanities and has garnered an extraordinary amount of external funding, including a SSHRC Partnership Development Grant, SSHRC Insight Grant, SSHRC Connection Grant and a large grant from France's National Research Agency. Her study of the history of theatrical representation in early modern France has gained international acclaim.

Humanities research by the numbers

2025



New external grants awarded



Application success rate for all external grants



Value of new grants awarded (excluding matching funds, etc.)



External contributions (including matching funds) raised for new grants



New SSHRC grants awarded



Application success rate for new SSHRC grants (compared to 34% national average)



Value of SSHRC funds awarded for new grants

16 new grant recipients

Penny Bryden	Neilish Bose
Allan Mitchell	Jordan Stanger-Ross
Erin Kelly	waaseyaa'sin Christine Sy
Pierre-Luc Landry	Martin Adam
Brendan Burke	Richard Fox
Charlotte Schallié	ann-elise lewallen
Sara Harvey	Ray Siemens
Alejandro Sinner	Audrey Yap

27 new grants awarded

SSHRC Insight:	2
SSHRC Connection:	3
SSHRC Partnership Development:	1
SSHRC Destination Horizon:	1
SSHRC Postdoc:	1
Miscellaneous external grants:	5
Internal grants:	7



Students perform in *Le Jugement dernier des rois* by Sylvain Maréchal, directed by Sara Harvey, for a public audience at Victoria's Intrepid Theatre. Photo: Sara Harvey.

Promoting Francophone diversity

In 2025, UVic buzzed with diverse events promoting teaching and research in French and exploring issues that impact global Francophone communities. Under Réseau Franco (the French Network), 16 events ranging from academic presentations in French courses to film screenings, writing workshops and theatre brought together UVic students, community members, researchers and artists. Réseau Franco stems from a project funded by the Learning and Teaching Innovation's Experiential Learning Fund Grant: *Global French Connections: Discovering and Showcasing the Francophone World Through Experiential Learning* (under the direction of Pierre-Luc Landry).

French on stage

In spring 2025, 15 students enrolled in a unique course offering, FRAN 449: French Subversive Theatre. Under the supervision of specially invited Francophone artists Agnès Bourgeois and Fred Costa, they worked in an immersive setting to develop an experimental voice-over of the revolutionary French play, *Le Jugement dernier des rois* by Sylvain Maréchal. Culminating in a public performance at Intrepid Theatre, the project linked UVic's vibrant French and Francophone studies program to the wider Victoria Francophone community.

“This project stimulated my creativity and allowed me to explore my ability to visualize a set design, not only for this play, but for future creations.”

- Workshop participant

French on screen

Réseau Franco hosted screenings of global French films:

- *L'Amour de Phèdre* by Sarah Kane
- *Médée poème enragé* by Jean-René Lemoine
- *La Tumba Mambi* by D.J. Jigüe & Alexandrine Boudreault-Fournier
- *Universal State of Mind* by Angélique Germain
- *Carte noire nommée désir* by Rébecca Chaillon
- *Être soi-même & Au-delà des préjugés* by Laurent Lafontant
- *Comme un besoin de révolution* by Marie-Andrée Bergeron & Stéphanie Lantier
- *Thyestes* by Sénèque

To complement these screenings, a masterclass with actor and screenwriter Éric Bruneau and a public conversation with activist and director Laurent Lafontant inspired further discussion and engagement.

French on the page

Over the course of a 12-hour day, 52 students from Victor Brodeur School, alongside participants from the Francophone communities in Duncan, Comox, Vancouver and Victoria gathered on campus at the University of Victoria to participate in 13 writing workshops whose topics included literary improvisation, travel writing, inclusive writing, yoga, poetry and writing for radio.

For many participating students, this writing half-marathon was their first time visiting the university campus, where they explored the French language, experimented with new writing approaches and channelled their individuality and creativity.

“The diversity and discovery of new exercises and workshops really inspired me, and I wrote easily during the half-marathon. The group's synergy was fantastic. The more exercises we did together, the more I wrote.”

- Workshop participant



Students wrote outside to work with the surrounding elements. Photo provided.



Nick Estes presents a public lecture at First Peoples' House, hosted by the Critical Humanities Commons. Photo: Dean Kalyan.

Critical Humanities Commons: a year in review

The name of the Critical Humanities Commons (CHC) reflects the practice of decolonialization in action, through programming and space-sharing that center a porous and collaborative approach to collective learning—a move away from the exclusive hierarchy of an “institute” that tends to be rigid and less accessible. By centering democratic and participatory forms of knowledge-making rooted in the principles of disability justice, the CHC advocates for openness to all: everyone belongs in the Commons, and all can shape its direction.

With the Commons in its first year, the faculty welcomed Dr. Jaipreet Virdi as the inaugural director of the CHC. With financial support from a donor endowment, OVPRI and Lansdowne funds, she organized the *Critical Encounters* speaker series, with free monthly events designed to encourage growth of community and solidarity. Through programming across a broad range of interests on campus and in community, each event underscored the public relevance of the humanities in responding to uncertainty and possibility.

In 2026, the CHC staff grew with the addition of Sarah Lawrence as the administrative assistant and Ravi Coughlan as a co-op student.

With this expanded team, the CHC hosted Commons Community events organized in partnership with Humanities faculty and graduate students, including a film screening, research workshop, hands-on material culture workshop and a two-day conference on Mad studies.

The CHC also played a vital role in Humanities Week 2026, hosting an engaging roundtable on Critical AI, a discussion on “Data in Society, not Data as Society” between Safiya Umoja Noble and Jaipreet Virdi and, with UVic Libraries and CIFAL, a student forum on AI.

More than an event space and research hub, the CHC has become a gathering place on campus, welcoming students into the Commons Lounge and introducing a pop-up sensory room to support student wellness.

Driven by guiding principles of equity, accessibility and community, Commons events adhere to a hybrid model and feature ASL interpretation wherever possible.

After a busy first year, the CHC looks forward to continued growth and engagement in 2026-27.

Commons events: Critical Encounters

IMPACT: A rountable with Humanities Faculty Fellows

with Tri Phuong, Zhongping Chen, Thea Cacchioni and Janelle Jenstad

Disability, Indigeneity, Ableism

with Susan Burch and Rheanna Robinson

A Scholar's Perspective: Social Justice Work and Research

with Bianca Waked

Indigenous Resistance and the Colonialism of our Times

with Nick Estes

Humanities for Social Justice: Insights from Graduate Research

with Aghniadi, Gavin Kierulf, Janine Wulz and Ghada Youssef

Critical Humanities Commons Public Humanities Grant Recipients

- Catherine Léger
- Dan Russek
- Kim McLean-Fiander
- Neilesh Bose
- Gavin Kierulf



Master's student Braedon Lowey screened his Master's project film at the Commons as one of several Commons Community events. Photo: Jaipreet Viridi.



Commons events



Event attendees



Provided in grants and support



Stay up-to-date on Commons events



Moustapha Fall receives the Teaching Excellence Award at the 2024 Humanities Faculty and Staff Awards ceremony. Photo: Ziming Dong.

Fostering inclusive pedagogy: a Q&A with Moustapha Fall

Dr. Moustapha Fall (French and Francophone Studies, SLLC) directs the Inclusive Pedagogy Cluster (IPC), providing a structured platform where faculty collaborate to share teaching expertise, develop innovative approaches and advance inclusive practices across disciplines. By uniting instructors from diverse fields, the cluster fosters a vibrant community of educators dedicated to enhancing student learning and creating classrooms that are equitable, engaging and accessible to all. Through monthly workshops, discussions and resource-sharing, the IPC serves as a hub for cultivating best teaching practices and promoting a culture of inclusivity within the Faculty of Humanities and across the university.

How did the Inclusive Pedagogy Cluster get started?

The inception of the Inclusive Pedagogy Cluster occurred several years following my co-creation of Le Cercle Philologique de Victoria with Dr. Hélène Cazes, during which we hosted numerous guest speakers. In 2022, I formally advanced the initiative by establishing an Interdisciplinary Pedagogy Cluster and inviting esteemed colleagues—Ben Pin-Yun Wang (Pacific and Asian Studies), Azra Fanoos, and

Ying Liu (UVic Libraries)—to join as co-directors. Initially situated within the Faculty of Humanities, the cluster began by offering workshops and presentations centered on pedagogical practices within this faculty. Encouraged by this successful launch, the cluster expanded to engage participants from additional faculties, including the Faculty of Education.

To further extend its reach and impact, the cluster sought a strategic partnership with the Learning and Teaching Innovation (LTI) unit. This collaboration enabled the cluster to function as a conduit for pedagogical developments occurring at the faculty level throughout the university. The support provided by LTI has been instrumental in fostering the cluster's continued growth and influence.

What is the cluster? What are its goals, and who is this space for?

The UVic Inclusive Pedagogical Cluster (IPC) brings together international faculty, newcomers and junior faculty at UVic to exchange ideas and perspectives on pedagogical issues, innovations and emerging trends in teaching and learning. Its core purpose is

to foster collaborative reflection on how we can enhance everyday teaching practices in our classrooms.

Beyond this, the IPC aims to provide a space where faculty members from all disciplines across the UVic campus can think together about pedagogy—questioning assumptions, exploring new trends and discussing innovative approaches to teaching. It serves as a forum for examining emerging instructional strategies and for sharing potential solutions to the challenges that arise in the classroom. With the support of the Faculty of Humanities, Learning and Teaching Innovation (LTI) and the School of Languages, Linguistics and Cultures (SLLC), we have been able to bring teachers together to talk openly about teaching and pedagogy. Equally important, we have cultivated a supportive environment where faculty—particularly those new to Canada—can discuss concerns, exchange experiences and adapt to the teaching culture at UVic. We have also hosted guest speakers who are national and international leaders in pedagogy and innovation.

Since its inception, the IPC has organized workshops on a wide range of topics, including AI and classroom practice, transnational education and innovative teaching methods. Many of our conversations grow out of informal story sharing: faculty reflect on their teaching experiences, celebrate successes and examine the challenges new instructors face as they transition into a new educational environment. In this sense, the IPC functions as a kind of peripatetic school—akin to a contemporary “Prague Linguistic Circle”—where novices, practitioners and theorists explore the nooks and crannies of pedagogy across disciplines. Participants in IPC roundtables share concerns, challenges and current projects, while collectively seeking trends, innovations and insights within the diverse pedagogical landscapes of the university.

Above all, the IPC is a supportive, collegial community. It offers a reassuring reminder that our challenges as educators are shared, not faced in isolation. Teaching is fundamentally transformative—and when educators come together to talk, reflect and imagine new possibilities, the result is a rich, dynamic and deeply meaningful community of practice.

What does it mean for the cluster to be inclusive? What is inclusive pedagogy?

For the cluster, *inclusivity* signifies a deliberate commitment to creating an environment in which all colleagues feel welcome, valued, and able to participate fully. Although the group initially formed as the Interdisciplinary Pedagogical Cluster, its focus

has evolved. In recent years, the term *inclusive* has emerged as a more accurate reflection of our goals: to broaden participation across research areas, to embrace a wide range of teaching interests and to support international faculty who may be seeking a community in which to discuss pedagogy and share professional experiences. Our aim is to ensure that no member of our academic community feels excluded.

As a person of colour, this commitment carries particular resonance for me. Inclusivity extends not only to who is invited into the cluster but also to how we engage with one another’s diverse pedagogical perspectives. Ultimately, it reflects the type of learning environment we strive to cultivate in our classrooms—one in which multiple viewpoints are respected and all students and instructors are afforded equitable opportunities to contribute and succeed.

Why is having a professional development space to explore inclusive pedagogy particularly relevant for instructors teaching language and culture courses in the SLLC?

The creation of a professional development space dedicated to the exploration of inclusive pedagogy holds particular significance for instructors within the SLLC, as it fosters engagement beyond familiar comfort zones and facilitates meaningful interaction with colleagues who employ diverse teaching methodologies and pedagogical approaches. Such interactions serve to deepen our understanding of effective instructional practices while reinforcing the collaborative ethos that underlies our work.

One of the motivations for my early support of the SLLC’s establishment was its potential to function as a central hub integrating research, teaching and service. From my perspective, a defining hallmark of the SLLC is its steadfast commitment to cultivating interdisciplinary environments in which research, pedagogy and service collaborations can flourish. The work of our Inclusive Pedagogical Cluster (IPC) aligns directly with this commitment.

Participation in sustained dialogues concerning pedagogy enables instructors to move beyond the confines of specific language and culture content and to critically reflect upon the design and delivery of meaningful learning experiences for students. Even with more than thirteen years of teaching experience, I continually benefit from the insights of my colleagues. Inclusive pedagogical spaces foster sustained professional growth, rigorous reflection and constructive discourse—ultimately equipping educators to address with greater efficacy the diverse needs of their learners.



Scarlet Bowness at the University of Vienna, which she hopes to attend after completing her UVic degree. Photo provided.



Scarlet Bowness cleaning the glass at the Bebelplatz in Berlin during the I-Witness field school. Photo: Kat Sark.

Languages open doors on the I-Witness field school

by Scarlet Bowness (3rd year, Germanic Studies)

My academic journey has been guided by the belief that to learn a language is to understand the culture that speaks it. Learning German was never simply about mastering the grammar (although there is nothing simple about German grammar) but about understanding the German people's cosmovision. The only way to understand that is by learning about their history.

And so, I found myself in the I-Witness Field School. I applied for scholarships and received the Budvitch Award in Holocaust Studies and the Silberberg Family Memorial Award. After a week of reading and discussion, my classmates and I embarked on a trip to Germany, Poland and Austria to explore Holocaust memorialization in Europe.

Through our visits to synagogues, museums, and former concentration camps, I learned how victims and perpetrators have their own ways to remember and how politics shape remembrance. What fascinated me the most is how that is reflected in the language used in memorialization. Not every memorial included English, since German (as well as Russian and Polish) were the languages spoken in those territories and remembrance to their future generations was the goal. What an incredible experience it was for me to be able to understand what was written, because languages open doors. In this case, language opened a door for understanding history.

I am a third-year Germanic studies student, with no connections to Germany or any German speaking country. I am the first in my family to speak English as a second language, and also the first in my family to speak German (B2 level) for academic purposes. I have never felt a sense of belonging like I felt when I was in Europe connecting history to today's geopolitics. I was able to communicate in German every day, and I felt right at home talking to students from the University of Vienna (we had the chance to join university students in their classes in every country). I am considering studying in a post-degree program in Austria and I dream of working as a guide in Mauthausen.

One memorable day, we went to the Bebelplatz in Berlin, historically known as the site of Nazi student "book burnings." The memorial consists of a space underground full of empty bookshelves visible to visitors through a glass on the ground. That sunny day, the glass was dirty. We were a bit disappointed that we couldn't see it. I spoke with some tourists and they voiced their disappointment as well. Determined to find a solution, I asked for collaboration. In English, German and Spanish, people were asked to hand in paper napkins or tissues and to share some alcohol-based hand sanitizer. After I cleaned the glass up, people clapped and many photos were snapped.

We wandered about in every city we visited. In Berlin, for example, it was fascinating to hear about our program director's experiences visiting Berlin as a student back when the city was divided into east and west. I wondered if I would find myself telling stories about my times as a student visiting Berlin with the I-Witness Field School to my own students or colleagues one day.

Publications by Humanities faculty in 2025-26

Chips from a Calcutta Workshop: Comparative Religion in Nineteenth-Century India

(Cambridge University Press, 2025)

by Neilesh Bose (History)

Chips from a Calcutta Workshop focuses on the ideas and intellectual currents behind a range of thinkers who explored comparative religion in India, drawing on a variety of inspirations from Indian religions. Rather than emanate out of a European Christian set of politics as in the Western world, comparative religion emerged out of religious reform movements, including the Brāhmo Samaj in Bengal and the Arya Samaj in the Punjab.

The Transpacific Chinese Diaspora: Migration Networks from China to Canada and Beyond, 1788-1898

(Stanford University Press, 2026)

by Zhongping Chen (History)

Combining a diasporic approach with both qualitative and quantitative analyses of Chinese and English documents, including previously untapped archival records of secret societies, community organizations and family businesses, this book reveals the transnational mobility of Chinese migrants and the expansion of their migration network across southern China, the American West and Pacific Canada.

How the Military Remembers: Human Rights and Countermemories in Latin America

(University of Wisconsin Press, 2025)

edited by Cynthia E. Milton (History) and Michael Lazzara

This groundbreaking collection of essays examines how Latin American militaries construct memories of past human rights violations in ways that challenge established public memory and human rights discourse. It highlights the importance of deconstructing the military's own active memory work, or their *countermemories*—a term the editors use to describe military narratives that are both counterintuitive and that run counter to the victim-oriented memories that have long dominated the region's public memory.

The Aristotelian Kant

(Cambridge University Press, 2025)

edited by Thomas Land (Philosophy) and Wolfram Gobsch

This book presents a powerful new approach to interpreting the works of Immanuel Kant, which emphasizes continuities with Aristotle's thought. The essays represent state-of-the-art scholarship and are aimed at specialists and advanced students wishing to familiarize themselves with this approach.

Challenging Exile: Japanese Canadians and the Wartime Constitution

(University of British Columbia Press, 2025)

by Jordan Stanger-Ross (History) and Eric M. Adams

In September 1945, Canadian democracy faced a fundamental question of constitutional law: Could citizens be expelled on the basis of race? Canada proposed exiling Japanese Canadians to Japan, a country devastated by war. Thousands who had already experienced uprooting, internment, and dispossession were now at risk of banishment. *Challenging Exile* investigates the origins, administration, litigation and aftermath of this attempt at gross injustice and shares the stories of resilience of those who faced it.

Applied Linguistics Research: A Comprehensive Guide to Methodology, Design, Analysis, and Evaluation

(Cambridge University Press, 2025)

by Hossein Nassaji (Linguistics)

Designed for graduate students, instructors and seasoned researchers, this is an essential guide for robust research design and methodology in applied linguistics, covering qualitative, quantitative and mixed methods research. It adopts a structured approach, starting with the foundational principles of research design, methodology, and data collection and analysis, to writing and interpreting, explaining and reporting research results, bringing together all the steps and processes of research from start to finish in one single volume in a way that is practical, easy to follow and easy to understand.

The Letters: Institutional Lives and EDI

(Fernwood Publishing, 2026)

by Anita Girvan (Gender Studies), Davina Bhandar (Gender Studies), Nisha Nath and Rita Kaur Dhamoon

The Letters asks: what do equity, diversity, and inclusion-related letters do for the university as an institution and for those who are supposed to benefit from EDI initiatives? What do these letters tell us about institutionalized relationships, contro, and creative resistance? Focused on recuperating the labour and forms of life-writing that members of subordinated groups undertake in institutions, *The Letters* amplifies structurally marginalized voices to diagnose why and how EDI adversely impacts certain people and poignantly identifies creative ways to intervene against the neoliberal university.

Tantôt aimer, tantôt détruire. Récits de sensibilisation aux violences dans les relations LGBTQIA2S+ (Éditions de la rue Dorion, 2025)

by Pierre-Luc Landry (French and Francophone Studies)

Tantôt aimer, tantôt détruire is a research-creation-intervention book dedicated to the subject of violence in LGBTQIA2S+ intimate and romantic relationships. This multifaceted project demonstrates the counter-hegemonic potential of a collective approach that combines literary creation, scientific research and community intervention.

Websites and digital projects

Technical Writing Essentials: Designing Professional Communication in the Technical Fields, 2nd ed.

<https://pressbooks.bccampus.ca/technicalwriting2nded/>
by Suzan Last (English/Academic and Technical Writing Program)

This open educational resource introduces students to professional communication in technical contexts, focusing on clear, precise, accessible and reader-centred communication styles in a variety of common genres. It includes chapters on Professional Style, Information Design, Teamwork, Research, Public Engagement, User Experience Design and Public Speaking.

J'habite où je lutte

<https://jhabiteoujelutte.com/>

by Pierre-Luc Landry (French and Francophone Studies) and Vanessa Jérôme

Season 3 of podcast *J'habite où je lutte* is dedicated to the theme of exiles. It revisits the multiple meanings of the term *exile*; it examines the unique position of those who, for one reason or another, experience exile; and it focuses on some of the outcomes of exile—that is, what exile can trigger or bring about.

Servitengasse 1938

hcmc.uvic.ca/servitengasse

by Helga Thorson (Germanic Studies)

The Servitengasse project memorializes the Jewish occupants of a street in 1930s and 1940s Vienna and was created in close collaboration with a community group. It features a page for each person listing family relations, providing some personal details, and describing their movements in text and on a map.

Book awards

Challenging Exile: Japanese Canadians and the Wartime Constitution

(University of British Columbia Press, 2025)

by Jordan Stanger-Ross (History) and Eric M. Adams

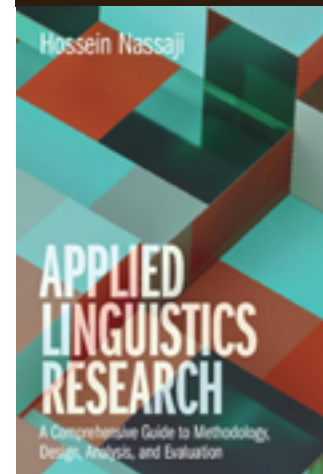
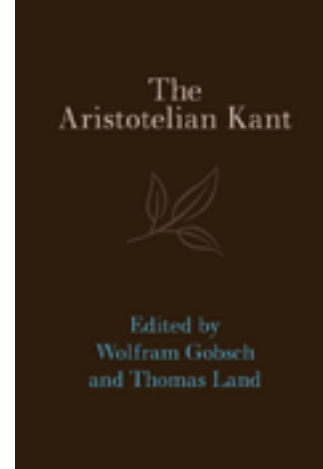
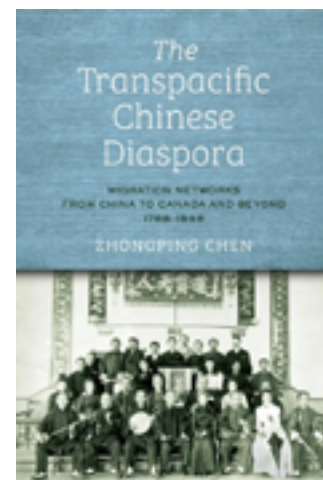
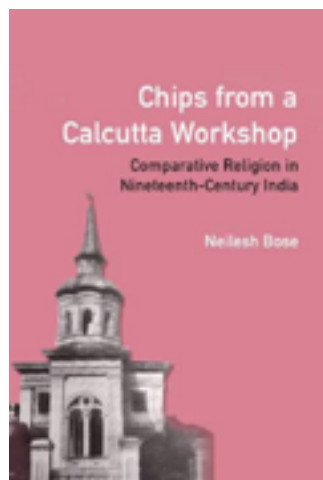
- 2026, Winner - W. Wesley Pue Book Prize, Canadian Law and Society Association
- 2026, Winner - Political History Book Prize, Canadian Historical Association
- 2026, Shortlisted - Roderick Haig-Brown Regional Prize, BC & Yukon Book Prizes

John Hart: A Businessman in British Columbia Politics

(University of British Columbia Press, 2025)

by Patricia E. Roy (History, professor emeritus)

- 2026, Winner - Clio Prize (BC), Canadian Historical Association
- 2026, Commended - Historical Writing Award, British Columbia Historical Federation



Humanities at work: co-op student stories

34

Humanities co-op work
terms

28

Humanities co-op employers

\$3594

Average monthly salary for
Humanities co-op students

91

Humanities students completed
the co-op prep course

Luke Gaucher (History)

Over the course of his degree, history major Luke Gaucher completed work terms as a tour guide and collections assistant at the Canadian Forces Base Esquimalt Naval & Military Museum and as a visitor information counsellor with Sooke Region Museum. Working in the archives, he handled primary historical documents. Now he's considering UVic's master's program in public history.

"My work terms have significantly changed my career and academic goals. They have both expanded my idea of what is possible to do with my history degree. They have also introduced me to public history as a field of work in historical study and increased my interest in pursuing this branch of history after graduating."



Luke Gaucher (second right) in Sooke. Photo provided.

Humanities at work: co-op student stories

Eakam Dhillon (History)

Majoring in history with a minor in political science, Eakam Dhillon has completed a total of three work terms through the co-op program, including as a tour guide with the Legislative Assembly of British Columbia and as a records management co-op student with Transportation Investment Corporation.

“I’m in my fifth year of my history degree and I’m set to graduate this fall. With my interest in public policy, I gained a great deal of exposure and experience in the provincial public sector while working at Transportation Investment Corporation and the Legislative Assembly of British Columbia.”

Sangeev Thevananthan (English)

While working towards a Master’s degree in English with a concentration in Cultural, Social & Political Thought, Sangeev Thenananthan completed work terms as a museum assistant with the Oshawa Museum and as a linked data intern at the McPherson Library, integrating digital skills with his research interests.

“The skills I built in graduate study, especially research and writing, were very helpful in the projects I contributed to over my co-op terms, because I was consulting a variety of sources and aggregating information. My co-op experience has built a solid set of skills that I can transfer to a variety of positions outside of academia.”



Eakam Dhillon at the Legislative Assembly of British Columbia. Photo provided.



Sangeev Thevananthan begins his work term as a linked data intern with McPherson Library. Photo provided.

Going global with Humanities field schools



Visiting Shanghai on the Pop Culture in Global Shanghai field school.
Photo provided.

“As a Canadian university student, spending two weeks in China at East China Normal University was an unforgettable experience that immersed me in Chinese language, pop culture, and daily life. One of my favourite parts of the trip was exploring Shanghai on our daily walks. I especially loved walking down Anfu Road, even on the rainier days. Taking the time to slow down and really observe the city allowed me to notice details I might otherwise have missed, such as adorable characters displayed in shop windows and a pet rabbit lounging behind a storefront window. These small moments helped me appreciate a few of the many layers of Shanghai and revealed how everyday spaces can offer insights into Chinese pop culture.

—*Madison Vanderhooft*

“Having spent 4 years in the Greek and Roman Studies Program at UVic, the opportunity to dig directly into their history on the archaeological field school at Ilduro, Spain, was a tremendous joy. Being able to work at an actual archaeological site alongside my community of classmates is an experience I will cherish forever and continue to draw from in further studies into the Roman world.”

—*Tomos Blackburn-Larmour*



Examining uncovered artifacts on the archaeological dig at Ilduro, Spain.
Photo: Tomos Blackburn-Larmour.



Students visit the iconic Louvre in Paris during the Paris on Stage field school. Photo provided.

Humanities field schools 2026

Eleon Field School: Greece
(Greek and Roman Studies)

Paris on Stage: France
(French and Francophone Studies)

I-Witness Field School: Central Europe
(Germanic and Slavic Studies)

Canada's Internment Era: Canada
(History)

Field School in Japan (Empire): Japan
(Pacific and Asian Studies)

EU Study Tour: Belgium and Germany
(European Studies)

Pop Culture in Global Shanghai: China
(Pacific and Asian Studies)

Ilduro Field School: Spain
(Greek and Roman Studies)

In Pursuit of the Whale: Canada (Bamfield)
(English)

\$35.7k

Total value of student travel
awards distributed by the
Faculty of Humanities (2026)

25

Students who received
funding through a
Humanities travel award



Students get out on the water in Bamfield while participating in the 'In Pursuit of the Whale' field school. Photo: Nicholas Bradley.



About the artist

Katie Pootoogook Manomie is an Inuk woman, and she was born in Iqaluit, Nunavut. However, her biological family comes from Kinngait. She was adopted at birth by Suzanne and Enook Manomie and, at the age of three, moved to BC with her non-Inuk mother. She was raised in T-Sou'ke and is currently an invited guest in Ləkʷəŋən territory from the late Dr. Skip Dick.

Katie only reconnected with her family in late 2018 when she had the opportunity to travel to Nunavut for the first time since she was three. Since then, Katie has been actively reconnecting to her roots through her family and learning Indigenous ways of living through her post-secondary schooling. Katie has completed a certificate in Indigenous Family Support and a diploma in Indigenous Studies, both from Camosun College, a degree in Indigenous Studies (UVic) and is currently working on her master's thesis work in Anthropology at UVic.

During her studies at Camosun College, she learned that she held the skills of beading when Lindsay Delaronde held an Indigenous art class at Camosun College. She learned that beading and creating artwork ran deep within her family and feels that it is blood memory.

Katie wanted to create a piece that honours the late Dr. Skip Dick, as she met him at Camosun and continued the journey at UVic of learning how to uphold and respect the Ləkʷəŋən people and their lands. Dr. Skip Dick would welcome all the students each year, and his kind, gentle, funny nature will always hold a special place in students' hearts. The poem was created with Dr. Skip's welcoming words in mind, and the camas flowers reminded her of his beautiful spirit. The piece on the cover that Katie created is made with sealskin, deer hide, and Czech beads within a shadow box.

The Faculty of Humanities, University of Victoria

Open your mind, transform our world

The Faculty of Humanities asks complex questions about what it means to be human, what our relationships with each other and our environments require of us, and what responsibilities we hold to the world and its future. We study products of human thought and creativity: languages, literatures, media, material cultures, histories and beliefs across peoples, places and times. We uphold justice and diversity. We promote global knowledges and cultivate intercultural acumen. We confront how humanity engages with natural and constructed environments, both real and imagined.

Our research and teaching aim to:

Enrich human dignity

by addressing what it means—and has meant—to be human, as well as humanity's relationship with the more-than-human;

Provoke critical inquiry

by exploring the meanings and methods of reason and critique, including how they vary across time and culture and how they impact our understandings of the world and its survival;

Engage myriad voices

by valuing multilingualism as well as differences of language, culture and ways of being in a global world;

Inspire innovative expression

by addressing the breadth of human expression, including the full plurality of media.

uvic.ca/humanities

We acknowledge and respect the Lək̓ʷəŋən (Songhees and X̱wsep̓əm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEC peoples whose historical relationships with the land continue to this day.