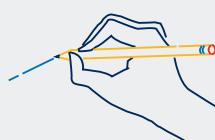
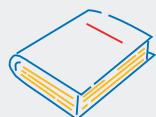
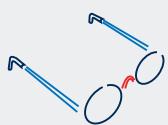


UVIC HUMANITIES

Annual Report 2019



Greetings from Dean Chris Goto-Jones

At some point, after a certain number of iterations, sequels begin to look like a series. So, rather than trying to find a way to make a favourable comparison between our third Annual Report and *Return of the Jedi*, I'd prefer to imagine this latest edition as an episode in an epic yet unconventional series like, say, *Stranger Things*, or the oED.

One of the important things about series is the way they build, sometimes through (multiple) narrative arcs. For the last few years in Humanities, these arcs have been framed by the simple force of our four mission pillars: provoke critical inquiry, engage myriad voices, enrich human dignity, inspire innovative expression.

Even a quick glance through these pages reveals astonishing stories of scholarly accomplishment, social engagement and human compassion. We find prize-winning teachers together with acclaimed researchers and powerful activists. We find faculty working to support the resilience and mental health of our students, as well as faculty working to build bridges between our students and people incarcerated in the prison system. We find language revitalization, augmented reality, field schools around the world, and digital editions of Shakespeare. There's even a brain in a jar.

For the Faculty of Humanities, 2019 also included special moments of recog-

nition of inspirational stories from beyond the walls of our beloved (and gradually redecorated) Clearihue. The first ever Humanitas Awards successfully celebrated the values and ideals of our faculty, demonstrating their impact in the world. It was a genuinely exciting public event, at which we honoured the remarkable Romeo Dallaire as our Public Humanist, our recent alumna Ashli Akins as our Emerging Humanist, and the incomparable Ursula Le Guin as our Historic Humanist.

Le Guin, who passed away in 2018, was not only a writer of wondrous, transformative fiction, but also a cultural philosopher of great substance. Grappling with the meaning and significance of fictional worlds, Le Guin embraced them for their truth: "Children know perfectly well that unicorns aren't real, but they also know that books about unicorns, if they are good books, are true books."

For Le Guin, this meant that words were actions in the world, and that stories were not only accounts of journeys, but were themselves journeys for those who encounter them.

Unlike *Return of the Jedi*, this Annual Report is riddled with rich, powerful stories of which the faculty should be proud. I am certainly full of admiration for the commitment and accomplishments of our remarkable community. And there's not an Ewok in sight.



FACULTY OF HUMANITIES 2019

Chris Goto-Jones
Dean

Lisa Surridge
Associate Dean Academic

Alexandra D'Arcy
Associate Dean Research

Chrystal Phan
Development Officer

Mel Peters
Director of Administration

Blair Taylor & Michelle Monsell
Assistants to the Dean

Sarah Grindlay
Dean's Office Administrative Assistant

Stephanie Harrington
Editor

Akira Weng
Design and illustration

**Chorong Kim,
Jake Sherman, &
UVic Photos Services**
Photography

Address
Office of the Dean
Clearihue C305
3800 Finnerty Rd
Victoria, BC V8P 5C2

E-mail
humscom@uvic.ca

Stay connected
Website: uvic.ca/humanities
Twitter: @UVicHumanities
Facebook: UVicHumanities

FEATURED STORIES

Provoke

- 8 Righting historical wrongs: Commentary by Jordan Stanger-Ross
- 10 Trailblazer Carol Linnitt talks about the environment, reporting and end-of-the-world narratives
- 11 Financial scandals rankle Canadian voters most

Engage

- 14 International Year of Indigenous Languages
- 18 Four Stories About Food Sovereignty explores global concerns
- 21 Gender Studies student strives for equitable world

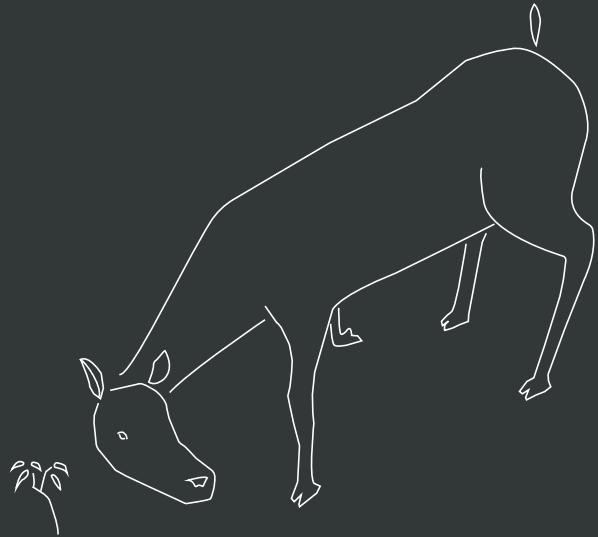
Enrich

- 26 Collaboration unlocks philosophy's biggest questions
- 28 Retired lieutenant-general Roméo Dallaire receives first Humanitas Award
- 35 Kimahli Powell shares Rainbow Railroad's journey

Inspire

- 40 *Framing Agnes* turns lens on gender
- 42 Child's story of survival during the Holocaust premieres at Jewish film festival
- 44 Indigenous Studies students transmit knowledge through art





**PROVOKE
CRITICAL
INQUIRY**

fundamental research and teaching about the meaning and methods of reason and critique, including their cultural and historical plurality, and a commitment to uphold these values in society today

3M Canada Teaching Award for UVic field school founder



3M National Teaching Fellow Helga Thorson. Image: UVic Photo Services.



Helga Thorson launched UVic's first I-witness field school in 2011. Image: Supplied.

“Think higher, feel deeper.”

When Helga Thorson heard Nobel Laureate Elie Wiesel speak those words in Vancouver in 2012, she felt affirmed as a teacher. A year earlier, she had launched UVic’s first I-witness field school, the only one of its kind at the time for undergraduate students at a Canadian university, which took UVic students to Europe to explore Holocaust memorialization.

Wiesel himself was a survivor of Buchenwald concentration camp in Germany. His words for young audience members resonated with Thorson.

“Listening to someone whose works I had frequently read and taught, I realized that he had just captured—in four simple words—the very essence of my teaching philosophy,” she says.

Thorson’s vision for and commitment to Holocaust education was honoured in February with Canada’s most prestigious award for excellence in leadership and teaching.

Thorson is the third UVic scholar in five years to become a 3M National Teaching Fellow, and one of only 10 higher edu-

tors to earn the distinction this year in Canada.

“I am very honoured. I have never aspired to be a leader,” Thorson says. “It happened because I’m passionate about teaching and because I’m passionate about what I teach.”

Through the I-witness field school, Thorson, an associate professor in Germanic and Slavic Studies, says she sought to create an educational experience in which emotion played as central a role in learning as intellectual rigour.

“I am very honoured. I have never aspired to be a leader. It happened because I’m passionate about teaching and because I’m passionate about what I teach.”

—Helga Thorson

The result has transformed students’ lives and career choices.

Recent history MA graduate Jake Sherman credits his award-winning work in photojournalism to Thorson’s encouragement.

“Helga, quite literally, changed my life. Her teaching on the field school helped me to transcend my own personal limitations, and push my studies, my research, and my own craft beyond what I thought possible,” Sherman says.

As a result of their experiences, field school participants have gone on to law school, programs in Indigenous governance and international relations, and co-op or practicum placements ranging from London’s Helen Bamber Foundation to the Auschwitz memorial museum, and various other international human rights organizations.

Thorson’s innovations have also led to the creation in UVic’s Faculty of Humanities of the first and only graduate-level Holocaust studies stream in Canada, also one of only a few in the world.

Historian joins generation of new intellectual leaders



The field school is designed to explore ways in which the Holocaust has been memorialized at various Central European historical sites, museums and monuments.



Students travel to Berlin and Weimar (Germany), Kraków and Warsaw (Poland), and Amsterdam (Holland).



Students have the chance to acquire a deeper understanding of antisemitism, racism and intolerance.

Historian Rachel Cleves was one of four University of Victoria researchers elected to the Royal Society of Canada (RSC), a 137-year old council of distinguished scholars and leaders recognized with the country's highest academic honour.

Cleves joined the College of New Scholars, Artists and Scientists. She is the first scholar from the Humanities recognized as part of this emerging generation of Canadian intellectual leaders. Cleves, who describes herself as an archivist, is expert at finding little-known historical stories that illuminate contemporary times.

Her most recent book, *Charity and Sylvia: A Same-Sex Marriage in Early America*, weaves diaries, letters, poems, and even tax records to tell the story of two 19th-century women whose relationship was described and accepted publicly as marital—long before the fight for marriage equality began.

“A lot of my work is dedicated to promoting diversity and equity,” Cleves says. Violence, sexuality, illicit sex—no subject is off limits for Cleves. Her forthcoming biography of Scottish writer Norman Douglas, a literary star in the early 20th century and also known for abusing children, examines sex tourism and child prostitution at a time when these practices were less taboo than today.

“We can’t just write about the things that are romantic and erotic to us. We have to write about the unpleasant stuff too,” she says. Cleves is excited to “enhance scholarly life in Canada” and plans to continue her advocacy of equity and diversity as a member of the RSC.



Historian Rachel Cleves is dedicated to promoting diversity and equity. Image: UVic Photo Services.

New faculty members join the Humanities

Six new faculty members joined the Faculty of Humanities in 2019.

In July, Gender Studies welcomed Assistant Professor Chase Joynt, whose research focus includes cinema and media, practice-based research and transgender studies.

"The UVic Gender Studies department

offers an incomparable opportunity for research-creation, and I am excited to continue pursuing my hybrid art-based initiatives with such inspired faculty and students," Joynt says.

Assistant Professor Patrick Lozar, who specializes in the histories of Indigenous peoples in the North American West, joined the Department of History from the University of Washington where he completed a PhD.

Assistant Professor Katie Stockdale, whose research interests include moral psychology and feminist philosophy, joined the Department of Philosophy.

Assistant Professor Pierre-Luc Landry, whose research includes Québécois and French literature, Indigenous literature and queer theories, joined the Department of French.

And Pacific and Asian Studies welcomed two new assistant teaching professors, Mamoru Hatakeyama and Ben Pin-Yun Wang to bolster its language courses.

"We're going to be seeing some real innovation in both our Japanese and Chinese programs—and some wonderful opportunities for our students!" Pacific and Asian Studies Chair Richard Fox says.

Acclaimed historian named faculty's distinguished alumnus

One of Canada's foremost historians, whose writing has explored the collision of empires, forgotten marine passageways, and the friendship of two admiralty titans, received the Faculty of Humanities' 2019 Distinguished Alumni Award.

Barry Gough, Canadian maritime and naval historian, award-winning author, and emeritus professor of history at Wilfrid Laurier University, was honoured

on Feb. 5 at the UVic Distinguished Alumni Awards Night at the Songhees Wellness Centre.

Raised in Victoria, Gough attended Victoria High School and Victoria College, UVic's predecessor institution.

He went on to study at the University of British Columbia and completed his PhD at King's College London.

"It's obviously a very exciting thing for

me; it's beyond any expectation that the university where I had started my academic work as a student so very long ago should honour me in this way," Gough says.

Gough has authored 20 books and several hundred articles and reviews over his four-decade writing career.

His most recent book, *Churchill and Fisher: Titans at the Admiralty*, has received critical acclaim from the *Times Literary Supplement*, which described the work as "enthralling" and "a work of profound scholarship and interpretation."

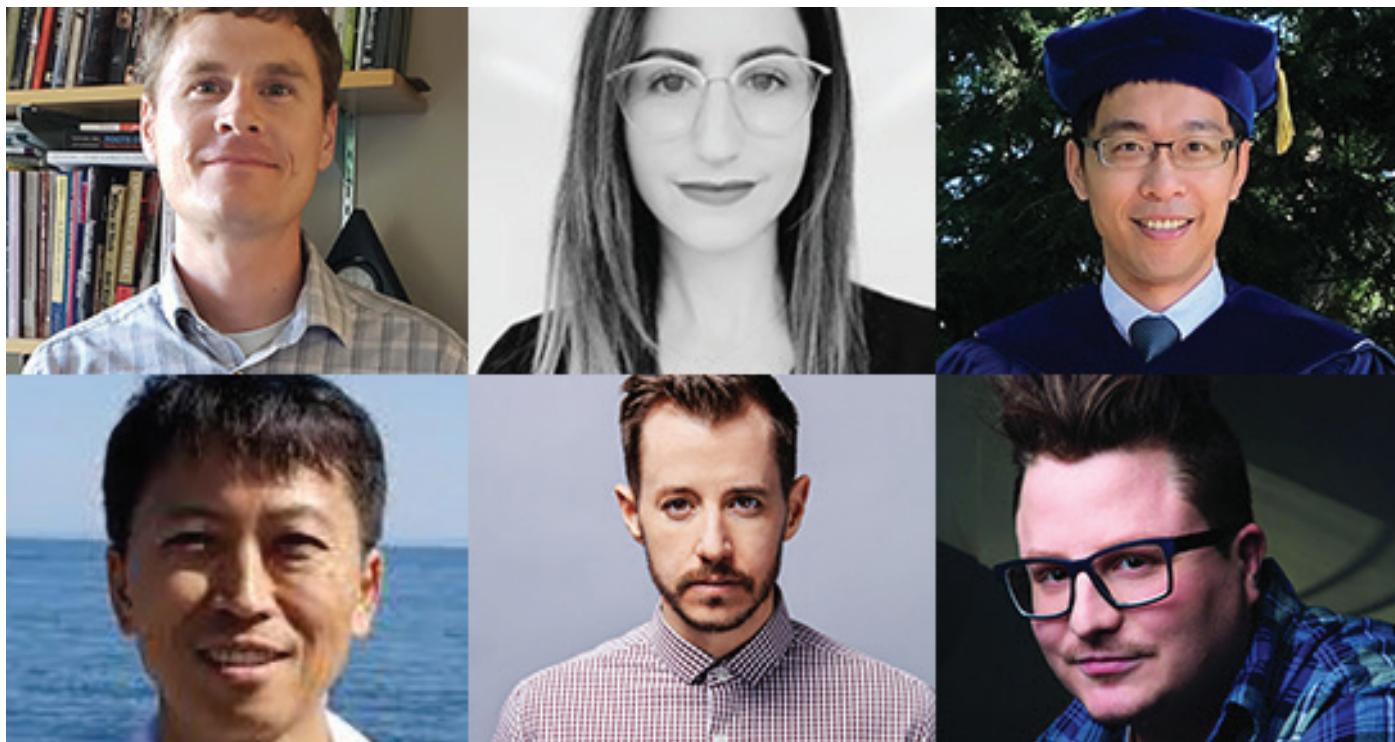
He taught at Western Washington University before being hired at Wilfrid Laurier University in Waterloo, where he taught for 32 years and was the university's founding director of Canadian Studies, and later assistant dean of arts.

Among his many achievements, Gough has been named fellow of the Royal Historical Society, fellow of King's College London and Life Member of the Association of Canadian Studies.

Department of History Chair John Lutz says Gough's reputation for excellence in scholarship extends internationally, but his attention to craft and a desire to engage a wide audience helps set his work apart.



Canadian maritime and naval historian Barry Gough. Image: Chorong Kim.



Clockwise: Patrick Lozar (History), Katie Stockdale (Philosophy), Ben Pin-Yun Wang (Pacific and Asian Studies), Pierre-Luc Landry (French), Chase Joynt (Gender Studies), and Mamoru Hatakeyama (Pacific and Asian Studies) joined the faculty in 2019.

Internet Shakespeare Editions gifted to UVic



Internet Shakespeare Editions documents the life, times and works of William Shakespeare.

The creators of one of the earliest digital humanities projects in Canada, which documents the life, times and works of William Shakespeare, have gifted the project to the University of Victoria.

Emeritus Professor Michael Best began his Shakespeare project on floppy disks more than 30 years ago in the Department of English with graphic designer Roberta Livingstone. The team made the technological leap to CD-ROM six years later.

The resource eventually grew into the website Internet Shakespeare Editions (ISE). Devoted to Shakespeare and his works, ISE receives millions of hits every year from scholars around the world.

Faculty of Humanities Associate Dean Research Alex D'Arcy says the project, which includes stage directions, liner notes and annotations about Shakespeare's works, was visionary.

"They were innovators within the humanities, bringing text into the digital world and enabling scholars to interact

directly with it in a multimedia format," she says. "At a time when many people were coming to terms with email, Michael Best was setting milestones for digital humanists to come."

Speaking at an Oct. 7 celebration at UVic Libraries, Best thanked everyone who contributed to the success of ISE, including the programmers and designers who helped bring the site to life.

He said the donation of the ISE website and its infrastructure to UVic Libraries and the Faculty of Humanities will "give a sense of home and security" to the project while maintaining ISE's commitment to publishing open-access, peer-reviewed Shakespeare resources of the highest quality.

D'Arcy says an updated version of the ISE will be housed within the Linked Early Modern Drama Online (LEMDO) project, which is directed by English Associate Professor Janelle Jenstad and is housed and supported by the Humanities Computing and Media Centre.

Righting historical wrongs

COMMENTARY BY
JORDAN STANGER-ROSS



Research Excellence Award winner Jordan Stanger-Ross.
Image: Chorong Kim.

In 1942, the Canadian government uprooted and interned all people of Japanese descent living in coastal British Columbia. The following year, it authorized the sale of everything that they had been forced to leave behind.

As a result, when Canada's internment era finally ended in 1949, Japanese Canadians had nothing to return to. Their homes, farms, businesses, fishing vessels, cars, family pets and personal belongings were gone.

Because of the forced sale of real estate, no historic Japanese-Canadian neighbourhoods remain. The loss of all of their personal belongings obliterated the sense of home that Japanese Canadians had built over generations.

The contribution of our project, Landscapes of Injustice, within many tellings of this past, has been to look at Canada's internment era from a perspective that places the seizure and dispossession of property at the centre of the story.

As a partnership—comprised of academics from across Canada, museum and archival professionals, school teachers, major Japanese-Canadian organizations, and established and emerging community leaders—our project has fostered a specific way of knowing and sharing a history of injustice.

This history is known to some members of our collective through the sheer force of an injustice directly experienced. We are perhaps the last large-scale project that will have the opportunity to work with people who lived through these harms and can recall them vividly. Their various responses, expressed in circumspect optimism, dark humour, and sheer outrage, have shaped our work and greatly enriched our understandings of this past.

The stark injustice of the dispossession revealed itself especially when members of our collective conveyed the harms brought upon them during the internment era.

Mary Kitagawa (born Murakami), a member of our Community Council, conveyed to our collective her memories of her father's incarceration in 1942, when she was seven years of age.

“... As my father was being taken onto the truck, I saw the gun in the holster of the RCMP officer, and ... I thought for sure that he was being—because of the way that he was being manhandled—I thought for sure that my father was being taken away to be shot. And it was a terrifying, terrifying time.”

The rest of the Murakamis were soon uprooted as well, taken separately to the holding stalls in Vancouver's Hastings Park and then banished from the “protected area.” They were reunited with Mary's father five months later in a shack in Alberta, where he—a wealthy proprietor before the war—accepted labour as a farmhand. Their dirt-floor shack, adjacent to the pig pen, was so blanketed with flies that its raw wood exterior appeared black in the summer.



Listening, I felt the truth of Mary's account in the heat of my cheeks and the tightness of my throat. Her story filled me with shame. I felt simultaneously estranged from and uncomfortably connected with the perpetrators of this harm against a child who grew up close to my home, on a beautiful local island where I vacation with my own children.

The revulsion that we feel at such accounts and the judgment that they inspire spring from truths indispensable in telling a history of injustice. Doing this work in partnership with community, as well as educators who will tell this history to museum-goers and school children, has kept the moral truths of this history plainly in view. We need those lessons from these pasts.

At the same time, members of our project—one of the largest assemblages of academics and community members ever to collectively engage the Canadian past—sat with the historical materials. We pored through records of the state and those preserved by members of the community. We traced title on properties in four sites of study.

We listened to the people who remember this history, including bystanders and witnesses, and to their children. The result of this work is new analysis that could only come from such research. We linked, more exhaustively than any past scholars, the immigrant experiences of the Issei generation, conveyed in their own language and their own sources, with the history of the dispossession.

We reckoned with the legal and administrative processes that made the forced sales possible. We sought to understand, on the basis of their own writings, what property—and the loss of home—meant to Japanese Canadians. We identified key officials responsible for the policies and analyzed their own understandings of their actions. We researched the material harms of dispossession. We laboured to convey the fruits of long and exhaustive research, in which truth is seldom searing in its clarity.

I came to imagine our collective as a wheel: our work meets at a hub in the centre, in discussion of the dispossession of Japanese Canadians, but each of our contributions—life histories, analyses of land titles and law, the lessons necessary to teach fifth graders to think in new ways about fairness and loss—radiate out from that core in their own directions, each with its own theories, methods, and objectives.

We approach the core from different places as well. The work of partnership was been to hold these varied initiatives and perspectives in the same room, to work together but not in unison, to integrate without flattening.

It has been a hard and rewarding experience. It is work for which I am very gratified to be recognized by colleagues in the faculty.

Jordan Stanger-Ross is an associate professor in the Department of History and project director of Landscapes of Injustice. He received the faculty's 2019 Research Excellence Award.



The Maple Leaf Grocery in Vancouver, B.C. Archival image: Nikkei National Museum.



Canada uprooted, interned and incarcerated all people of Japanese descent living within 160 kilometres of the Pacific Coast. Archival image: Nikkei National Museum.

"We listened to the people who remember this history, including bystanders and witnesses, and to their children. The result of this work is new analysis that could only come from such research."

—Jordan Stanger-Ross

Trailblazer Carol Linnitt talks about the environment, reporting and end-of-the-world narratives

Traversing a mountain pass in knee-deep snow is part of a day's work for environmental journalist and University of Victoria PhD candidate Carol Linnitt. Linnitt's stories have taken her from the heights of the southeastern Kootenay region to the depths of the Salish Sea. Linnitt, a graduate student in the Department of English and UVic's Interdisciplinary Program in Cultural, Social and Political Thought, is the co-founder of the trailblazing investigative news site *The Narwhal*, which has won numerous accolades since its inception in 2018. During the 2019 UN climate action summit in September in New York City, Linnitt reflected on Canadian media's commitment to covering environmental issues.

How well is Canadian journalism serving the public when it comes to the climate crisis?

I'd love to see more media outlets spelling out the connections for their readers to flesh out what is really at stake in the causes and consequences of climate change.

I've been a journalist reporting on energy and the environment for just over 10 years. In some ways it's felt like a decade of eavesdropping on public sentiment about the growing environmental crisis.

In your PhD research, you examine end-of-the-world narratives throughout the history of literature while considering why we are obsessed with the question of humanity's demise. How does your research intersect with your journalistic work?

What's so fascinating with a lot of post-apocalyptic literature is that, while these texts are supposedly about the end of the world, they're really about what

happens after the end of the world. Who survives and how?

A lot of speculative literature about the end of the world isn't using the disaster frame to tell a simple story of collapse. Instead, you find tales of resilience, survival and overcoming.

To me, end-of-world narratives are also narratives about worlds to come. They hold a key to moving beyond what right now feels like our impossible present to those possible futures to come. There's a strange interplay of ends and beginnings that feels incredibly relevant at this charged moment.

As the co-founder of *The Narwhal*, what does it mean to be a player in independent, non-profit journalism at this time?

There are no intermediaries between *The Narwhal*'s team and our readers. *The Narwhal* is an independent, non-profit and ad-free publication, which means we have no investors, shareholders or advertisers to answer to. That frees us to

"I've been a journalist reporting on energy and the environment for just over 10 years. In some ways it's felt like a decade of eavesdropping on public sentiment about the growing environmental crisis."

—Carol Linnitt

do gritty and sometimes uncomfortable investigative work without fear of censure. Reader donations are our fastest growing source of revenue.

That's an extraordinary opportunity and privilege in a time when many newsrooms are forced to chase scandal, sponsorship or clickbait to keep their reporters paid.

It's incredible to witness that direct line of connection between a piece of journalism and the readers who value it enough to actually bring it to life.



PhD student Carol Linnitt at one of the many rocky outcrops along the edge of the strait of Juan de Fuca near Victoria, BC. Image: Jake Sherman.

Financial scandals rankle Canadian voters most

Sex scandals absorb voters in the United States and United Kingdom, but new research by University of Victoria political historian Penny Bryden shows that nothing gets under Canadians' skin more than misspent taxpayers' dollars.

Ahead of the 2019 federal election, Bryden catalogued more than 1,000 scandals in Canada in the years since 1867, involving everything from the purchase of a \$16 glass of orange juice to the sale of an amusement park owned by a provincial premier.

The research earned coverage across Canada including the *Globe and Mail*, *Hill Times*, CBC Radio's "Cross Country Checkup," "On the Coast" and "Radio West" programs, as well as CFAX 1070.

Bryden uncovers new scandals all the time—recent ones, but also historical scandals that left little trace in the public record—and she found that, although sex scandals often generate significant atten-

tion in other countries such as the US and UK, Canadians are most upset when governments poorly handle taxpayers' money.

"In Canada, we get outraged about misspent money more than anything else," says Bryden. "Money is rarely far from the centre of a Canadian political scandal."

The first major political scandal after Confederation took place in 1873 and resulted in the downfall of Sir John A. Macdonald and his Conservative government. More recently, a sponsorship scandal contributed to the downfall of the federal Liberals in 2006.

Bryden says Canadians were angry that federal money was being spent in Quebec as a way to shore up support for national unity. The Harper government that came into power as a result had its own scandals, Bryden adds, including one memorably focused on the cost of one

glass of juice that then-minister Bev Oda charged to her expense account.

But what constitutes a political scandal in the first place? Bryden organized her list into six categories—financial, crisis, loyalty, sex, security and entitlement—and also determined that scandals have three components: a transgressive act; the attempted cover-up; and, importantly, traction with the public.

The latter criterion means Bryden isn't convinced the SNC-Lavalin affair, which resulted in the high-profile cabinet resignations and subsequent expulsion of Jody Wilson-Raybould and Jane Philpott from the Liberal party, qualifies as a scandal.

"But political parties can be hurt by things that aren't scandals," Bryden says.

Bryden is halfway through a five-year humanities research project funded through the Social Sciences and Humanities Research Council on the topic.



UVic political historian Penny Bryden in front of the BC Legislature. Image: UVic Photo Services.



ENGAGE MYRIAD VOICES

fundamental research and teaching about the interaction between time, place and knowledge, including its expression through language, and a commitment to a de-colonized and diverse global society



PhD student Bernadette Perry has spent hundreds of hours honing *Explorez*, her new French-language video game.

New augmented reality game for French-language learners explores UVic campus

Bernadette Perry was more interested in medieval times than today's technology when she started graduate school at UVic, but watching her children play the video game Minecraft got her thinking.

A mother of three self-professed gamers, Perry was stunned by how much her children enjoyed—and learned—from playing the world-building adventure game. A course about computer-assisted language learning opened her eyes further.

"That got me onto gamifying for learning. I did a complete 180," she says. "I wanted to learn more."

Perry refocused her French master's research from medieval studies to applied linguistics. Initially, she wanted to test a French-language learning game but she couldn't find one that met her criteria. So she set out to create her own. Perry's work earned her a top-25 place in the 2014 Social Sciences and Humanities Research Council (SSHRC) storytellers competition. With that success, Perry decided to take her research to the next level and enrolled in a PhD program in French and Computer Science.

The ensuing years have been a crash course in design, coding and implementation. Perry's work—"hundreds upon hundreds of hours," she says—has resulted in *Explorez*, a French-language augmented reality video game that uses avatars to explore UVic's campus using an iPhone or iPad.

Perry had the opportunity to test her game on April 29 at the forum French for the Future—*Français pour l'avenir*, which was sponsored by the Department of French and Faculty of Humanities. Eighty

high school students visiting UVic signed up for her workshop on gamifying French language learning. She split the students into groups, gave each an iPad and sent them around campus to play *Explorez*.

"The goal is to engage students and make it a fun learning experience," Perry says. "There is no reason we can't create different ways of engaging and motivating students."

The game's premise is that a franco-phone celebrity is visiting, and you must familiarize them with UVic's campus. Students worked in groups to complete 12 "quests," which included ordering a coffee in French at a café, of which they had to make an audio recording.

They also had to find the French novel *Les Misérables* in the library and take a photo of the book using *Explorez*'s augmented reality function.

The students collected badges as they progressed, with the quests becoming more complex.

This past year, 100 UVic French students play-tested Perry's game.

"I am very proud of how much I've learned on this journey."

"The goal is to engage students and make it a fun learning experience. There is no reason we can't create different ways of engaging and motivating students."

—Bernadette Perry

INTERNATIONAL YEAR

Ruby Peter receives honorary degree for language revitalization

Nearly five decades ago, sti'tum'at Ruby Peter of the Quamichan First Nation made a daily trip from Duncan, driving north to Nanaimo to collect a passenger, and then south to the University of Victoria.

She was among six Hul'q'umi'num' educators who made the journey together for several months to attend classes at UVic, the first collaboration of its kind in North America. Their mission: to develop Indigenous language teaching training and help pass on their language to younger generations.

Sti'tum'at received UVic's highest accolade—an honorary Doctor of Laws (LLD)—at the Faculty of Humanities' spring convocation on June 10, recognizing her dedication to documenting, teaching and revitalizing the Hul'q'umi'num' language.

She reflected on this time at a special ceremony at First Peoples House organized by the Department of Linguistics, which nominated sti'tum'at for the degree.

"You brought my life back to 1973, thinking about all we used to do," sti'tum'at told the audience, which included family, friends, community members and UVic colleagues.

She recalled that her car at the time

had a broken indicator, which meant one of the passengers had to take on that responsibility.

"Violet, I'm going to turn left, stick your hand out and signal," she recounted with a laugh. "We enjoyed each other's company. We supported one another. It was a beautiful time."

Associate Professors Suzanne Urbanczyk and Sonya Bird, from the Department of Linguistics, nominated sti'tum'at for the award. Urbanczyk said sti'tum'at and her three sisters approached UVic in 1970 to develop Indigenous language teacher training,

They were concerned about the shift in language use from Hul'q'umi'num' to English in their community.

Their request compelled faculty members from education and linguistics to develop a plan for creating Indigenous language programing at UVic.

"The amount of dedication and determination these young Hul'q'umi'num' educators/mothers and their supporters showed was astounding," Bird says.

Two ground-breaking diplomas, launched at UVic in the 1970s, emerged from the initial collaboration, helping establish UVic as a leader in

community-based language revitalization programing.

"The untold part of UVic's history in Indigenous language revitalization is that it all began with sti'tum'at approaching UVic to provide training to her and her generation of language speakers," Urbanczyk says.

Since completing her diploma, sti'tum'at has taught Hul'q'umi'num' in numerous settings, from elementary school to college to university.

She has served as an in-class elder, translator, researcher and language consultant. Sti'tum'at's research resulted in the co-authored *Cowichan Dictionary*, still considered the most extensive dictionary of the Cowichan dialect of Hul'q'umi'num' 25 years after its initial publication.

Faculty members from the Department of Linguistics lauded sti'tum'at at the ceremony for her perseverance, compassion and generosity.

They presented sti'tum'at with a pendant of a thunderbird, a symbol of power, protection and strength. A humbled sti'tum'at thanked her supporters.

"I thank you all for the recognition and giving me this precious gift."



sti'tum'at Ruby Peter of the Quamichan First Nation received an honorary degree at convocation in June. Images: Chorong Kim.

OF INDIGENOUS LANGUAGES

Margaret Erasmus finds healing through language

Margaret Erasmus has had a lifelong thirst for language and culture.

Erasmus, who belongs to the Yellowknives Dene First Nation, lives in Ndilq, on the edge of Yellowknife in the Northwest Territories. As a young girl, Erasmus assisted her mother, who taught classes in Tł'chǫ, the first language of some 2,500 people.

“Ever since I was 12 years old I wanted to speak my language more fluently,” Erasmus says. “It’s important for me to be recognized as Dene and what I do as Dene.”

Erasmus, who holds a Bachelor of Arts and a Bachelor of Education, graduated at spring convocation with a Master in Indigenous Language Revitalization (MILR). The program, the only one of its kind in Canada, is a collaboration between UVic’s faculties of humanities and education. Erasmus’s thesis, “Healing Our Languages, Healing Ourselves: Now is the Time,” focused on the powerful mental and physical health benefits of learning one’s language as an adult.

For her research, Erasmus conducted in-depth interviews with eight fellow students enrolled in the master’s program. Research participants had their own stories to tell, but Erasmus said the commonality was clear: each person had an enriched sense of identity, purpose and wellbeing after learning their language. Some even reported physical benefits such as weight loss.

“As their language learning ramped up, so did their health,” Erasmus reported of one participant. “The further they went into their language learning journey, the more their health improved and continued to improve. I was able to perceive improved health as a consequence of fluency.”

Erasmus used Indigenous methodology for her research, following Dene protocols, values and laws. She says immersive, land-based learning in one’s own community would help threatened languages, such as her own, thrive.

“One of my dreams is we can have our education in our languages. I think that’s where we need to go. We need to go onto the land, we are part of the land, that’s where we do most of our teaching and learning that’s authentic.”

—Margaret Erasmus

“One of my dreams is we can have our education in our languages. I think that’s where we need to go,” she says. “We need to go onto the land, we are part of the land, that’s where we do most of our teaching and learning that’s authentic.”

Three of Erasmus’s children flew to Victoria for her thesis defense in April, including a daughter completing a PhD in Alberta, a son studying in Vancouver and another son living in the Northwest Territories. Erasmus will return to her community after convocation and share her research with others, especially teachers working in language revitalization.

As always, being true to her Dene language and culture will be the centre of Erasmus’s mission.

“We’ve had so much taken away from us and appropriated. We need to be recognized for our scholarly past,” Erasmus says. “Language programming needs to be developed by us from the ground up and delivered by us.”



Margaret Erasmus, who belongs to the Yellowknives Dene First Nation, graduated with a Master in Indigenous Language Revitalization.

Ethnohistory brings students and community together

The Ethnohistory Field School is an opportunity for history and other graduate students to live and work in partnership with the Stó:lō—the Indigenous people who have made the Fraser River Valley and Fraser River Canyon home for thousands of years.

A partnership between the University of Victoria, the University of Saskatchewan, the Stó:lō Research and Resource Management Centre, Stó:lō Nation and the Stó:lō Tribal Council, it is the only graduate ethnohistory field school in North America.

Every second spring since 1998, graduate students and professors from the Universities of Victoria

and (since 2002) Saskatchewan move into Stó:lō territory, board for a week with Stó:lō families, and live the rest of the month-long field period in a longhouse.

Working together with Stó:lō mentors, staff and elders, students work on a research project that the Stó:lō have identified as important to them.

History Chair John Lutz says last year's student projects range from an oral history of the 1976 Stó:lō Declaration of Rights and Title, to a biography of an elder, to a history of the Cultus Lake "Indian Princess" competition.



The Ethnohistory Field school is an opportunity for students to live and work in partnership with the Stó:lō. Images: John Lutz.

FIELD SCHOOLS

Paris en scène explores vibrant cultural city

“Paris is a stage. Paris is a museum. Paris is a vibrant and authentic cultural city where one can wander and find opportunities to upgrade their academic background almost like magic,” says Sara Harvey.

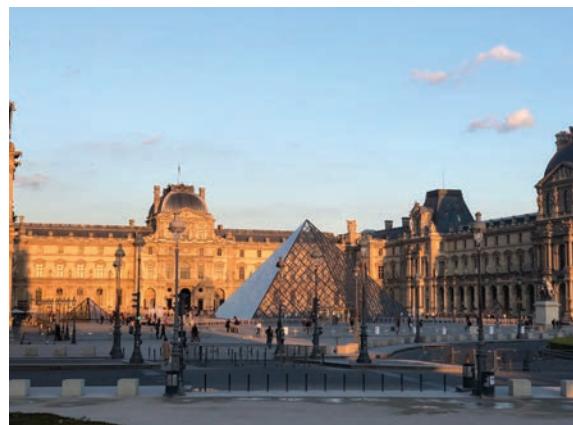
An assistant professor in the Department of French, Harvey organized the 2019 French field school Paris en scène.

No accidental tourists, students in the intensive FRAN 360 course had the opportunity to experience the best of Paris during their two-week visit in May.

Harvey says they learned about Paris by experiencing the city’s museums during the day and theatre at night.

“Between each activity, students walked through the city and while we followed a different path each time, they discovered how Paris can be narrated through its smallest alleys as well as through the hurried steps of passers-by,” she says.

Share some of the magic of Paris through photographs students captured of their time abroad.



Students experience the best of Paris during their two-week language intensive course, visiting theatres, museums and cultural sites. Images: Supplied.

Four Stories About Food Sovereignty explores global concerns

“Every land has its own seed.”

Jordanian activist Fatima Obeidat opened a recent workshop on Vancouver Island with these provocative words.

Obeidat, founder of Kananah Organization, which shares sustainable food practices with poor urban and Syrian refugee women in Jordan, joined participants from communities in Colombia, Jordan, South Africa and T’Sou-ke First Nation to launch the four-year, SSHRC-funded Four Stories About Food Sovereignty (FSAFS) project.

The phrase became a refrain for the international group of food producers, sustainable food system advocates, and academics from Indigenous, refugee and farming communities who gathered on the island this September to shape FSAFS. The new UVic-led project examines the historical roots of food crises, while trying to understand how vulnerable communities can gain decision-making power over the food they eat and how they access it.

“Throughout the week we recalled

many times Fatima’s evocative words on the first day,” recalls project director and UVic historian Elizabeth Vibert. “Fatima was speaking both metaphorically and to indicate the importance of preserving biodiversity and growing Indigenous plants and those already adapted to challenging local conditions.”

The interdisciplinary team of UVic and international scholars will explore how vulnerable communities can build local and regional governance of food systems in the context of climate crisis.

Scholars and activists refer to this approach as food sovereignty rather than food security. Vibert says the latter can focus on top-down solutions that favour the interests of multinational corporations.

Keeping with the project’s community-engaged spirit, researchers and participants worked together to generate the key research questions, which will include documenting their respective experiences of climate change and what

The interdisciplinary team of UVic and international scholars will explore how vulnerable communities can build local and regional governance of food systems in the context of climate crisis.



Colombians, South Africans, and Jordanians are pictured at Fisherman's Wharf with project director Elizabeth Vibert on the first day of their visit to Victoria.



Workshop participants join the community circle for a water ceremony and blessing at T'Sou-ke Nation.

each community is trying to do to mitigate its effects.

Despite the vast geographical distances among the participating countries, Vibert says deepening drought and water scarcity, climate crisis, special challenges facing women, and extractive industrial development were shared concerns.

"Participants all talked about how they were surprised to learn that their biggest local challenges are also, often, the problems of communities on the other side of the globe," she says. "They talked about how to build solidarities and support each other."

Hosted at the T'Sou-ke Nation on southern Vancouver Island, the week's highlights included a canoe journey and hike with Chief Gordon Planes and plant specialist Christine George to learn about Indigenous food systems.

A full-house public event on Sept. 5 at UVic gave Victoria residents the chance to hear about the huge challenges facing marginalized communities in their efforts

"Participants all talked about how they were surprised to learn that their biggest local challenges are also, often, the problems of communities on the other side of the globe."

—Elizabeth Vibert

to create or maintain healthy food systems.

The Four Stories About Food Sovereignty team will produce a documentary film as part of their research. Vibert will co-direct the new film with UVic writing chair Maureen Bradley—with filming set to begin overseas in spring. UVic professors Astrid Perez Pinan (Public Administration) and Matt Murphy (Business) round out the interdisciplinary UVic-based team.



Participants from the Four Stories About Food project took part in a canoe journey at T'Sou-ke First Nation during a week-long workshop on Vancouver Island. Images: Miguel Ramirez Boscan and supplied.



South African interpreter Basani Ngobeni and farmer Josephine Mathebula visit a Victoria home food garden.



A full-house public event on Sept. 5 at UVic gave Victoria residents the chance to hear about the huge challenges facing marginalized communities.

UVic course opens students to history, art and atmosphere of Greece

Ten UVic students had the chance to earn a full semester of UVic credit last year while taking in the history, art and atmosphere of Greece.

The Department of Greek and Roman Studies organizes the UVic Semester in Greece. Professor Brendan Burke says students share a large apartment in Athens at the Canadian Institute in Greece during their full semester abroad.

"They have the chance to travel throughout the country to the island of the Minoans on Crete, to the Peloponnese (home of the Homeric King Agamemnon and the Olympic games), to the oracle at Delphi, and further north to Greece's other great city, Thessaloniki, among many other places," Burke says.

The full semester of courses includes

the archaeology of Athens, the art and culture of Greek prehistory, a seminar in Greek history, and a travel-study course covering the full range of material culture.

Students have free access to all museums and sites throughout the country, as well as getting behind-the-scenes experience studying archaeological material in storerooms and hearing from local experts at archaeological sites. The next Semester in Greece is planned for 2021 on the bicentenary of the 19th-century War of Independence against the Ottoman empire.

"This is the perfect time for students to engage with the rich and varied past of Greece, from the age of Homer to the modern era," Burke says.



The full semester of courses includes the archaeology of Athens, the art and culture of Greek prehistory, a seminar in Greek history, and a travel-study course. Images: Brendan Burke.

HUMANITIES CO-OPS AT A GLANCE

Gender Studies student strives for equitable world

Claire Horwood has turned a passion for human rights into a fledgling career in international development, thanks to paid work placements she completed while studying at UVic.

The Gender Studies student worked with asylum seekers and refugees in Malaysia as part of an internship through the Centre for Asia-Pacific Initiatives. There, she saw first-hand how poor policies affected the lives of vulnerable people.

“It felt like despite being the last remaining source of hope for many of our beneficiaries, we were unable to help everyone due to being overly reliant on tenuous government funding,” she said.

Horwood realized she could do more good by developing the policies that affected vulnerable groups in the first place.

She applied to co-operative education positions to gain experience writing policy and to test-drive a career in international development and relations.

Horwood worked five semesters in various roles with the Department of National Defence and Global Affairs Canada.

At her latter role, she contributed to the feminist international assistance policy, which outlined Canada’s strategy to promote gender equality and to empower women and girls globally.

“As a gender studies major, I find myself well-placed to take a diversity and inclusion lens to all of the work that I do,” Horwood says.

Humanities Dean Academic Lisa Surridge says co-op participation among Humanities students has been steadily rising, especially among graduate students. The program provides a crucial bridge between academic learning and the job market, she says.

“Last year, the Faculty of Humanities

set a five-year goal to have 50 per cent of our students participate in at least one co-op term by the end of their degree,” Surridge says.

“[Our] five-year goal [is] to have 50 per cent of our students participate in at least one co-op term by the end of their degree.”

—Lisa Surridge

“We’re well on track, with a substantial increase in this fall’s applications.”

This past summer, Horwood had the

opportunity to travel to Brussels, Belgium, to work as an intern in the political section at the Mission of Canada to the EU, a government mission that represents Canada to the European Union.

“It was a hugely transformative role for me,” she says.

One of her greatest accomplishments there was to lead the development and implementation of a gender pledge, a commitment that identifies and addresses gender imbalances.

Horwood’s ultimate goal is to work towards an equitable world for everyone. She harks back to the refugees and asylum seekers she first worked with in Malaysia.

“It’s why I’d like to continue in this line of work,” she says, “to make sure that the voices and needs of vulnerable populations are holistically addressed to ensure that nobody gets left behind.”



During her co-op, Claire Horwood (far right) led the development of a gender pledge, which has been implemented by the Mission to the EU. Image: Supplied

Co-op highlights in 2019

From examining ancient sites in Greece to talking up fossils millions of years old to cataloguing important cultural artifacts, Humanities students had the opportunity to try out a number of exciting careers last year as part of co-operative education. Here are some co-op highlights.



Kate Fry, English

Public engagement and events assistant, Art Gallery of Greater Victoria

“I’ve found a lot to love about this job. The people I get to work with are stellar. The Art Gallery of Greater Victoria is located in an 1889 mansion that is quite literally bursting at the seams with art. It’s such a gift to experience all this art in such a causal, everyday way.”

Graham Braun, Greek and Roman Studies

Trench supervisor, Eastern Boeotia Archaeological Project, Greece

“I get to be part of the archaeological process and examination of an ancient site. I play a part, even though small, in the team’s understanding of Ancient Eleon and I feel very privileged to have that opportunity. I get to learn from some incredibly smart and intelligent people about the topics I love, and in the field no less.”



Sydney Moore, History and Indigenous Studies

Summer collections technician, Museum of Vancouver

“My day-to-day includes cataloging and researching new acquisitions, labeling artifacts, digitizing artifacts, writing condition reports, and finding permanent locations for new acquisitions. As a Métis student, it has given me an opportunity to learn more about the nations who have inhabited what is now Vancouver since time immemorial, as well as broaden my knowledge on the city itself.”



AT A GLANCE



Caitlin Burritt, Germanic and Slavic Studies

Vancouver Holocaust Education Centre, Research & Education Assistant

“It’s an invaluable learning experience. I am working with a small, close-knit team of individuals who are experts in my field. It has been an amazing opportunity to ask them questions and to see how they work. I am definitely gaining a better understanding of the work that goes into exhibition content creation.”



Elyse Renee, Public History MA

Researcher and writer, On This Spot walking tour app

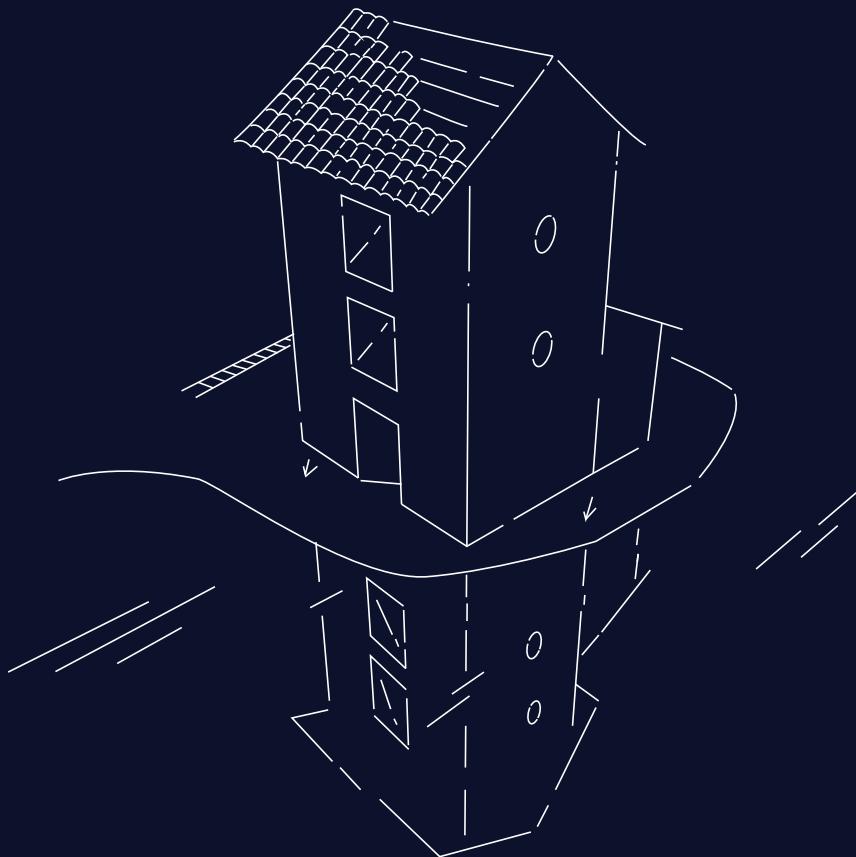
“I love the freedom that I have with each assignment to create something that fits with the format for *On This Spot* but also does justice to all the histories and experiences that exist in any one city or town. *On This Spot* fits my career goals in the sense that I am creating publicly accessible historical content. Basically, it’s my job to make history approachable and exciting to as broad an audience as possible.”



Avishka Lakwijaya, History

Gallery experience officer, Royal Tyrrell Museum, Drumheller

“The most exciting aspect of the job is that I get to see and talk about some of the most fascinating fossils ever discovered. It is amazing to see the reaction of people as they walk into the museum for the first time and see the fossilized remains of life on earth millions of years ago.”



**ENRICH
HUMAN
DIGNITY**

fundamental research and teaching about what it means (and has meant) to be human, and a commitment to enact change to improve conditions for humanity

President's Extraordinary Service Award recognizes collaborative spirit of Erin Kelly

For the past three years, Erin Kelly has been working to transform UVic's approach to academic writing. She was recognized in 2019 with a President's Extraordinary Service award for collaboration.

An associate professor of English and advisor for the Academic Writing Requirement (AWR), Kelly has administered UVic's only universal requirement, giving students the critical thinking, communication and research skills they need to succeed.

Managing the AWR, as it is known, is a massive undertaking: the program serves nearly 4,500 first-year students each year.

In addition to doing this job expertly, Kelly dedicated extraordinary effort to secure an external review of the program; skillfully navigated challenging waters to build consensus across diverse stakeholders within the university; and achieved significant changes.

In July, Kelly took on the role of interim director as the newly formed Academic and Technical Writing Program transitions into an official Humanities program.

"By forging alliances across campus and aligning with best practices in writing pedagogy, Erin has ensured that her vision for the AWR can become a reality," says Faculty of Humanities Associate Dean Academic Lisa Surridge.

"Erin's ultimate legacy will be a cutting-edge academic writing program that positively impacts the experience of almost every first-year student at UVic."

Managing the academic writing program is a massive undertaking: the program serves nearly 4,500 first-year students each year.



Erin Kelly was recognized for her efforts to transform academic writing at UVic. Image: UVic Photo Services.

Collaboration unlocks philosophy's biggest questions

Philosophy undergrad Madeleine Kenyon wants to walk the talk.

In September, she was among 10 University of Victoria students who joined their counterparts on the “inside” for a first-of-its-kind humanities course at the Vancouver Island Regional Correctional Centre (VIRCC).

The new partnership between UVic’s Faculty of Humanities and BC Corrections puts a powerful spin on experiential learning, with UVic and incarcerated students learning side-by-side about big issues including justice, free will and human nature.

Kenyon, an honours student who aspires to be a philosophy professor, says she wanted to sign up for the course, called “Conceptions of Justice and Engaged Pedagogy,” as soon as she heard about it.

“One of the points of philosophy is to have a better understanding of the world and how to communicate with other people. I’m excited to be in a setting where

people are not within the same institutional set-up I’ve always been in.”

Audrey Yap, an associate professor in UVic’s Department of Philosophy, was inspired to create the new course after the successful Inside Out Prison Exchange Program, which runs at two Vancouver Island universities and was founded in 1997 in Philadelphia.

Rather than studying criminology as Inside Out students do, the UVic class will be reading and discussing works by the writer Ursula K. Le Guin, feminist scholar bell hooks, civil rights leader Martin Luther King and writer Albert Camus, including his essay “The Myth of Sisyphus.”

Yap, who also teaches in UVic’s University 101 program, which offers free, non-credit academic courses to people who have faced barriers to learning, ran a successful pilot project last year at the Wilkinson Road jail with then-student Adam Donaldson.

Donaldson, who received his BA last summer from the Faculty of Humanities



UVic alumnus Adam Donaldson (left) says the line between people on the “inside” and “outside” is a lot thinner than people think. Dr. Audrey Yap (right) said the pilot project showed the incarcerated students are “hungry for critical thinking.”





UVic philosopher Audrey Yap, who launches the new course this fall, outside the Vancouver Island Regional Correctional Centre (Wilkinson Road jail) in August 2019. Credit: UVic Photo Services.

(with a major in history, minor in philosophy) worked for BC Corrections' head office at the time. During a directed study, Yap and Donaldson decided to approach VIRCC to teach in the jail's Right Living Community, which uses role modeling, social learning and peer accountability to support positive changes in thinking and behaviour.

Yap says the goal was to make philosophy accessible to incarcerated students while encouraging UVic students to learn from those with different perspectives and experiences of the world.

And she says the pilot project shows that the incarcerated students are "hungry for critical thinking."

Yap recounts one occasion during the pilot when she introduced two texts to the class—Plato's *The Republic* and the discourse on dualism by René Descartes—only to learn that one of the incarcerated students had already read both books, borrowed from the centre's library.

She leads the class discussions by

describing the general concept behind each reading and "applying a philosophy lens" but then "letting the students take it where they want to go."

Yap says for incarcerated students, education is one of the best interventions against re-offending.

"It's all about making education accessible," she adds.

"One of the points of philosophy is to have a better understanding of the world and how to communicate with other people. I'm excited to be in a setting where people are not within the same institutional set-up I've always been in."

—Madeleine Kenyon

"A lot of them think they're not good at school. They've been told they don't have the capacity for abstract thinking.

"But they can think in sophisticated ways if they want to develop the skill."

For UVic students, the lessons can be equally profound. Donaldson, who will begin studies at Toronto's Osgoode Hall Law School this fall, says it's important to recognize incarcerated students are human beings who have made mistakes.

"In society, I think people see these big differences between people inside and outside," he says. "The line is a lot thinner than people think. You can have one really bad day and that can change your life."

Kenyon, meanwhile, needs little convincing about the initiative's value. She says she was more excited to start this course than her summer vacation.

"I think it will be really good for me," she says. "Hopefully we have something interesting to offer but I also expect to gain more than I give in this course."

Retired lieutenant-general Roméo Dallaire receives first Humanitas Award

A man whose integrity and courage in the face of unimaginable horror made him one of the country's most admired citizens received the Faculty of Humanities' first-ever Public Humanist award. The Honorable Roméo Dallaire, retired lieutenant-general, former Canadian senator and best-selling author, accepted the honour at a Humanitas Awards gala event in Victoria on March 15.

Dallaire was the commander of the United Nations's peacekeeping mission during the Rwandan genocide. In 1994, Dallaire tried to protect the country's vulnerable minority Tutsi population even as world leaders ignored his warnings of the coming violence. Some 800,000 people were killed. He has since dedicated his life to humanitarian efforts and is striving to eradicate the use of children in conflict.

Dallaire, who suffers from post-traumatic stress disorder, has also worked tirelessly as an advocate for veterans returning from combat. He has co-written three books, including *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, which won the 2003 Shaughnessy Cohen Award for Political Writing and 2004 Governor General's Award for nonfiction.

Dean Chris Goto-Jones said that the retired lieutenant-general embodies the ethos of the newly launched Humanitas Awards.

"He's well known as a humanitarian and a leader, but also as an accomplished writer, and a generous, honest observer of the human spirit," he says.

"Through his cultivated commitments and his actions, Dallaire has sought to change the world for the better, which is precisely what we seek to recognize with these new awards."

The biennial prize recognizes those who strive to change the world for the better in three categories, Public Humanist, Historic Humanist, and Emerging Humanist.

Late American science fiction and fantasy writer Ursula K. Le Guin, who died last year at age 88, was honoured with the Historic Humanist award for her visionary work as a novelist and thinker.

UVic alumna Ashli Akins, who graduated with a Bachelor of Arts in 2009 with a double major in Latin American Studies and Environmental Studies and a minor in Professional Writing, received the Emerging Humanist award. Atkins founded the non-profit initiative Mosqoy, which has collaborated with Indigenous Quechua communities of the Peruvian Andes since 2006 to support the post-secondary education of more than 70 students and promote the artisan work of 150 women through fair trade.

The biennial prize recognizes those who strive to change the world for the better in three categories, Public Humanist, Historic Humanist, and Emerging Humanist. Images: Chorong Kim.



"Through his cultivated commitments and his actions, Dallaire has sought to change the world for the better, which is precisely what we seek to recognize with these new awards."

—Chris Goto-Jones



The Honorable Roméo Dallaire received the first-ever Public Humanist award.



Dean Chris Goto-Jones accepted an award on behalf of late American science fiction and fantasy writer Ursula K. Le Guin.



UVic alumna Ashli Akins received the Emerging Humanist award.

Mental health initiative shares stories of loss—and survival

Ali Blythe was 17 years old and straight out of high school when he enrolled in university. His grades were low and one day he received a letter from the university asking him to leave.

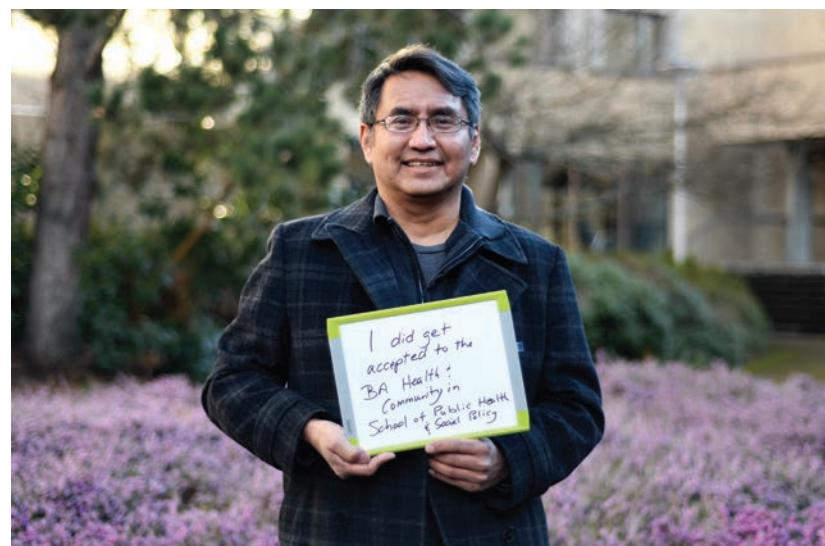
More struggles, including a cancer diagnosis, ensued. But eventually Blythe found his way back to the classroom. In 2009, he graduated from the University of Victoria with a Bachelor of Fine Arts in writing. Blythe figured he had had stories to tell—so he kept writing.

“The poems I started writing after university would become my first book called *Twoism*. I was also in the process of transitioning gender so as I wrote this book I was becoming myself,” Blythe says.

It took him 16 years to finish university, but in the past four years, Blythe has published two lauded books of poetry, including his recent collection *Hymnswitch*.

Students had the chance to listen to Blythe’s story on Oct. 15 at the launch of UVic Bounce, a new mental health initiative based in the Faculty of Humanities. Inspired by the Stanford Resilience Project, UVic Bounce seeks to normalize and de-stigmatize the challenges that students experience at university.

Founder and director Rebecca Gagan says part of the initiative is a video series in which UVic professors, alumni and students share their stories of success and failure. Gagan, an assistant teaching professor in the Department of English



Chad Dickie didn’t start university until age 50, but is now studying for a bachelor’s degree at UVic. Images: Chorong Kim.

who teaches primarily first-year students, says she has noticed in the past five years an increase in the levels of distress and struggle in her classes.

“Students often feel ashamed to disclose their struggles and also feel very much alone,” she says. “By sharing these stories, we hope it might become easier for students to acknowledge and share their own struggles, and to seek the support that they need.”

UVic Bounce stories include Adrienne

Williams Boyarin’s account of being diagnosed with cancer while completing a PhD. Boyarin, an associate professor in the Department of English, returned to her studies after treatment, but regrets not taking more time to heal.

“It’s important to know that a lot of professors have been through serious challenges, around health, around mental health, around work, schedule and family,” Boyarin says. “If you communicate about what’s going on, there’s a lot that



“Students often feel ashamed to disclose their struggles and also feel very much alone. By sharing these stories, we hope it might become easier for students to acknowledge and share their own struggles, and to seek the support that they need.”

—Rebecca Gagan

can be done, a lot that can be understood, a lot of compassion.”

The UVic Bounce launch event included a discussion with Blythe, Associate Professor Audrey Yap, from the Department of Philosophy, and UVic student Chad Dickie, who didn’t start university until age 50, after he suffered a stroke.

“I never felt smart enough, I never felt higher education was something I could actually pursue,” he said.

Now Dickie’s studying for a BA in Health and Community at UVic. A member of the Fort Nelson First Nation, Dickie is the first Indigenous chair of AVI Health & Community Services (formerly AIDS Vancouver Island).

Gagan says she hopes UVic Bounce will expand to include a peer support program and classroom resources for instructors to help develop an even more compassionate and supportive community where students can find the help they need.

“UVic Bounce is one more contribution to the already very comprehensive program of mental health resources for students here at UVic,” Gagan says.

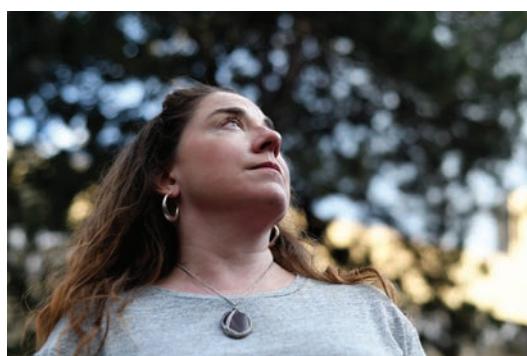
Blythe, meanwhile, says it takes time to “become yourself, to be who you want to be.”

“Look for the things that make you feel like yourself,” he says.



UVic alumnus Ali Blythe says it takes time to be who you want to be, and encourages students to “look for things that make you feel like yourself.”

Rebecca Gagan founded UVic Bounce after noticing an increase in the levels of distress among her first-year students.



REACH awards celebrate scholars

On Oct. 10, the third annual REACH awards celebrated UVic scholars for their extraordinary contributions in research and teaching. Here are the four winners from our faculty:

GILIAN SHERWIN ALUMNI AWARD FOR EXCELLENCE IN TEACHING

Georgia Sitara, Gender Studies/History

A former student praises Georgia Sitara for showing her an “intersectional, anti-racist, and decolonial feminist understanding of the world.” Sitara encourages her history and gender studies students to cultivate the courage to use their voices and intellectual acumen to be agents of positive social change. She utilizes the principles of loving kindness and deep rigour to foster dynamic student-centred learning. Her commitment to ensuring Indigenous, queer and other marginalized students are well supported to succeed within the academy and beyond contributes to a more inclusive and equitable future. She imbues her students with love and compassion through meticulous intellectual training.



EXCELLENCE IN UNDERGRADUATE RESEARCH-ENRICHED TEACHING

Megan Swift, Germanic and Slavic Studies

A student describes Megan Swift’s teaching as a “beautiful example of show, don’t tell.” In her Russian studies courses, Swift integrates research and teaching, using multimedia, lecture and discussion to build connections between Russian culture, the revolution and the contrasts between the Lenin and Stalin eras with Putin’s Russia today. Swift’s vision of a research-based online encyclopedia and mapping project, “Dostoevsky’s St. Petersburg,” is exemplary. Using digital technologies and period materials, students trace aspects of the author’s literary works onto a map of St. Petersburg, publishing the findings in the form of short encyclopedia entries.



EXCELLENCE IN KNOWLEDGE MOBILIZATION

Charlotte Schallié, Germanic and Slavic Studies

“One person has the capacity to make such a significant difference,” write Charlotte Schallié’s peers on the impact of her bringing the forgotten story of Carl Lutz into view. During World War II, the Swiss diplomat saved tens of thousands of Hungarian Jews, standing up to racism, intolerance and injustice; he was, in current terms, upstanding. Together with Agnes Hirschi (Lutz’s stepdaughter), Schallié travelled the world to find the people whose lives Lutz saved. She listened to their stories and shared them to raise awareness of Lutz’s heroic mission, speaking to media and at conferences and teaching a new generation of scholars and citizens. For her vision and the impact of her work, Schallié is also upstanding.



ANDY FARQUHARSON TEACHING EXCELLENCE AWARD FOR GRADUATE STUDENTS

Natalie Boldt, English

“Natalie is one of the most kind and compassionate teachers that I have encountered,” writes one of Natalie Boldt’s colleagues. This statement is confirmed by many of Boldt’s students. They describe her ability to create a positive learning environment that allows all students to comfortably participate. Most importantly, students feel respected due to Boldt’s careful attention to their contributions in class—allowing her to sustain student engagement throughout the whole course.



Teaching truths

COMMENTARY BY

MARY ELIZABETH LEIGHTON

I want to tell you a brief story from early in my UVic teaching career in order to share a few teaching truths that I've learned over the years. It was 2002, my 2nd year at UVic. It was before I had a partner, before my kids and dogs, before my grey hair. I lived alone with an aging indoor cat who had taken to peeing in my shoes. It was late September, and I was worried about one course that wasn't really getting off the ground. The students were polite but not talkative. Respectful but not lively.

Naturally, I had a house guest. (Those of you who know me well will recognize the absurd commonplace of my always having a house guest at the busiest time of the semester.) The house guest had inadvertently let the cat out, and despite our desperate searching, the cat didn't return until the next morning. At which point, he promptly ate a huge bowl of food, peed in my shoes, and fell asleep. I was taking out breakfast compost to the backyard and worrying about how to get my class jamming. In this distracted state, I misjudged the height of my back deck, failed to duck low enough, and walked into it at full speed. I didn't knock myself unconscious, but I saw a few stars and was bleeding a bit from the head. So I arrived in class that day slightly disheveled, with a little dried blood crusting along my hairline. I threw myself on the class's mercy and explained what had happened: "Look," I said, "I walked into my deck, blood is coagulating on my head, the house guest lost my cat, and there may be some cat pee pooling in my shoes. I can't be a talking head at the podium today. I might fall over. So let's push the podium aside, move these chairs into an unwieldy circle, I'll prod you with some gentle questions, and you can tell me how this juicy Sherlock Holmes story works." And they



Teaching Excellence award winner Mary Elizabeth Leighton.

did, the whole class of 37—though not before laughing a little too heartily at my misfortune. And that was it. The class took flight. We were on our way.

This is not a story about injuring or abasing yourself as a teaching strategy. Instead, it's an experience that reminded me about three teaching truths:

FIRST

Where there's laughter, there's learning. No one can learn when they're stressed. When we laugh together, we get comfortable and open, and we can take risks in our thinking and in our writing.

SECOND

It isn't about me in the classroom. That is, teaching isn't about all the fascinating information I can convey or the heady analysis I can perform but about what students can understand, retain, and apply in this course, their other courses, their lives.

THIRD

Students teach us how to teach them. Teaching is a lot like what we call close reading in literary studies—that is, the practice of listening with care and sensitivity to the words on the page so that those words yield their often complex

meaning to us. When we listen with care and sensitivity to our students, they tell us what they already know and don't know, how they learn best, and what they need from us. Like close reading, teaching is an ethical practice that can transform our students and us through careful, sensitive, and hopefully joyful attention.

I am so fortunate to work with students and colleagues who transform my teaching and my life every day. And I'm grateful to work in a place where any one of you wonderful teachers could be standing here in my shoes—shoes that are today mercifully not filled with cat pee. Today, my shoes are filled with gratitude for the generosity of colleagues who every day share their classroom stories, their teaching triumphs and failures, their advice, their teaching materials, and their encouragement. My shoes are also filled with gratitude for the trust of students, whose engagement, humour, and joy in learning teach me every day about what it means to be human—and to be a humanist.

Mary Elizabeth Leighton is an associate professor in the Department of English. She received the faculty's 2019 Teaching Excellence Award.

Kimahli Powell shares Rainbow Railroad's journey

Rainbow Railroad's Kimahli Powell has helped more than 700 people escape countries where they faced violence and persecution because of their sexuality.

Powell, an honorary degree recipient at the University of Victoria's fall convocation, is clear: he doesn't do the work alone. Staff and volunteers at the Toronto-based charity, of which Powell is executive director, have fielded thousands of pleas for help from lesbian, gay, bisexual, transgendered, queer and intersex (LGBTQI) people around the world since 2006.

The bravest people, he says, are those who must leave everything they know behind for the chance to live freely and without fear.

"It's not about us, it has to be about the people we help," Powell says. "The person making the dangerous journey is the one doing the hardest work. If this recognition puts a spotlight on the work, it's worth it."

Powell gave a public presentation, sponsored by the Faculty of Humanities, about Rainbow Railroad's work on Nov. 14 to students, faculty and staff at UVic, outlining the organization's growth from its founding in 2006 to its high-profile appearance this year on CBS's flagship news program *60 Minutes*.

Powell said that although marriage equality was an important marker for LGBTQI people's rights, more focus should be put on helping people who experience violence because of whom they love. Same-sex relations are a crime in nearly 70 countries, he said, including eight where it is punishable by death. Rainbow Railroad has helped people escape from countries including Jamaica, Egypt, Uganda, Syria and Iran.

Powell explained to the audience the particular hardships LGBTQI people face at refugee camps, including the fact that many camps are located in countries where same-sex relations are criminalized. He took people through Rainbow Railroad's work, including how it connects LGBTQI people to safe houses, gives information on the best routes to safety, and provides financial and moral support.

The group's largest operation, in which Rainbow Railroad evacuated more than 70 LGBTQI people from Chechnya, where the government was rounding up and torturing gay men, posed a number of challenges, including the organization's decision to go public with the story.

Powell encouraged the audience to apply pressure to the Canadian government, by writing letters to the next minister of immigration in support of refugees and to encourage Canada to accept more applications from LGBTQI people.

Although Rainbow Railroad does bring people safety in Canada, it resettles most people in Europe, to countries including Germany, Spain, France and the Netherlands.

"I think Canada has much to be proud of on its record on LGBTQI issues but it's not enough," Powell says. "There are thousands of people who need protection."

He said governments should have robust partnerships with non-profit groups across Canada doing the work. Besides applying political pressure, Powell encouraged people to volunteer with groups that support LGBTQI rights or to sponsor a refugee to "provide a direct lifeline to an individual."

And go beyond the headlines. Powell urged people to follow human rights groups, such as Egale Canada, Human Rights Watch and the International Lesbian, Gay, Bisexual, Trans and Intersex Association, for news. And to look to groups operating in countries where LGBTQI people are threatened by violence and persecution for guidance on how to best to support them.

"No matter where you are in your academic life, dive deeper," Powell says. "We always have more work to do."



Rainbow Railroad's Kimahli Powell was awarded an honorary degree at fall convocation. Image: September Goodridge.



**INSPIRE
INNOVATIVE
EXPRESSION**

fundamental research and teaching about multifarious modes of human expression, including the full plurality of media, and a commitment to creative interventions in society

Mural presents inclusive vision of university life

Free textbooks and tuition, a community garden, an accessible campus for all people—a new mural created by University 101 students depicts an inclusive vision of what university life could be like.

Student volunteers from University 101 designed and painted the colourful mural, which was celebrated yesterday and now hangs next to the program's home in Clearihue Building's D-wing.

Not just a sunny picture, the mural examines barriers and challenges students face in post-secondary education.

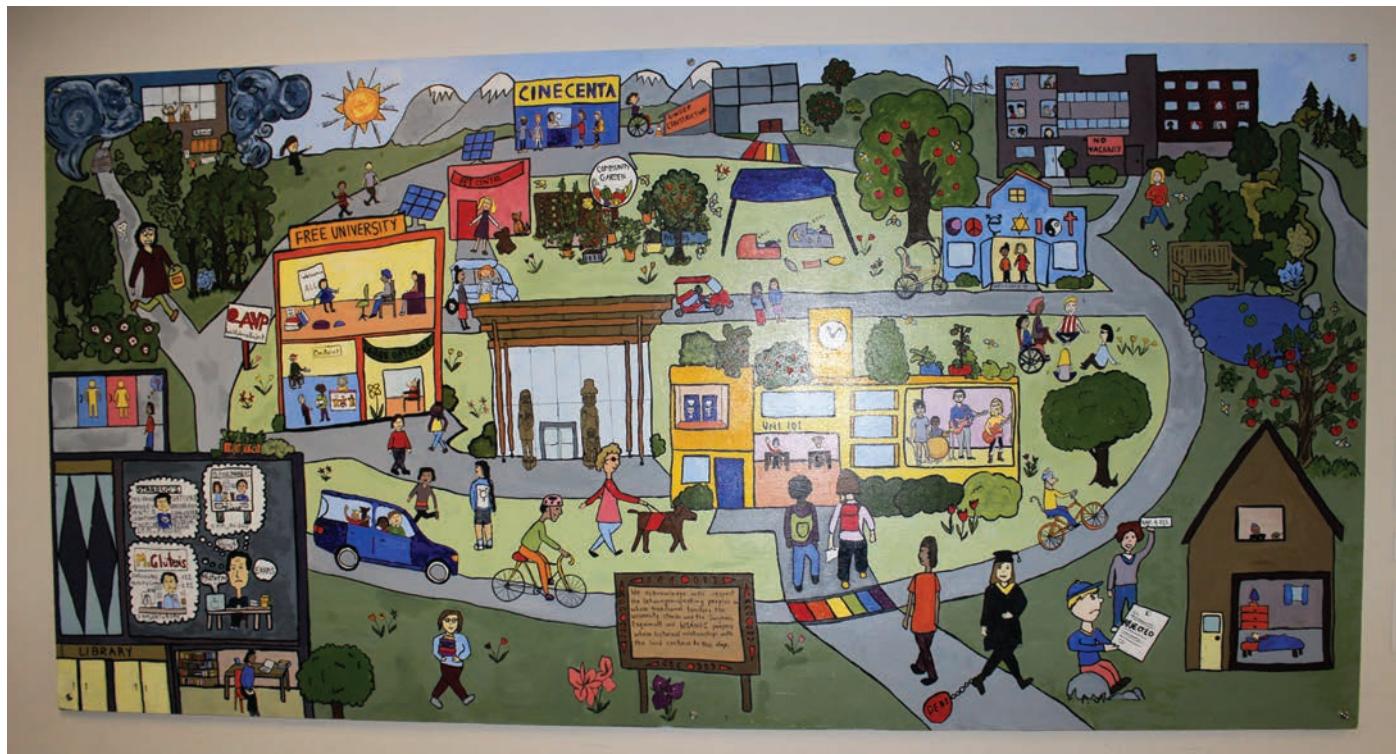
University 101 volunteer and mural artist Craig Ellermann says the painting makes a statement.

"Having this mural in a high-volume, high-traffic area ensures our sense of belonging with the greater UVic community," he says.

University 101 offers free, non-credit academic courses to students who have faced barriers to post-secondary education. Visit University 101 for more information.

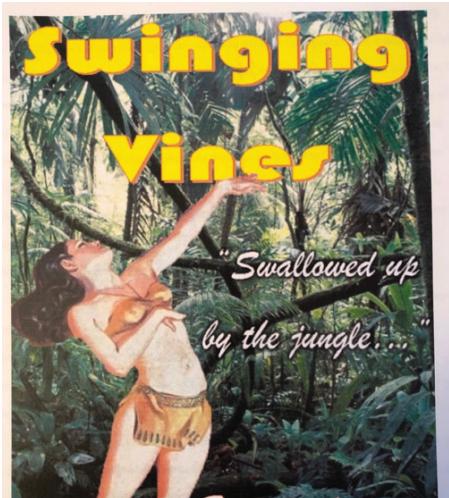


University 101 program co-ordinator Becky Cory shows off the new mural in Clearihue that examines the barriers and challenges students face in post-secondary education. Images: Supplied.

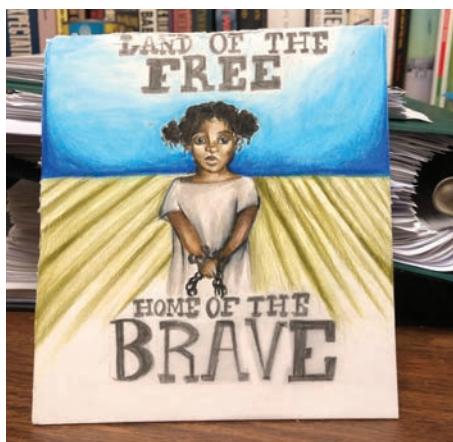


Unconventional assignment gives students creative license

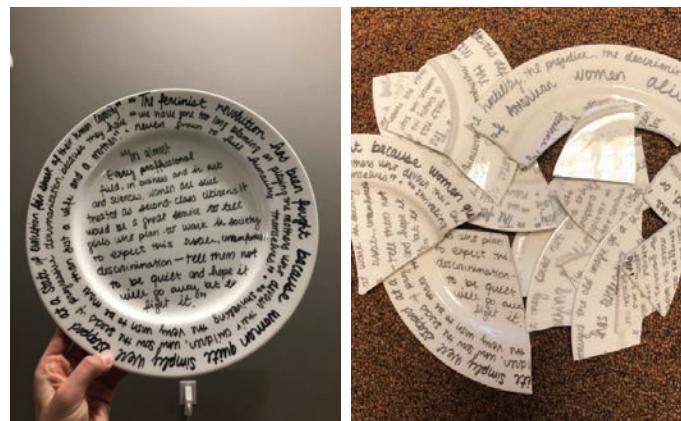
History Professor Rachel Cleves offered students in her American history classes an unusual assignment—an “un-paper” that allows students to engage with historical material in an unconventional way. Here are a few highlights of their work.



Emma Andrist wrote an original pulp fiction story and designed her own book cover. The story took the theme of male terror of female sexual power and flipped the moral.



Here's a WPA-style poster with a fairly straight-forward and hard-hitting message about American history. Erin Krof read Harriet Jacobs' narrative this semester.



Katie Ruffh submitted a performative piece about smashing the feminine mystique. She wrote out passages from Betty Friedan on a set of plates, saucers, and cups, and then smashed them cathartically. She also told a powerful personal story about how domesticity shaped her grandmother's life. Images: Rachel Cleves.



Jordan Kerr's artworks, called "Langston Hughes in Conversation with Martin Luther King, Jr.", explore the gender and sexual disruptions in Hughes' poetry, and how MLK's use of Hughes's poetry erased those disruptions.



A thoughtful piece about indigenous and European foodways by Alex Feakes. The centrepiece is a map of North America (upside down in the photo), with nations distinguished, and red to evoke the bloody history of settlement. The legs are all hand carved, one is a totem.





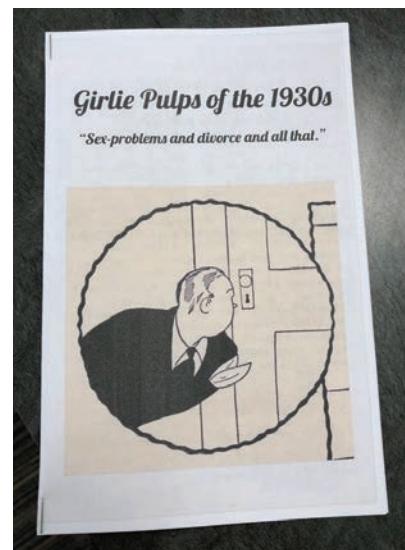
Cassandra Hadley researched the 19th-century cadaver trade and hypothesized about the disposal of infants who died in high numbers in refuges for unwed mothers, including Madeline Pollard, the subject of a class reading *Bringing Down the Colonel* by Patricia Miller. Jar 2 reads: "Cause of Death: Sexual Double Standard." Hadley also created an imaginary journal by a doctor seeking cadavers for his medical students in New York, which includes the details of his purchase of two infant remains.



Louise Maurin's little book is a pocket guide to spotting and unmasking witches, which draws on 17th-century sources from Salem and elsewhere to explore the social dynamics at work in witchcraft hysterias.



Allison Wheeler re-staged *Romeo and Juliet* during the 80s AIDS crisis. In "Romeo and Julian," the Capulets represent the homophobic Reagans, and the Montagues are a black and Latinx drag house, representing those most affected by Reagan's indifference. Wheeler also brought in the AIDS memorial quilt sewn from the tee-shirts of her uncle Dan Wheeler, who died in 1989, before she was born.



Pier Olivia Brown created a zine dedicated to the girlie pulps of the 1930s. Brown did interesting research into the female audience for these pulps, and speculated about whether the ads for abortifacients in their back pages were scams or genuine.



Assistant Professor Chase Joynt from the Department of Gender Studies.

Framing Agnes turns lens on gender

Assistant Professor Chase Joynt joined the Department of Gender Studies in July. His research sits at the intersection of cinema and media studies, gender and feminist studies, documentary film production, trans studies and queer theory. Joynt is also a moving-image artist and writer. Here, he talks about his award-winning short film, *Framing Agnes*.

You write in your bio that people often ask, “Are you a film person invested in gender theory or a gender studies person who also makes films?” But your work also expands beyond film into creative writing and visual arts. How do you approach your research interests and ultimately decide which medium to pursue?

In the early stages of any project, I consider what method might encourage the most creative and expansive outcomes; for example, text on a page allows for an intricate citational practice that is hard to produce on screen, whereas moving-image welcomes sound design and opportunities for collective witnessing. Borrowing from the legacies of Marshall McLuhan—perhaps most well known for arguing that the medium is the message—I believe that the medium is the method. I understand my art practice as an opportunity to engage audiences differently, often outside the bounds and structural limitations of the academy.

Tell us how you first came across the story of Agnes, the central character in *Framing Agnes*, which premiered at the 2019 Tribeca Film Festival. What did you find that made you think this should be made into a film?

In 2013–2014, I received a Mellon Fellowship for Arts Practice and Scholarship at the University of Chicago to work with sociologist Kristen Schilt. Together, we taught a class called “Tell Me the Truth: The Politics of Narrative Construction,” which combined socio-logical and documentary film theory and methods to interrogate the construction of “expert” knowledge across disciplines. The case study of Agnes is widely regarded as the first sociological case study of a transgender person. As part of our research, Kristen and I gained access to the private archive of one of the doctors who was working with Agnes at UCLA in the late 1950s. After multiple visits, we happened upon eight other case files of gender non-conforming people that never made it into published research alongside



Agnes. The film was an opportunity for us to ask: What if they had? What could we have learned about the makings of sex and gender in the mid-century had we had access to the lives, struggles, and triumphs of these people? Film opened up an exploratory, speculative, and visual economy previously foreclosed by traditional forms of academic research.

“What could we have learned about the makings of sex and gender in the mid-century had we had access to the lives, struggles, and triumphs of these people? Film opened up an exploratory, speculative, and visual economy previously foreclosed by traditional forms of academic research.”

—Chase Joynt

What will your forthcoming scholarly book, *Conceptualizing Agnes: Exemplary Cases and the Disciplines of Gender*, co-authored with University of Chicago sociologist Kristen Schilt, examine beyond the film about Agnes and other cases of gender nonconforming people in the 1950s?

Where *Framing Agnes* quite literally turns the lens of the camera toward various research subjects, *Conceptualizing Agnes* flips the gaze back onto the doctors and structural research apparatus that constructed Agnes as the *locus classicus* of transgender existence in sociology. Kristen and I have collaborated on many projects now, and we playfully summarize our dynamic as “chicken two ways”—we share innumerable curiosities and intellectual investments in gender and sexuality but gravitate toward differ-

ent media to explore our investments. Kristen has always worked within academic sociology, though we joke that our collaboration has ruined her for the traditional social sciences because she is now working on several creative projects beyond our film. For us, *Framing Agnes* and *Conceptualizing Agnes* both show the possibilities of cross-disciplinary collaboration, and what might be possible when we collectively put pressure on the boundaries of our respective disciplines.

How do you view the relationship between your scholarly and artistic practices? Do they feed each other, or are they separate practices that occasionally intersect?

I understand my scholarly and artistic practices to be much like music tracks mixed in a sound studio. While perhaps isolated in moments, they are designed and executed to be played in tandem. To push the metaphor further, I understand that part of my job is to amplify and/or accelerate certain claims based on environments of reception. For example, how much does an audience at Tribeca need (or want!) to know about niche sociological history? Or in what ways must I make explicit the theoretical underpinnings of my work in order to remain legible—or gain traction—in the academy? Depending on context and audience, my

“I understand my scholarly and artistic practices to be much like music tracks mixed in a sound studio. While perhaps isolated in moments, they are designed and executed to be played in tandem. To push the metaphor further, I understand that part of my job is to amplify and/or accelerate certain claims based on environments of reception.”

—Chase Joynt

approach to discussing each element of the work will vary.

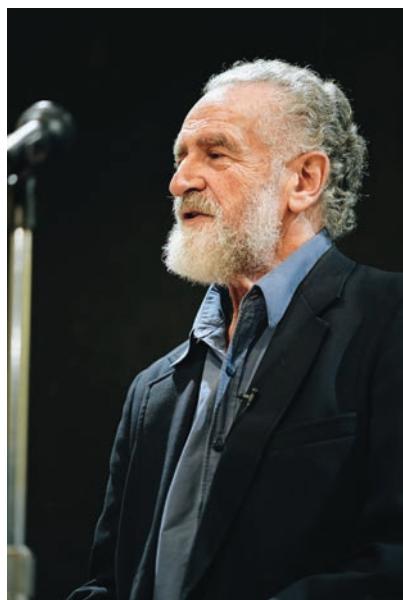
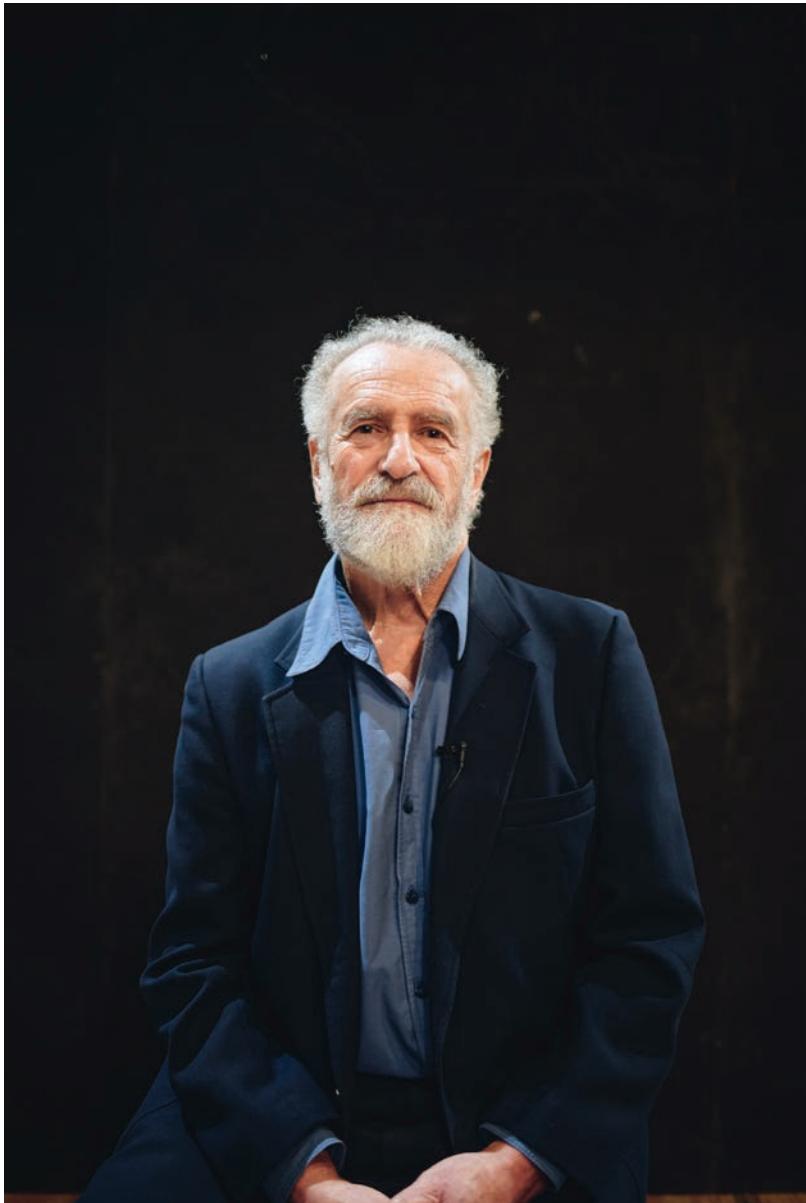
What would you like to focus on next for your research?

At present, I am expanding the 19-minute version of *Framing Agnes* into a feature film with support from Telefilm Canada’s Talent to Watch program, and I am co-directing a feature-length documentary about jazz musician Billy Tipton. Alongside my film work, I am completing a book manuscript that explores my family’s relation to Marshall McLuhan to think through constitutive relationships between media, violence, masculinity, and kinship.



Chase Joynt's latest short film, *Framing Agnes*, premiered at the 2019 Tribeca Film Festival. Images: Chase Joynt.

Child's story of survival during the Holocaust premieres at Jewish film festival



Holocaust survivor Julius Maslovat worked with Germanic and Slavic Studies alumna and filmmaker Chorong Kim to create a documentary that follows the story of uncovering Maslovat's past. Images: Chorong Kim.

Holocaust survivor Julius Maslovat likens the process of uncovering his past to pulling a thread.

Maslovat was four months old when his mother made the heart-wrenching decision to throw her child over a barbed-wire fence in the Piotrkow ghetto to her husband. Minutes later, she boarded a train with other Polish Jews. Maslovat's young mother, Sala, died hours later in the gas chambers of Treblinka. Her choice saved her child's life.

As an adult, Maslovat spent 17 years travelling to Poland, Finland, Sweden, Germany, Britain and the United States to research how he was able to survive internment in labour and concentration camps. He was separated from his father, David, at age two, and became the youngest prisoner on record at Germany's Buchenwald concentration camp.

"I was so young, I had no control over what happened," Maslovat says. "I survived because of other people, people who were concerned enough, despite their own condition, to help someone else."

The Victoria resident discovered photographs, historical records, birth certificates and even an unknown relative, his father's brother, over the course of his research, each clue leading to another.

"The information was there. You find a thread and pull and everything comes with it," Maslovat says.

His triumphant effort to create a narrative of events he hardly remembers has been captured in a powerful documentary, *Why Am I Here?*, which premiered on Nov. 5 at the Victoria International Jewish Film Festival. Directed by UVic Germanic and Slavic Studies alumna Chorong Kim, the

documentary follows Maslovat's journey to learn the truth about his own past and to discover the people who kept him alive.

Associate Professor Helga Thorson, who served as the documentary's executive producer, says all Holocaust stories are unique, but what makes Maslovat's distinctive is his young age at the time.

"I decided to help produce this film in order to keep memories of the past alive—especially in the world today that continues to struggle with the forces of nationalism, genocide, hatred and discrimination," she says.

Kim, whose short film *Readers of the Holocaust* won best student documentary at the 2016 Montreal World Film Festival, says she has seen first-hand the effect survivors' stories have on audiences, particularly young people.

"This film aims to not simply document the tragic incident but to deliver the lessons, encouraging people to be involved in learning about the injustices in our current world and do what is possible, starting from preventing bullying," she says.

"Julius tells his story of 'Why am I here?' in which the audience is confronted with the same question, 'Why am I here?'"

After the war, Maslovat was adopted by Jewish parents in Finland before eventually immigrating to Canada. He hopes his story will encourage others to become engaged with the world.

"It's an overall issue for humanity," he says. "When you see people in need, your first obligation is to help them regardless of who they are, what age, their race, their colour. We can't turn away."

Indigenous Studies students transmit knowledge through art

Indigenous Studies students had the chance to flaunt their creative talents for a final project that asked them to consider different ways knowledge is produced and transmitted. Indigenous Studies program director Lisa Kahaleole Hall challenged students in her IS 391 Community-Based Cultural Production class to go beyond the traditional academic paper to pursue their artistic passions. “The final project could take whatever form they wanted,” she said. “I asked them, ‘What kind of knowledge are you passionate about transmitting and what was the form calling to you?’” The results included a podcast, weaving, photo essay, bead work and a water colour painting of traditional territories of British Columbia. “All of the results are aesthetically stunning,” says Hall.

“Knowledge and Land”

By Tanisha Nuttall

*I have tried to conceal my brown skin
To gain societal worth
How could I ever deny something as beautiful
As the colour of the earth*

This project is a series of photos that aims to explore Indigeneity and its deep ties to the earth. For many Indigenous people the natural world is where we feel the most connected, but it's vital to consider how this relationship is evolving in our increasingly urban environments. I asked three participants to bring me to their favourite place in the city. Visit <https://create.piktochart.com/output/42832100-knowledge-land-is-391>



“Traditional territories of BC”

By Santana Gjaltema

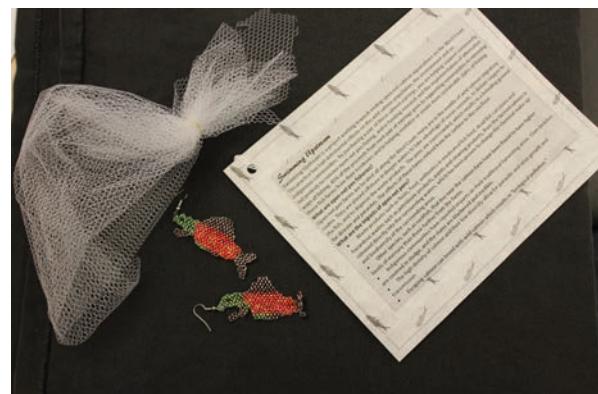
My final project is a map of British Columbia. On it shows the traditional territories of the original peoples and caretakers of the land. On top of the water colour painting is a clear sheet with the outline of BC with the major cities on it, showing that the boundaries surrounding BC and many of the names we use today have been imposed. Pins show spots of resistance that have occurred within my lifetime, since 1990. The point of this project is to show that colonization is still ongoing and present.



“Swimming Upstream”

By Aen Voyaazheur Sydney Moore

Swimming Upstream is a project working towards ending open-net salmon aquaculture on the West Coast. This practice has had detrimental effects on the wild salmon population, the environment and on Indigenous communities. By purchasing a pair of these salmon earrings, you are helping support community led protests to remove open-net pen fishing, and in funding research and the implementation of alternative ways of fishing. Visit <https://watermeadows.wixsite.com> for details.



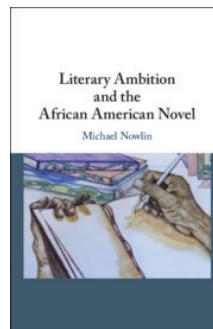
“Weaving”

By Sarah Gray

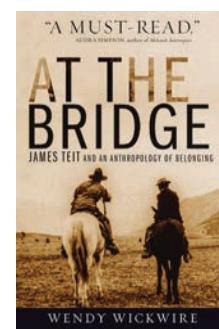
The purpose of my weaving and podcast episode project was to share, with fellow settlers, about my personal process of moving from a place of not knowing (ignorance) to knowing. This gaining of knowledge is in relation to Indigenous ways of being, ongoing structures of colonialism present everyday in Canada, and how I, as a non-Indigenous settler occupying space on Indigenous lands, can exist in a good way. My weaving was created using both natural and synthetic materials (as well as garbage collected from a beach) in order to represent the woven intricacies of relationships between Indigenous and non-Indigenous peoples. Thank you to my teachers for sharing knowledge with me on this journey. Listen to the podcast at <https://anchor.fm/sarah8251>



HUMANITIES RESEARCH



Michael Nowlin,
English

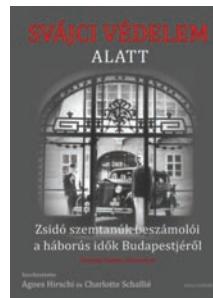


Wendy Wickwire (emerita),
History

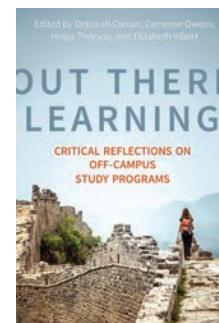


Hélène Cazes,
French

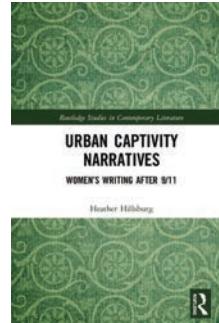
BOOKS PUBLISHED IN 2019



[Hungarian edition of
Under Swiss Protection]
Charlotte Schallie,
Germanic and Slavic
Studies



Elizabeth Vibert and
Helga Thorson,
History and
Germanic and
Slavic Studies



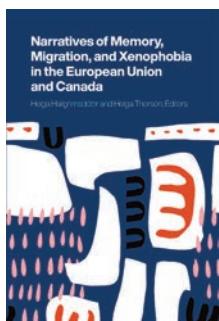
Heather Hillsburg,
Gender Studies

RESEARCH HIGHLIGHTS

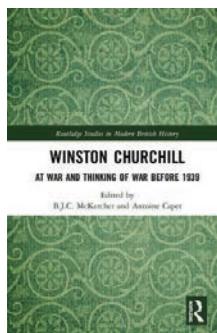
10	\$1.7 M	\$870,000	55%
Number of new SSHRC grants awarded	Value of funds disbursed for all active external grants	Value of SSHRC funds awarded for new grants	Application success rate for new SSHRC grants announced in 2019 (compared to 50.7% national average for 2018)
30	\$1.1 M	\$1.2 M	
Applications submitted to external grant competitions	External contributions (incl. matching funds) raised for new grants awarded	Value of new grants awarded (excluding matching funds, etc.)	



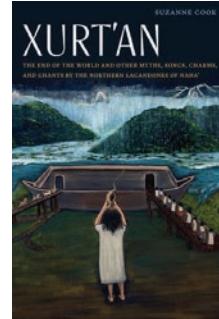
AT A GLANCE



Helga Thorson, Germanic
and Slavic Studies



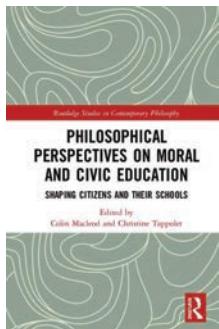
B.J.C. McKercher,
History



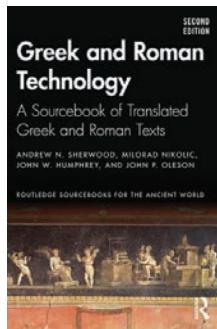
Suzanne Cook (adjunct),
Linguistics



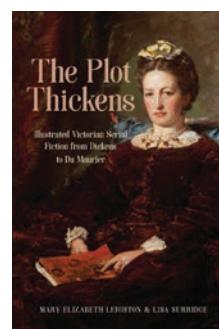
Cody Poulton, Pacific
and Asian Studies



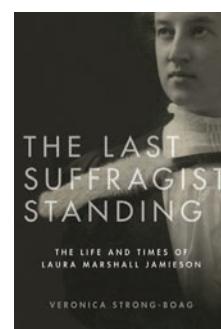
Colin Macleod,
Philosophy



John P. Oleson (emeritus),
Greek and Roman Studies



Mary Elizabeth Leighton
and Lisa Surridge,
English



Veronica Strong-Boag
(adjunct), History &
Gender Studies

27 NEW GRANT RECIPIENTS IN 2019

Marina Bettaglio	Sara Humphreys	Julia Rochtchina
Nick Bradley	Ray Siemens	Charlotte Schallie
Claire Carlin	Catherine Leger	Alejandro Sinner
Rachel Cleves	Mary E. Leighton	Jordan Stanger-Ross
Jason Colby	Megan Lukaniec	Lisa Surridge
Jeff Corntassel	John Lutz	Christine Sy
Alex D'Arcy	Andrew Marton	Helga Thorson
Richard Fox	Michael Nowlin	Elizabeth Vibert
Joel Hawkes	Laura Parisi	Audrey Yap

59 GRANTS HELD BY 49 FACULTY IN 2019

20	Insight
2	Insight Development
4	Connection
1	Partnership
6	Partnership Development
1	Canada Research Chair
7	Internal Research/Creative Project Grants
6	LTSI Grants
7	UVic Book Subvention Grants
1	UVic Strategic Framework Impact Fund
4	Miscellaneous

A lifetime of support creates a lasting legacy

Ailsa and Roger Bishop. Credit: A photo taken in the early 1990s, provided courtesy of Bishop estate executor Brian D. Young.

The late Roger J. Bishop, the first head of the University of Victoria's Department of English who was also known as the "father of UVic Special Collections," has left a lasting legacy as both an educator and philanthropist.

In 2016, more than \$1.6 million was donated to UVic through the Bishop estate, with \$1.2 million to support students in the Faculties of Humanities and Fine Arts through the creation of awards in the English, theatre, writing and music departments. On Nov. 1, 2019, the same month as National Philanthropy Day, UVic celebrated this lasting legacy.

An additional \$401,395 created an endowment to support UVic Libraries in the purchase of materials in English language and literature for UVic's Special Collections.

Bishop passed away in 2016, just 41 days before his 100th birthday. He and his wife Ailsa, who died in 1994, were well known for their generosity, hospitality and a deep commitment to the arts, humanities and the library at UVic.

"It's no exaggeration to say that transformative gifts like those from Roger Bishop help our university to keep our society alive," says UVic Dean of Humanities Chris Goto-Jones. "One of the twentieth century's greatest writers, Rabindranath Tagore, once lamented the 'gradual suicide through shrinkage of the soul' being experienced by modern societies as they increasingly neglect their cultural and literary health."

Through the Bishop estate, more than \$300,000 has also been added to an existing bursary for students enrolled in the English department. And a donation of artifacts and other gifts-in-kind, including Indigenous woven artwork, was bequeathed to UVic Libraries's Special Collections.

Born in Vancouver in 1916, Bishop graduated from the University of British Columbia in 1938 with a Bachelor of Arts with first-class Honours in English and also obtained a



Certificate of Education from UBC before earning a Bachelor of Library Science and a Master of Arts from the University of Toronto.

In 1941, Bishop was invited to teach English at Victoria College, still at that time situated in Craigdarroch Castle. He was head of UVic's fledgling English department from 1945 to 1967. And by the time he retired in 1971, he had overseen the department's move from Craigdarroch Castle to the Lansdowne campus and finally to UVic's current location in Gordon Head.

"He was convinced that you could not have a university without a library," explains Ann Saddlemeyer and Joan Coldwell, two of the first women hired by Bishop to teach in the English department. "He urged the administration to budget for books and began searching catalogues and visiting basement book stores all over the world," Coldwell continues.

Some of Bishop's finds include Sir Walter Raleigh's *History of the World*, a first edition of William Burroughs' *Naked Lunch* and works by Charles Dickens, T.S. Eliot and Sylvia Plath.

Bishop's devotion to teaching liberal arts was not limited to his love of English and literature. He also helped create UVic's theatre department out of his want to allow students to participate in live drama and production, directing many of the first plays on campus. That leadership led to one of the UVic theatres being named in his honour.

In the early years, when the university was still situated on the Lansdowne campus (now the home of Camosun College), Bishop began theatre studies within UVic's English department. A lasting tribute to Bishop is as the namesake for the Roger Bishop Theatre, the proscenium stage at UVic.

To find out more about how to make a legacy gift to UVic, please call Kristy Colpron, UVic's Manager of Planned Giving and Estate Planning, at 250-721-8967.

AT A GLANCE

Ancient worlds open up promising future for Engstrom

A rare discovery during a field school in Greece set Jacob Engstrom on his path of self-discovery, “It’s an incredible feeling to hold something in your hand that hasn’t been seen in thousands of years,” explains Engstrom.

He was working on an archaeological project at ancient Eleon, UVic’s co-sponsored excavation site in Greece, when he unearthed a small ceramic jar with an extraordinary history. “It was a nearly complete stirrup jar that was used for oils and perfume more than 3,000 years ago,” explains Engstrom, “It must have fallen off a shelf or was from an upper story, because it was upside-down in the destruction level of the house we were excavating.”

At the time, Engstrom was in first-year and still deciding between several areas of study, “It was like everything clicked and I couldn’t wait to research and learn more,” he says. Fast-forward to third-year and Engstrom is preparing for his third trip to Greece to participate in archeological digs. “Each time the dig is different,” he explains, “For me, the discovery is the exciting part.”

Thanks to awards like the Robert J. Murphy Travel Award in Greek and Roman Studies, Jacob says the cost of repeated visits to Greece was attainable for him. “I am so grateful for the support,” exclaims Jacob, “The opportunity to go to Greece and work on these projects has given life to an era that most people only study through books.”

Engstrom’s research focus is on the burial practices of the early Mycenaean period, and the context of social and political structure. Through learning about these bygone societies, Engstrom hopes to deepen the understanding of how ancient Greece shaped the narrative we tell ourselves about society today. “My hope is that by understanding where our social constructs come from we can create a better future,” he says. “Thanks to support from donors I am part of advancing research that will have a vital impact on how we view history.”



Jacob Engstrom has been on several trips to Greece to participate in archeological digs thanks to donor support.
Images: Supplied.

**Giving
Tuesday
record**



Humanities faculty and staff raised over \$4,000—more than any other faculty on campus for UVic’s Giving Tuesday in December. Associate Dean Academic Lisa Surridge says all donations up to \$4,050 were matched thanks to the generosity of faculty and staff donors. Money raised went toward the Elias Mandel Travel Award, which supports undergraduate student travel and will help make the off-campus options in the faculty’s new Global Language and Culture Requirement accessible to more students.

IN BRIEF

Fairy tales revealed at their bloodthirsty best

European Studies Director Elena Pnevmonidou brought Grimm tales of cannibals, psychopaths, ghostly stalkers and other monstrous enchantments to the Royal BC Museum's *Night Shift* event in October. Pnevmonidou offered a survey of monstrosities contained in fairy tales written by the Brothers Grimm, Charles Perrault and Hans Christian Andersen. The talk gave her the chance to focus on a core aspect of fairy tales often overlooked or downplayed—their “gory, bloody, I would even say downright bloodthirsty nature.” “The fairy tale is currently experiencing a real renaissance,” she said. “One reason

for the fairy tale revival we have been experiencing over the past 10 years is the more recent adaptations in pop culture that focus on that dark side of the fairy tale.”

Pnevmonidou said fairy tale scholars recognize that the Brothers Grimm, as well as Disney, contributed to the “domestication of the fairy tale,” toning down violence and sexual content. Not every fairy tale covers up horror. Pnevmonidou spoke of the quintessential fairy tale psychopath, exemplified in Bluebeard in Perrault’s work and the Robber Bridegroom in the Brothers Grimm.



Not all fairy tales cover up horror. Bluebeard is an example of a classic pre-Disney fairytale.

Another successful summer for SCAMPS

More than 130 children took part in the Faculty of Humanities Summer Day-Camps (SCAMPS) over July and August. Professor Stephen Ross, who coordinates the camps, says they had waiting lists for the French immersion camps, with Aventures en français the fastest one to fill. “These camps show kids the possibilities and rewards of living and playing in French—and

show them you can do it in Victoria,” he says. Last summer, SCAMPS introduced a successful German language immersion camp, run in partnership with the Victoria German School. In 2020, Ross says SCAMPS will be expanding to six weeks of French camps, as well as offering an inaugural Mandarin camp.



Cuarteto Latinoamericano, one of the world's most renowned string quartets performed at UVic as part of the Department of Hispanic and Italian Studies' annual colloquium. Image: Supplied.

Latin American, Spanish and Italian culture celebrated at UVic

From a documentary on the soul of salsa to a political drama about two former guerilla fighters, 2019's Latin American and Spanish Film Week delivered some of the best films produced today in the Hispanic world. The line-up at Cinecenta, from Sept. 17 to 22, included movies from Argentina, Mexico, Paraguay, Peru and Spain. The festival celebrated its tenth anniversary at a party at UVic's Vertigo, which featured live Latin music from Pablo Cárdenas & the West Coast Cuban All Stars. Associate Professor Dan Russek, from the Department of Hispanic and Italian Studies, spoke to *Victoria News* about film week's anniversary. The article also appeared in *Oak Bay News* and *BC Local News*. In October, the Department of Hispanic and Italian Studies held its 35th Annual Colloquium. Called "Music in the Hispanic and Italian World," the multi-day event featured music from the prestigious Cuarteto Latinoamericano, one of the world's most renowned string quartets, and New York-based jazz musician and alumna Emily Braden. Lansdowne visitor Juan Arturo Brennan, a leading music critic in Mexico, presented a public lecture on music and society in Latin America.



Thirty-year anniversary of Berlin Wall marked

Erika Goetz-Lad grew up in the socialist German Democratic Republic. The Stasi persecuted her family, and as a result she wasn't allowed to go to university despite her excellent academic standing. After the Berlin Wall fell, she was able to finally have access to a post-secondary education. Now living in Victoria, Goetz-Lad shared her story during a panel discussion at a special Germanic and Slavic Studies event that marked the 1989 fall of the wall that separated East and West Germany. Events included a talk in German regarding art and politics, by Dr. Ulrich Reimkasten, a successful textile artist and painter in East Germany as well as in the newly unified Germany after 1989. Professor Peter Götz introduced the free screening of the award-winning film *Gundermann* in November at Cinecenta, which was sponsored by the department and the German Consulate General of Vancouver. Co-organizer and Associate Teaching Professor Matt Pollard noted that the film, unlike productions from a dominantly West-German perspective, "was about East Germans telling their own complicated story." A panel discussion among experts and eyewitnesses followed the screening, with participants Goetz-Lad, German Consul General Dr. Klaus Schmidt and Dr. Gerlinde Weimer-Stuckmann, the latter of whom witnessed the events in Berlin in 1989, as well as former diplomat to the EU and Russia Jeremy Kinsman.

Ten years of ASL celebrated at UVic

UVic's American Sign Language celebrated 10 years at UVic in 2019. Close to 70 people attended a celebration in Clearihue Building marking the milestone. Festivities included cake, coffee, and as Sandra Kirkham, coordinator for UVic's ASL program, says—"a lot of signing". The Department of Linguistics partners with Continuing Studies to offer 14 courses a year in American Sign Language, drawing students from all faculties across campus. Instructors Nigel Howard and Tim Lane teach the three levels of ASL, which start at beginner classes. Kirkham says students range from hard of hearing and deaf students to those who want to learn about the culture and to be more socially conscious of the diverse ways of communicating. "We have an amazing program and amazing instructors," Kirkham says. "The instructors use an immersive approach: you generally leave your voice at the door in these courses. For that reason it provides both a challenge and an incredible opportunity."

UVic prof uncovers world's oldest chess piece

Distinguished Professor Emeritus John Oleson, from Greek and Roman Studies, made international headlines in 2019 after presenting at the annual conference of the American Schools of Oriental Research, in San Diego, where he discussed an artifact he found at a site in Jordan. "A carved rock found in 1991 by a Canadian professor and archeologist could be the oldest chess piece ever found. In an abstract published in October, UVic professor John Oleson announced that a piece of carved sandstone that was found in southern Jordan at Humayma may be an ancient rook—a castle shaped piece in the game. The roughly 1,300-year-old stone is squat and rectangular, with 'horn-like projections'. The story appeared in *Science News*, Fox News and CTV News.



John Oleson may have uncovered the world's oldest chess piece.
Image: Supplied.

Humanities announces new human rights academy

The Faculty of Humanities is proud to announce the inaugural session of UVic's Summer Academy on Genocide Studies and Human Rights Education in the summer of 2020. Themed "Understanding Atrocity," this week-long course for 15 to 17 year olds features an in-depth introduction to the role individuals play in moments of mass atrocity. "This new academy puts young people in charge of creating the world they want to live in," summer camps organizer and English Professor Stephen Ross says. "By giving them a sense of the history of mass atrocity and cultivating in them a sense of their power to change the world, it aims to mobilize a new generation of informed and active citizens." The academy, open to all BC high school students, will run twice in this inaugural year, from Aug. 10-14, and Aug. 17-21. For more information, please email Charlotte Schallie at schallie@uvic.ca.

Lecture series highlights life in Asia and the Pacific

A new lectures series in the Department of Pacific and Asian Studies (PAAS) is highlighting the ongoing transformation of linguistic, social and cultural life in Asia and the Pacific. Chair Richard Fox says since the launch of the new research colloquium in the fall of 2018, the lecture series has showcased work from faculty members and visiting scholars across the department. Presentations have included a wide array of topics, including the #MeToo movement in China, Japanese robotics, transcultural socialist art in Indonesia, and the politics of motherhood in Japan. Fox says the colloquium series highlights current trends in the field while drawing on the department's newly adopted vision and mission. Associate Professor Martin Adam coordinated the colloquium's inaugural series in 2018–19. Assistant Professor Angie Chau is coordinating the latest series, which so far has included presentations on women's participation in the Korean labour movement, artistic responses to the garment industry in Bangladesh, and reflections on staging Buddhist musical theatre here in Victoria.

Humanities sponsors UVic Model UN conference

Students honed their leadership, public speaking and diplomacy skills at the UVic Model UN conference, held from Nov. 1 to 3 at the Victoria Conference Centre. The Faculty of Humanities sponsored more than a dozen awards handed out at the conference, which brought together students from 39 universities and colleges, as well as 40 students from seven local high schools. This year's theme was culture in a globalized world. Associate Dean Academic Lisa Surridge said the Model UN Club executive members are drawn largely from Humanities and Social Sciences. "I saw our students acting as ambassadors for the university and as mentors for local high school students," she said. "Students at Model UN conferences exemplify our Humanities values of civic engagement, global focus, and willingness to debate ideas. I think I saw some future Canadian leaders—I'll be fascinated to watch their careers take shape!"



Associate Dean Academic Lisa Surridge is pictured while handing out more than a dozen awards at the UVic Model UN conference in November. Image: Supplied.



Topics in the new Pacific and Asian Studies' research colloquiums have included Lekra woodcut art in early 1960s Indonesia. Image: Supplied.

1919: On the Edge of a Brave New World

One hundred years ago, the Treaty of Versailles ended the "war to end all wars." The History department marked the events of this momentous year at a symposium on Nov. 24 at UVic. Called "1919: On the Edge of a Brave New World," the sold-out conference, co-hosted with Continuing Studies, brought 18 History faculty together to deliver 12-minute talks about the year 1919 at the Bob Wright Centre. History chair John Lutz said 120 people attended the symposium, which had a wait list of more than 30 people. Topics ranged from the Treaty of Versailles and the Bavarian Socialist revolution to Indigenous resistance in Canada and the Amritsar Massacre in India. "It was a great event," Lutz said. "I have never had such great feedback from an audience."

PROVOKE
ENGAGE
ENRICH
INSPIRE



University
of Victoria
Humanities