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Greetings from Humanities

Dean Chris Goto-Jones

Firsts are always exciting. So, last year, as we produced our first ever annual report, it seemed appropriate to talk about (and then to worry about) the importance of beginnings. They are delicate times, after all. However, one of the things that was complicated and interesting about that beginning was the strong sense in which it wasn't a beginning at all, but rather a newly laid path through a familiar, constantly-evolving garden. In a community and institution as complex and sophisticated as a Faculty of Humanities, it's hard to imagine that we start anything from nothing – we're always building on the hardwork and commitment of our colleagues.

And now here we are with our second annual report. We need no longer agonize about whether or not it's a beginning, because we know it is not. The number two brings friends and colleagues along with it; it's us with each other. It's a friendlier and more collaborative number than one. As our faculty strides through an ongoing procession of accomplishments and opportunities, it's wonderful to take a moment to reflect on what we can achieve together.

2018 boasted some amazing landmarks for us, such as the 50th anniversary of Hispanic & Italian Studies at UVic. It also contained some incredible accomplishments: it was our most successful year ever in winning research funds from SSHRC; one of our number was elected as a fellow of the Royal Society of Canada, another was knighted by the French Republic, while one saw her work featured as a clue in the television show *Jeopardy*. Staff, faculty, and students have won prizes, travelled the world, and, in short, done their very best to make things better.

Just as important to me have been the smaller gestures of support and compassion towards each other that I see from colleagues every day. I have greatly appreciated and marvelled at the quiet, unpretentious dedication of many. These are not the actions that tend to find their way into annual reports, but they are so valuable and foundational to our identity that I feel compelled to acknowledge them here. With humility: thank you.

As we move into 2019 – the International Year of Indigenous Languages – we should also take a moment to appreciate the launch of our exciting new major in Indigenous Studies in 2018, as well as to applaud the ongoing work being done in Indigenous language revitalization. UVic's relationships with the historical and living traditions of the Indigenous peoples of this land are so important to all we do here.

Indeed, in 2018, our ethical, social, and cultural responsibilities have been explored by many of our researchers, as well as by our taskforces on Knowledge and Place, Media and Languages. Each of these groups returned recommendations for action and innovation in the years to come. So, even while our faculty enjoys many wonderful successes, we're already looking towards the future, towards the tricky, complicated, and profound number three.



About the artist

Humanities alumnus Akira Weng designed the cover art and illustrations featured in the 2018 annual report. Weng grew up in Victoria and graduated from UVic with a Bachelor of Arts in Philosophy. He works on design in his free time.

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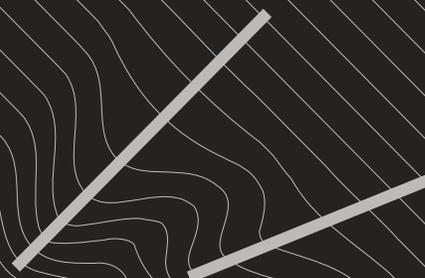
p r o v o k e

c r i t

FUNDAMENTAL
RESEARCH AND
TEACHING ABOUT
THE MEANING
AND METHODS OF
REASON AND
CRITIQUE

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INCLUDING THEIR
CULTURAL AND
HISTORICAL
PLURALITY, AND A
COMMITMENT TO
UPHOLD THESE
VALUES IN
SOCIETY TODAY

u i r y

CRITICAL INQUIRY

Orcas: *from oil to icons*



Royal BC Museum curator Gavin Hanke shows historian Jason Colby a container of whale teeth, with students looking on. Image: Jake Sherman.

If a picture is worth a thousand words, how do you quantify the experience of holding a whale skull?

Students in Jason Colby's class, "From oil to icons: the history of people and whales," had some heft added to their learning in November at the Royal BC Museum (RBCM).

Museum curator Gavin Hanke treated undergraduate and graduate students in Colby's course to an exclusive tour of the fourth floor, where some of the museum's whale specimens are stored.

The RBCM houses 22 specimens of orcas, also known as killer whales—the largest collection on the Pacific coast—as well as porpoises, belugas and dolphins.

"This is a major stop for orca nerds," Hanke said. "Scientists from all over the world come here for their research."

Hanke, a vertebrate zoology expert, took students through the museum's inventory of whale specimens, including

baleen plates and skeletons that date back to the 1940s.

Recent specimens include Rhapsody, the pregnant orca found dead in 2014 near Comox. Her fetus, which was full-term, is also stored at the museum—the two whales testament to the increasing fragility of the endangered southern resident orca population.

Students had the opportunity to hold

"It's something visceral for them to come here and touch the bones."

- Historian Jason Colby

whale teeth and to examine the enormous vertebrae that form an orca's spinal column. Graduate student Tim Cunningham lifted a juvenile orca's skull in his arms. "It's not light," he joked.

Hanke outlined the laborious process of preparing a specimen for storage. He told students that after a necropsy, scientists remove the carcass's tongue, organs and flesh, which are sent to the hazardous

waste section of the landfill.

"PCBs, metals and whatever's accumulating in their food chain magnifies through them," Hanke said.

The carcass is then buried in compost while Hanke says "nature does its bit." Eventually, the specimen comes back clean and ready for storage.

Colby, an associate professor in the Department of History, whose book *Orca:*

How We Came to Know and Love the Ocean's Greatest Predator was published in early 2018, says he wants history to have a physical dimension for students. "The work of history is often a

disembodied process. You're often dealing with documents," he said. "It's something visceral for them to come here and touch the bones."

Graduate student Nate Ruston wasn't bothered by the smell of the fourth floor—which Hanke described as "rancid fat"—or the look of the bones.

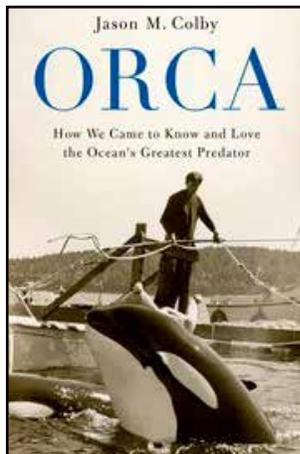
"It's a little eerie, but it's fascinating too," Ruston says.

In the news

Historian Jason Colby has been in the news this year talking about all things orca.

The Associated Press interviewed Colby, an associate professor in the Department of History, about a mother orca who carried her baby for 17 days after it died.

Photographs of the mother whale, as well as the plight of the endangered southern resident orcas, drew international attention.



Jason Colby's new book drew significant media attention over the year. Image: Oxford University Press.

The New York Times, *Vancouver Sun*, *The Province*, *Times Colonist*, CTV News, Yahoo News UK, *Japan Times*, *San Francisco Chronicle*, *Seattle Times* and many other outlets picked up the wire story that quoted Colby.

He also spoke to the *Toronto Star*, CFX 1070 and *The Tyee* about the resident whales, drawing from research in his new book *Orca: How We Came to Know and Love the Ocean's Greatest Predator*, published that spring.

Colby had numerous other media interviews, making him one of the go-to experts on the complicated history of orcas and humans.

Nine faculty members join the Humanities

Nine new faculty members were hired to join the Humanities, including three scholars in Pacific and Asian Studies (PAAS).

New PAAS chair Richard Fox says he hopes to continue developing the department's existing strengths in Japanese and Chinese language and culture, while working to re-establish an equally robust program for the study of Southeast Asia.

"Historically PAAS has been strong on Southeast Asia and Indonesia in particular," Fox says. "One of the priorities looking ahead will be restoring that strength and bringing together people from across the university working in this fascinating and increasingly important region."

Sujin Lee and Angie Chau joined Pacific and Asian Studies as assistant professors. Lee will teach about historical issues in the Asia-Pacific region, while Chau focuses on contemporary Chinese literature in the context of world literature, popular culture and translation.

Megan Lukaniec joined the Department of Linguistics as an assistant professor. Lukaniec completed her PhD at University of California, Santa Barbara (UCSB) on the interweaving of linguistics and language reclamation, drawing on her experience as a member of the Huron-Wendat Nation in Wendake, Québec.

Corinne Bancroft, who specializes in contemporary American women's writing, joined the Department of English. Bancroft earned her PhD in English from UCSB with an emphasis in writing studies.

Clifford Roberts, whose research focuses on ancient philosophy, aesthetics, and nineteenth- and twentieth-century European philosophy, joined the Department of Philosophy as an assistant professor. Associate professor Thomas Land, who specializes in German idealism and Kant, joined the department from Ryerson University in Toronto.

Lisa Kahaleole Hall joined Indigenous Studies as program director in January, with a five-year mandate to increase the number of students enrolled in the program, which became a full major in September.

"I really think it has enormous potential. Indigenous Studies touches on so many areas and the Humanities is an interesting and generative home for it," Hall says.

Award-winning filmmaker Chase Joynt will join Gender Studies in July.



Clockwise: Sujin Lee, Richard Fox, Angie Chau, Corrine Bancroft, Megan Lukaniec, Thomas Land, Lisa Kahaleole Hall, and Chase Joynt. Not pictured: Clifford Roberts.

COMMENT

Our faculty's Research Excellence Award winner reflects on her work as a 'language detective'

BY PROFESSOR ALEXANDRA D'ARCY

My grandmother was a teacher and a librarian. She would talk to me about a lot of things, but the conversations that stand out are the ones that involved grammar lessons. There were a lot of them. The message that continues to resonate all these years later is not when “may” is preferable to “can” but that not everyone speaks the same way, and that those differences mean something. This was the sub-text, but it was powerful and eye-opening.

I sometimes describe myself as a “language detective”. I am fascinated by the very simple observation that there is more than one way to say the same thing.

For example, I can say that I have hazel eyes, but I can also say that I've got hazel eyes. You may think that the UVic campus is very beautiful, or really beautiful, or so beautiful, and you likely alternate between those choices in the same conversation. Options such as these are not random or ad hoc—they stem from myriad factors, from the historical to the social to the contextual. What option we choose, how often we choose it, and how that choice correlates with aspects of

identity and linguistic structure are at the core of the detecting I do.

These choices are part of the natural structure of language, an inherent reality of how language works. But also, living language changes constantly, requiring a choice between the old way(s) and the new way(s). Much of this change is slow and imperceptible, yet some of it moves more quickly, drawing commentary and ire. Very few of us would complain that the language of Beowulf is no longer comprehensible to speakers of present day English, yet we are regularly alarmed when the language of young adults veers away from our own.

Another way to think of the detecting I do, then, is that I investigate the relationship between language in historical perspective and language in current use. There is no sudden break between stages of a language. Assuming no outside interference (as, for example, in the case of the residential school system), there is only continuous use across the passage of time.

The differences between generations of language users are simply natural evolutionary tendencies; they are not communicative break-downs and hin-

drances. The language is not getting worse—it is simply becoming different, as it always has. What I find so fascinating is that footprints from earlier stages are usually evident, whether in form, in function, or in probabilistic frequency. For example, a universal tendency of Englishes world-wide is to alternate between ‘ing’ and ‘in’ at the end of words.

Certain groups of people may pronounce it as ‘ing’ more often than others, but no English speaker pronounces it as ‘ing’ 100 percent of the time. English speakers are also more likely to maintain ‘ing’ in nouns and adjectives, such as ceiling and amazing, but to realize it as ‘in’ in verbs, such as jumpin’ and fishin’.

The reason is historical: ‘ing’ was originally a nominal suffix and ‘in’ was originally a verbal suffix. These functions were lost, but the two forms merged as the progressive marker, leading to variation that has operated, stably and consistently, for hundreds of years.

Generation after generation knows this rule and performs it fluidly and seamlessly, despite never being taught it overtly. This is true of so much of the complex adaptive system that we know as “language”, yet it is for me a profoundly provocative and exciting pathway for research.

Consider a form such as “like.” There are old uses: I like apples, I never saw the like. There are newer uses: I feel like I’m floating, I was like thirteen, I’m like “wow!”. And then there are uses that we think of as very recent, but that have functioned since the 18th century: Like, I was running, I was like running.

Uncovering the history behind these forms and tracing their trajectories over time reveals over 800 years of change and development and highlights a remarkable layering of forms that have distinct functions in the language.

I feel very privileged to do what I do, and being recognized by my peers with the Humanities Research Excellence Award is a true honour.

Alexandra D’Arcy is a professor in the Department of Linguistics. She is also director of the Sociolinguistics Research Lab.



Professor Alexandra D’Arcy, 2018 Research Excellence Award winner. Image: Chorong Kim.

Virtual Ninjas



Sixteen students and staff competed on two Sony PS4 consoles as part of the Virtual Ninja tournament.
Images: Chorong Kim.



Linguistics student Jun Nguyen was UVic's champion.

A Virtual Ninja research project that culminated in a *Street Fighter* tournament at UVic has been putting a different spin on video game culture.

Humanities Dean Chris Goto-Jones, who started the research in 2010, has found that far from causing more violence, fighting games are a form of martial art that can make us better people.

The Faculty of Humanities held its inaugural Virtual Ninja Street Fighter tournament on Jan. 26 in the new Digital Scholarship Commons, located in UVic's Mearns Centre for Learning - McPherson Library. Sixteen UVic students and staff competed on two Sony PS4 consoles, which were later donated to the library, for the crown of UVic's top ninja.

Goto-Jones, a philosophy professor who specializes in Japanese and East Asian philosophy, says his research shows that gamers can engage with fighting games as a form of "ethical self-cultivation."

"The hypothesis is that playing fighting games is actually a form of martial art and so discipline through fighting games can lead to self-transformation and personal betterment," he says.

The Virtual Ninja project, which Goto-Jones started at Leiden University in the Netherlands, draws on Bushido, a warrior code of behaviour influenced by Zen Buddhism.

"In certain threads of Bushido, it's argued any skilled act practised to the point of forgetting about the activity and becoming expert is a kind of spiritual pathway," says Goto-Jones.

"We become an expert at it but also better as a person—there's a moral quality to it."

He says the role of discipline, focus and contemplation required for this self-transformation suggests that video games could be considered martial arts in their own right. (Japan is campaigning to have video games included as an Olympic sport by the 2024 Paris Games.)

The concept resonates with the winner of the inaugural tournament, Jun Nguyen. The applied linguistics student, who plays under the moniker iLLFader, has spent hundreds of hours refining his *Street Fighter* skills. Nguyen's dedication shows—he went undefeated in the tournament over four knock-out rounds, beating his opponent Aron Tong, who played as Double Eh, in the final. Nguyen says he appreciated

the opportunity to meet other gamers in a friendly but competitive atmosphere.

"I took part in the Virtual Ninja Street Fighter tournament because I used to be really serious about trying to get into competitive fighting games, and this was a fun experience to try to get a taste of a tournament setting and see how skilled other players were," he says.

Remaining calm and focused is essential to winning, adds Nguyen, who dismisses the perception that video games cause violence as "ridiculous."

"If you want to reach high-level pro play in fighting games, you can't be a person who gets highly emotional," he says.

Supported by video game developer Capcom Vancouver, the tournament included an exhibition of artwork from the Virtual Ninja project.

"Part of the Virtual Ninja Project rested upon the hypothesis that play can change people, so it's exciting to see so many people experimenting with this kind of experiential engagement in a tournament," he says.

The findings of Goto-Jones's research were published in his 2016 book, *The Virtual Ninja Manifesto: Fighting Games, Martial Arts, and Gamic Orientalism*.

CRITICAL INQUIRY

Like, your grammar's amazing

“I almost felt like I was cheated because I just like know how I'd act.”

University of Victoria linguist Alex D'Arcy wouldn't be surprised if you thought that sentence was spoken in present day. The quote, however, came from a woman born in 1865, one of the earliest audio recordings of “like” used in this way.

D'Arcy, director of UVic's Sociolinguistics Research Lab in the Faculty of Humanities, wants you to know “like,” a word most often associated with valley girls, surfers and teenagers, is one of English's most exceptional and versatile words. And its varying uses stretch back hundreds of years.

“The word ‘like’ has a superpower; it's able to do almost every job in the English language,” she says. “I can't think of another word that behaves in that way. No other word has that flexibility.”

D'Arcy's research, published in the first-ever book dedicated to the word, called *Discourse Pragmatic Variation in Context: 800 Years of Like*, traces its history in the English language from the 12th century to present day. Her research has been quoted in *The Atlantic*, to help explain a tweet from US President Donald Trump, and by the CBC. In March, D'Arcy's name appeared as a clue on an episode of the famed TV quiz show, *Jeopardy!*

Contrary to the belief that “like” can be thrown anywhere in a sentence, D'Arcy's work proves the word has rhyme and reason.

“Everybody uses ‘like,’” she says. “People assume you're being vacuous and inarticulate when you use ‘like’ but using it actually demonstrates a complex understanding of English grammar.”

**ALEXANDRA D'ARCY
WROTE A BOOK ON
THIS WORD, AS IN
"I'M, ___ TOTALLY
MAD BECAUSE KIM
WAS ALL, ___, WHY
CAN'T I DATE KEVIN?"**

Alex D'Arcy's research made it onto quiz show *Jeopardy*.

Lapprand made knight of French culture, education



Marc Lapprand earned one of France's highest honours for his work on French writer Boris Vian. Image: Chorong Kim.

Three decades of research into a cult figure of French literature has earned Professor Marc Lapprand one of France's highest honours for culture and education. In March, the Department of French chair was made a chevalier (knight) of the Ordre des Palmes académiques, a national order of France for distinguished academics that was originally founded by the Emperor Napoléon.

Lapprand received the distinction for his work on the French modernist writer Boris Vian, whom Lapprand described as a “blend of Lewis Carroll, Richard Brautigan and James

Joyce, if compared to an English-speaking writer.” Lapprand was also praised for his significant contribution as a professor to the promotion of French culture outside France. Vian wrote 10 novels, three books of poetry, more than 60 short stories, 10 theatre plays, half a dozen operas, more than 30 “movie scenarios,” three volumes on jazz and about 500 songs before dying in 1959 at age 39.

“I wrote my PhD thesis on him, which I defended in 1989. I've been working on

him for 30 years,” Lapprand says.

Lapprand, who specializes in 20th-century French literature, says Vian has cult status in France, especially among young people. In 2010, leading French publisher Gallimard published a critical edition of Vian's work, which included his entire prose works along with more than 1200 footnotes. Over four years, Lapprand

supervised the team that produced the highly regarded Gallimard edition, which has gone onto sell more than 40,000 copies.

“These books will appeal to erudite readers or very curious readers. It contains a load of information

you don't normally get in a published book,” he says. “It is by far my most published achievement.”

Lapprand has published three books on Vian, as well as 14 articles and more than 20 prefaces or introductions for other scholarly works on the writer. Lapprand was awarded his medal at an official ceremony in September.

Two other former members of the French Department have received the honour in the past, Barrie Beardsmore and Danielle Thaler.



The medal of honour. Image: Supplied.



English's Chris Douglas. Image: Chorong Kim.

Literary witness

As lawmakers and social media companies scrambled to find ways to stop the spread of fake news ahead of the US midterms, a UVic English professor was taking a close read of America's political "God gap."

Chris Douglas's research examines the rise of the Christian right in American politics and society since the 1970s through an often-overlooked medium—literature.

"The social and political empowerment of the Christian right in last forty years is one of the most important religious transformations in the US. It is also the under-examined context for religiously interested literature," Douglas says.

From gender, sexuality, and race to science and knowledge, Douglas says America has become more and more divided along religious lines. The phenomenon, called the God gap, refers to the rift between increasingly secular Democrat supporters and Republicans' staunchly religious base.

Evidence of the God gap can be found in literature, from literary reactions to the Christian right such as Margaret Atwood's *The Handmaid's Tale* to books that espouse Evangelical values and beliefs, including the fundamentalist *Left Behind* series, which has sold more than 60 million copies.

As part of his SSHRC-funded research, Douglas will be examining books written by Christian right authors to gain insight into this powerful demographic. "Literature is a kind of witness to contemporary events," Douglas says. "I see Christian right literature as the literary arm of a broader social movement, and reading it critically can be a way into understanding that movement."

Philosopher named Royal Society of Canada fellow

An ethicist and philosopher whose scholarship and theoretical analysis has influenced Canada's right-to-die legislation and legal access to abortion was one of three UVic faculty members who received the country's highest academic honour.

Eike-Henner Kluge was named a 2018 fellow of the Royal Society of Canada. Kluge, a professor in UVic's Department of Philosophy who has written 13 books and authored 90 journal articles, has been at the forefront of some of today's most important medical debates.

In 2007 he was awarded its Abbyann Lynch Medal in Bioethics. Despite recognition with Canada's highest academic honours, Kluge, who describes his work as at "the interface of theory and practice," says he is most "happy" about his contributions to the public sphere.

Kluge was the first expert witness in medical ethics recognized by Canadian courts. Kluge's current work focuses on biomedical health information ethics, which includes electronic patient records. He is the author of the International Medical Informatics Association's Code of Ethics. Kluge says he sees his scholarly research as groundwork for larger issues.

"There has to be a social return somewhere," he says. In 1989, Kluge helped establish the Canadian Medical Association's (CMA)

department of ethics and legal affairs. As its first director, he was asked in 1991 to draft an analysis for a Senate committee about Bill C-43, a proposed new law that would have restricted women's access to abortion. The House of Commons had already passed the bill, introduced by the Mulroney government, and it had passed two Senate readings. But Kluge saw problems with the legislation. "[The bill] was seriously flawed ethically," Kluge said. "My presentation, on behalf of the CMA, swayed two votes." A tie vote resulted in the committee, which meant that the Senate did not pass the new proposed abortion law. "This is why there is no law that governs abortions in Canada," Kluge says. "It is a simply a choice between the woman and the physician."

Kluge is known for his work on another contentious issue: the ethics of deliberate death, often referred to as medically assisted dying. His books *The Practice of Death* and *The Ethics of Deliberate Death* compelled North Saanich resident Sue Rodriguez to contact Kluge. He became an ethics adviser to Rodriguez, whose Supreme Court case in 1993 was the first to challenge section 241(b) of the Criminal Code.

Rodriguez's case ultimately failed, but in 2015, the Supreme Court of Canada ruled in *Carter v. Canada* that parts of the Criminal Code would need to change to satisfy the Canadian Charter of Rights and Freedoms.



Eike-Henner Kluge (middle) was named a 2018 fellow of the Royal Society of Canada. Image: UVic Photo Services.

e n g a g e

FUNDAMENTAL
RESEARCH AND
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BETWEEN TIME,
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m y

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A DE-COLONIZED
AND DIVERSE
GLOBAL SOCIETY



Fourteen members of the Chisasibi Heritage and Cultural Centre travelled to UVic in June to graduate. Image: Chorong Kim.

Reclaiming language & culture

Margaret Fireman understands that language upholds her culture. Without language, oral traditions and wisdom passed down from her Cree ancestors would be lost. Language, she says, is closely tied to the land.

And so when Fireman, a residential school survivor and then-manager of Chisasibi Heritage and Cultural Centre in northeastern Quebec, was searching for a program to bolster the preservation of her community's language of James Bay Cree, she chose carefully.

Fireman turned to the University of Victoria's Certificate in Aboriginal Language Revitalization (CALR) to support her workplace's efforts to sustain the first language of Chisasibi's nearly 4,600 members.

"We come from an oral tradition. The first exhibit we have is our language," she says. "We felt it was really important in this line of work that you understand your own language first in order to properly interpret our story."

The entire staff at the Chisasibi Heritage and Cultural Centre, all of whom speak James Bay Cree, enrolled in the CALR program, which teaches new approaches and practical strategies to strengthen language revitalization while honouring traditional knowledge and practices.

Fourteen of the graduating students made the three-day journey to UVic, driving 16 hours from Chisasibi, on the edge of

James Bay, to Ottawa, before boarding a flight to Victoria to attend convocation on June 12. The journey is more than geographical: it reflects the community's determination to ensure their culture and language flourishes.

The CALR program has been offered in collaboration with communities as far away as the Northwest Territories. The program develops a range of skills and knowledge to support community-driven language reclamation, and is tailored to meet the needs and goals of each community.

Developed by UVic's Department of Linguistics in partnership with the En'owkin Centre of the Okanagan Nation and UVic's Continuing Studies, Chisasibi's program included six courses taught in James Bay Cree. Instructors travelled to Chisasibi, meaning that all staff at the cultural centre were able to participate in the two-week intensive course.

Fireman said although the community's residents speak James Bay Cree, English and French are interspersed in everyday conversations. In recent years, the community members have noticed an erosion in residents' fluency in James Bay Cree, especially among young people, who are influenced by English and French media and music. "We're very concerned," she says. "This certificate program is really important to us."

Student Rachele Lafond said she better understands how to help her community. "Ultimately the courses gave us skills on how to preserve our language. The time to do that is now."

Latin American Studies mural launch

Geometrical shapes from the highlands of Chiapas. Colourful flowers from the Zapotec communities in Oaxaca. More than a pretty picture, a new mural in Clearihue celebrates traditional Indigenous textiles from Mexico.

Latin American Studies director Beatriz de Alba-Koch revealed the stories behind the artwork

now hanging in the hallway of A-wing at a ribbon-cutting ceremony on Oct. 9. She lauded the women behind the handiwork of these culturally significant designs, including animals from the Otomí people from the Central Mexican

Plateau and dancers from the Mixtec from Oaxaca. At the launch, which happened a day after the United States celebrated Columbus Day, de Alba-Koch spoke of a time 90 years ago when a Peruvian intellectual suggested that Latin America be renamed Indoeamérica.

"I wish to express my hope that one day, we may return here to rename this wall and the program it stands for in a manner

that more fully acknowledges the creative fire of Indigenous peoples that unite us all from the Arctic to the Antarctic," she said.

Muralists Kay Gallivan and visiting Mexican artist Abraham León Pérez were on hand for the celebration, which included live music performed by Chroma String Quartet from Veracruz, México. The Latinos Without Borders student club provided limeade, as well as hibiscus

flower water and tamarind water.

De Alba-Koch said she hoped the mural would inspire students to connect with the re-launched Latin American Studies program, which will provide an opportunity to engage with the "many different cultures that are alive in the Americas." UVic

alumna Kay Gallivan studied in the Latin American Studies program, as well as History and Spanish. Her travels to Mexico inspired her to study muralism.

"The [LAS] program was very warm and welcoming in fostering my artistic creativity," she said.

"I hope this mural will inspire students to engage with the beauty and complexity that Latin American culture has to offer."



Abraham León Pérez and Kay Gallivan painted the new mural.



"The program was very warm and welcoming in fostering my artistic creativity," alumna and artist Kay Gallivan says. Images: Jake Sherman.

Festive day to honour the dead



Day of the Dead festivities included a performance from Mexico's Chroma String Quartet and face-painting. Images: Jake Sherman.

Latin American Studies celebrated Día de los Muertos (Day of the Dead) on Nov. 1 with music, art, food, face painting and an altar to honour people's late loved ones. The event included music from Mexico's Chroma String Quartet, who are studying at UVic, as well as complementary hot chocolate and baked bread from the Latinos Without Borders Student Club.

Latin American Studies program director Beatriz de Alba-Koch says Día de los Muertos, which draws on Indigenous Mexican and Catholic traditions, has grown in popularity in Mexico, where the occasion is no longer necessarily focused on going to church or visiting graveyards. De Alba-Koch spoke to CBC Radio's All Points West, as well as CFAX 1070, about the event.

Xi'an field school

BY LAUREL ADAM



"It was one of the most intensive learning experiences of my life and also the most memorable," says Laurel Adam, who took part in UVic's first field school to China.

This past summer, I had the opportunity to study Chinese language and culture as part of UVic's first field school in China, Pacific and Asian Studies 397 (Xi'an), led by Dr. Jun Tian. It was one of the most intensive learning experiences of my life and also the most memorable, with something new every day of the five-week program!

During the field school we lived on campus at Northwestern Polytechnical University (NPU), giving us the chance to get to know our fellow UVic students, Chinese students and the many people who cooked our food, sold us our water, tea, and ice-cream and worked around us every day.

The people there went out of their way to help us feel at home and were very patient with our many language mistakes. The group had varying degrees of language ability ranging from absolute newbies to fluent speakers.

The largest group, including myself, had two semesters of Chinese classes under our belt, which was a very elementary level. Luckily, we could get by with a few survival phrases and body language. One example is saying "zhe ge" (this one) while pointing.

Our surroundings were filled with community. We woke to the sound of a traditional flute played by an octogenarian near the outdoor ping pong tables. Then, the basketball started. The courts were busy from early morning to midnight with people of all ages and abilities playing together.

When we went to breakfast, there were ladies on the outdoor stage practicing dance, seniors with swords doing martial arts, and foreigners playing really bad volleyball. A stroll in the evening took us past ballroom dancing on the sidewalks, aerobics in the square and my personal favorite: the traditional Chinese opera KTV (karaoke) with live musicians on outdoor benches half a block from the west gate to the university.

Xi'an is unique in China as the ancient capital of 13 dynasties, the terminus of the ancient Silk Road and the starting place of the new One Belt One Road initiative that aims to build infrastructure to recreate the Silk Road routes to Europe. It is

a modern, industrial city with a high-tech sector focused on innovation, and everywhere we went we were reminded of its ancient past via architecture, museums, sculpture, art, music and archeological sites. Even the food still had hints of the Silk Road in its spicing and variety. So delicious!

The field school kept up an intensive pace, and the calibre of instruction was high. Our archeology lecturer was the head of a number of excavation sites in Kazakhstan. We learned how to disarm a knife-wielding attacker from a Wing Chung master. We watched a Chinese opera, had a lecture in Eastern vs. Western theatre, and learned to perform a famous Chinese opera.

We had a lecture in Tang dynasty ritual music and visited the Bell and Drum towers that used music to signal the beginning and end of each workday and to mark the hundreds of festivals and rites throughout the year. We even had a chance to play traditional instruments, such as *erhu* and *zheng*, which

have a history of thousands of years.

In addition to Chinese language classes, we learned a calligraphy style from 1600 years ago, and visited Beilin, the Forest of Steles Museum, where we saw the Confucian Analects copied by Emperor Xuanzong and carved into stone tablets, as well as the world's first dictionary and many other steles and sculptures. I personally loved the traditional Chinese ink painting classes and learning three kinds of traditional Chinese dance.

We were treated to lectures by world-class professors and experiential learning in art, culture, sport, calligraphy, Chinese opera, music, history and archaeology, as well as multiple field trips to famous historical sites, museums, neighborhoods, natural wonders, and religious buildings. We were also given the time and freedom to explore the city on our own.

With that kind of pace and variety offered up to us over a five-week period, we were able to truly benefit from a shift in thinking, taking us one step closer to a true understanding of the underpinnings of the cultural logic of Chinese language, and bringing us closer to our Chinese friends.

Laurel Adam is a student in Pacific and Asian Studies.

"People there went out of their way to help us feel at home." - Laurel Adam, field school participant

MYRIAD VOICES

Historians lead push to rebuild teahouse

At its peak, Canada's first Japanese garden and teahouse, located in what is now Esquimalt's Gorge Park, attracted thousands of visitors. They came to admire

the hundreds of Japanese lanterns hung throughout grounds dotted with bonsai and cherry trees. They ate in the open-air dining room or sipped tea in booths embellished with traditional sliding windows. They celebrated special occasions in the dance hall and rode the merry-go-round.

But when the tea gardens' owners, brothers Hayato and Kensuke Takata, were sent to internment camps in 1942—along with thousands of other Japanese Canadians who were forcibly displaced during the Second World War—local residents helped loot and destroy the once-treasured site.

Newly uncovered documents from UVic's Landscapes of Injustice (LoI) team, a multimillion dollar research project focused on the dispossession of Japanese Canadians in the 1940s, reveal the extent

of the damage. The LoI team, which is based in the Department of History and located at the Centre for Asia-Pacific Initiatives, has joined with the Victoria Nikkei Cultural Society, to lead a push to rebuild the teahouse at Gorge Park.

structures, tore shingles from roofs, removed light fixtures and ripped electrical wires from walls.

It took 35 years to nurture the tea gardens, which opened in 1907, and mere months to destroy what the brothers

had built. Although the Takatas left the property in the care of friends, Findlay says the federal government was responsible for protecting the business while its owners were interned.

"Local residents were coming and decimating a place that had once been part of a vibrant community," Findlay says. "It was an act of erasure that removed a landmark of Esquimalt and Victorian history."

Victoria Nikkei Cultural Society president Tsugio Kurushima is confident a rebuilt teahouse could serve as a commu-

nity facility. And he hopes the campaign will bring awareness to the story of 273 people with Japanese ancestry who lived in Victoria at the time of internment—none of whom returned after government restrictions were lifted.



Thousands of visitors came to Canada's first Japanese garden and teahouse, run by the Takata brothers, until their internment in 1942. Image: Library and Archives Canada.

Research coordinator, UVic historian and alumna Kaitlin Findlay said government records detail what one official called the "wanton destruction" of the popular tea gardens. Vandals and looters stole plants, broke furniture, demolished

Beck lectures celebrate 30 years of Icelandic literature

With lecture titles that include "Giants and trolls" and "Huldufolk" – Elves, Faeries," there is no shortage of intriguing material to entertain and inform admirers of Icelandic culture.

Over 30 years, the Richard and Margaret Beck lecture series on Icelandic literature has brought more than 80 different speakers to UVic to illuminate the writing and culture of the Nordic nation. Their disciplinary backgrounds have included writers, scholars and puppeteers.

Germanic and Slavic Studies chair Helga Thorson says for the past three years the University of Iceland has sent a guest professor to UVic for one semester each year under an agreement signed with UVic.

This year's visiting professor, Guðrún Björk Guðsteinsdóttir, who specializes in Icelandic Canadian literature, taught a third-year class in the fall on the legacy of Icelandic folklore.

She also gave three public lectures exploring Icelandic folklore, including the most recent on Nov. 25, which explored huldufólk and álfar, hidden people and faeries, which have captured the imagination of Icelanders and have become an important Icelandic Canadian identity theme.



Iceland's landscape has fuelled the country's folklore and captured the imagination of writers and visitors alike. Image: Andreas Tille.

COMMENT

A Gender Studies student shares how she uses her voice to heal and resist against violence

BY SAGE LACERTE

Hadih, Sage Lacerte Sahdnee
Loretta Madam s`loo
Paul Lacerte aba
Te be snaychalya injan
Lekwungen Keloh
Sigh gunna luchshiboo injan
yinkak dene keloh

Hello everyone, my name is Sage Lacerte. I am a Carrier woman from the Lake Babine Nation in North-Central BC, and currently stand as the national youth ambassador of the Moose Hide Campaign. Who has heard of the Moose Hide Campaign before? For those of you who haven't, the Moose Hide Campaign is a grassroots movement of Indigenous and non-Indigenous men and boys who are standing up against violence towards women and children in this country.

My sister and my dad founded the Moose Hide Campaign in 2011 when we were hunting along the highway of tears and she cried out, "I am so TIRED of having to tell people that violence is not love and it is not okay!" She was 16 at the time.

Wearing this moose hide signifies your commitment to honour and respect the women in your life, and is a sign of solidarity that acts as a bond, holding you accountable

to these responsibilities. If each moose hide sparks at least one conversation, then I truly believe our efforts are making a difference. To date, we have distributed more than 1.2 million squares of moose hide.

My job is to spread our message in a way that helps Canadians understand the pressing weight this issue poses on families and communities, across the country.

The Moose Hide Campaign values practicing intimacy in storytelling, so we don't have any fear or shame when we share our truths that often feel too real and hit close to home. My dad calls it "in to me see". Me too.

So I want to share with you how terribly shaken I feel when facing the reality that

**"Wearing this moose hide signifies your commitment to honour and respect the women in your life."
- Gender Studies student Sage Lacerte**

two of my own female family members have gone missing and been murdered.

My cousin's name is Jessica Patrick; her body was found near Smithers, BC, this September. She was 18 years old, and a mother.

Sometimes I feel fear because of my identity. I am a woman, visibly Indigenous, a young person, a student and I am far away from my home. These are all aspects of my

identity that contribute to a lack of safety echoed across our nation. Why not me?

The tool I am choosing to use as an act of healing and resistance of the atrocities... is my voice. As an Indigenous feminist, I am so proud to have the opportunity to stand in front of this community of change makers and facilitate a critical discussion about the issue of violence towards women.

The National Day of Remembrance and Action on Violence Against Women is about honouring victims of violence and is an opportunity for us to actively resist these injustices by offering ourselves as a source of good energy and unified power. Violence against women has a reverberating effect on

us as individuals, families, communities and nations.

To ensure that in the future women like my relative Jessica and her child

are treated with love, integrity and respect, we must continue to engage boys and men in dialogue about gender-based violence, and more importantly, ignite dialogue within ourselves that promotes curiosity and allows for personal growth and accountability to oneself and our communities.

I want to do an exercise that may help understand where we all come from and what we are doing this for. So I want to ask you to close your eyes or take space for yourself for a moment.

Try to imagine your mother. Her face. Now try to imagine your grandmother, and what she may have looked like at your age. Now imagine your great grandmother Your great great grandmother. All the way back to your first mother.

You can open your eyes. Occupying this deeply intimate space is so important. Breathing life into our foremothers will help ground us in the work that we are doing to advocate for the right to be treated with love, dignity, and respect.

Mussi cho.

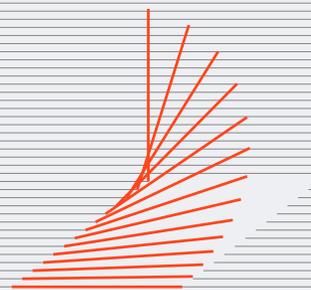
Sage Lacerte is a Gender Studies student. She gave this speech in December at UVic's National Day of Remembrance and Action on Violence Against Women.



Sage Lacerte is the Moose Hide Campaign's national youth ambassador. Image: Sage Lecerte.

e n r i c h

FUNDAMENTAL
RESEARCH AND
TEACHING
ABOUT WHAT IT
MEANS (AND HAS
MEANT) TO BE
HUMAN



h u m a n

d i g

n i t y

AND A
COMMITMENT TO
ENACT CHANGE
TO IMPROVE
CONDITIONS FOR
HUMANITY



Germanic and Slavic Studies alumna Chorong Kim poses with her father and fellow graduate, Dr. Chong Su Kim. Image: Jake Sherman.

Father-daughter duo finds home at UVic

You could call them a team. Chorong Kim and her father Chong Su Kim crossed the stage at convocation in November—Chorong to collect a Master of Arts and Chong Su to receive a PhD.

The father-daughter duo has cultivated an intellectual partnership that started with home-schooling and culminated with examining each other's academic papers at UVic. They have shared a few brown bag lunches along the way, as well as stressful moments as graduate students.

Chorong studied German fantasy fiction for young adults as part of her thesis in Germanic and Slavic studies, while Chong Su focused on political science, researching democratisation and social movements in South Korea and Taiwan.

"We both have very specific niches," Chorong says with a laugh.

Chorong was born in Germany, where her parents lived for seven years. Chorong's mother, Sung Hee Park, sought asylum in Germany from South Korea, where she was a student political activist when the country was under authoritarian control.

In 1998, when Chorong was five, they returned to a now democratic South Korea, but the family decided to home school their daughter. Chorong's mother instructed her on history and various other subjects, while her dad, who worked as a journalist in Germany, focused on teaching her English. Chorong grew up reading many books and developed an interest in German literature. The family moved to Canada when Chorong was a teenager. After a year of living in Vancouver, both Chorong and her dad decided to study at UVic.

"My parents and I stick together almost like a team," Chorong says. "Going to a different university would mean I might be separated from them."

At age 15, Chorong enrolled in biology at UVic and also studied German. Chong Su undertook a master's in political science. UVic was Chorong's first experience in a formal school system and her first time fully communicating in English.

"I was thrown into English-speaking society," she says.

Her dad naturally provided support, the two of them negotiating the demands of student life together.

"We would sometimes take the same bus or bump into each other at university. My dad often packed sandwiches for me," Chorong says.

Chong Su is grateful for the camaraderie his daughter found at UVic, especially in the Germanic and Slavic studies department, where Chorong would later pursue a master's degree.

"She met some excellent supervisors and her profs were very kind to her," he said. "I was glad she could find a second home at UVic." After two degrees each and nine years together at UVic, the Kims are ready to move on. Chorong hopes to study filmmaking further in the future. (She won best student documentary film at the 2016 Montreal World Film Festival.)

And Chong Su plans to continue his research and apply for teaching positions, working to fulfill a goal Chorong remembers her dad talking about when she was a girl.

"He has been a wonderful teacher and I feel so proud of him," she says. "I hope he can continue to pursue his childhood dream to teach and inspire others as he was inspiring to me."

The other third of the team, Sung Hee Park, may be most relieved her husband and daughter are leaving the tribulations of student life behind.

"There was an air of stress in the house," Chorong says. "She was so patient with both of us."

HUMAN DIGNITY

Award honours connection

History Professor Elizabeth Vibert was honoured in April with a UVic REACH Award for Excellence in Knowledge Mobilization for her work on *The Thinking Garden* project.

Vibert’s long-term study of a women’s cooperative farm in rural South Africa—made with director Christine Welsh and other collaborators into an award-winning film that has been screened on five continents—tells the inspiring story of resilience in the face of poverty, drought and HIV/AIDS. Vibert gave a moving speech about the collaborative nature of her work when accepting the award.

“Our culture valorizes the heroic individual. The women at the farm, on the other hand, emphasise our interconnectedness. They have a concept for it, *xilo xinwe*, which means, essentially, that we are human through our relationships with others, living and dead, human and other-than-human,” Vibert says.

“If we lose sight of *xilo xinwe*, bad things happen: big men forget their place; we waste our shared goods; we get sick from having too much. I like to think *xilo xinwe* made our film.

“During our years together the women have trained me to listen. If we actively and ethically listen to our research participants – be they living humans or points in a data set – they may have stories to tell us that challenge what we think we know. When we’re open to those stories, we’re open to change – and maybe the world with us,” she said.

History alumna Kaitlin Findlay was also honoured with a REACH award for teaching excellence award for graduate students. “Kaitlin’s support,” one student wrote, “sent me on an academic trajectory that I hadn’t imagined possible.”



Elizabeth Vibert and Kaitlin Findlay were among REACH award recipients. Image: Supplied.

Top marks for Jubilee winner



Gender Studies student Emily Wiesenthal earned the faculty’s highest grade-point average in 2018.

Image: Chorong Kim.

Intellectual excellence and a strong commitment to social justice have earned graduating Gender Studies student Emily Wiesenthal the Jubilee Medal in the Humanities.

The medal, given for the highest grade-point average in the faculty’s graduating class, was awarded at UVic’s spring convocation for the Faculty of Humanities.

“It’s very unexpected and very exciting,”

challenges students in ways other areas don’t. Gender Studies asks you to engage with big ideas and big theories, but also to confront your positionality in them and the ways those things are implicated in daily life,” she says.

Throughout her studies, Wiesenthal volunteered for a range of organizations, including UVic’s University 101 program, the Active Start Special Olympics Pro-

.....

“I want to combine my passion for social justice and health to pursue a career in health care.”
- Jubilee Medal winner Emily Wiesenthal

Wiesenthal says. “For me it affirms the experience I had here. I had the chance to work under so many brilliant scholars and I had such a great experience.”

Wiesenthal grew up in Gimli, Manitoba, but her family has since moved to Squamish. She won a prestigious Loran scholarship, a four-year national award which is granted based on character, service, and leadership potential, to pursue her studies at UVic.

In her first-year, Wiesenthal was immediately drawn to Gender Studies, which she called a “dynamic discipline.”

“It’s a rigorous academic program; it

gram at UVic, the City of Victoria Youth Council, and Women’s Shelters Canada.

Wiesenthal says she is excited to put her Gender Studies education to good use and plans to become a doctor. As part of her bachelor degree, Wiesenthal took science classes and says she was excited by the intersection between health and power, as well as identity and equality.

“In the future I want to combine my passion for social justice and health to pursue a career in health care,” she says

For now, Wiesenthal plans to take a year off to work on community initiatives with the Victoria Foundation.

Demystifying *mindfulness*

For the past three years, Humanities Dean Chris Goto-Jones has been teaching an online course called Demystifying Mindfulness. More than 86,000 students have completed the massive open online course (MOOC), which is offered by Leiden University in the Netherlands through Coursera. Here, Dean Goto-Jones talks about the problem of defining mindfulness and the university's responsibility to make people's lives better.

What drew you to the concept of mindfulness?

So, I guess my interest in mindfulness emerged from several directions at once. One of them is simple and rather autobiographical – I became interested in meditation when I was a teenager as a side-effect of being interested in the martial arts. By the time I was about 20, I'd been to Japan to train a few times, and had become interested in Buddhism. Over the years, I practiced meditation at a number of temples in Japan, spending an extended period in one while working on my PhD.

My PhD was one of the other ways I became interested in mindfulness, since I was working on Buddhist-influenced, modern philosophers in Japan who were themselves interested in the philosophical status and meaning of meditation and 'pure experience.' I traced their tracks through some of the temples in which they practiced, and began to get a sense of the essential, experiential connections between theory and practice.

But I guess my connection with 'mindfulness' in its contemporary usage came more recently, as I explored some of the ways in which mindfulness qua technology might be valuable to students, staff, and faculty – for people in high-pressure, high-stress environments around me. So I trained as a therapist and started to develop new courses for students that explored both philosophy, history, and practice of 'mindfulness' in various cultural traditions.

In the course's introductory video, you say that tens of millions of people say they practice mindfulness in North America alone. "Mindfulness seems to be whatever we need it to be." Given what you said here, how would you define mindfulness?

I don't define it. I think the quest to package up mindfulness into a simple definition that can be bought and sold is

part of the dilemma of the marketization of mindfulness, albeit also driven (often innocently) by scientists who seek to construct a definition that enables its convenient quantification. Measuring mindfulness has become something of a fetish, as though the cultivation of mindfulness is akin to winning points in a videogame. Indeed, there are attempts to gamify 'mindfulness'...



I'm deeply uncomfortable with the conceit that we've suddenly become able to define in a couple of sentences a practice or quality of experience that has been contested and debated and illuminated across thousands of years in dozens of cultures in myriad contexts. To me, this just seems vulgar. For me, mindfulness isn't something to be defined as much as it is something to be experienced and explored. Of course,

there are lots of things that aren't mindfulness, but mindfulness itself seems to refer to a spacious landscape that takes in forms and qualities of attention, intention, awareness, compassion, discipline, and acceptance. Quite often, we cultivate it through meditation techniques, but not always, and not necessarily.

What do you gain from the experience as a dean and professor?

I guess I'm one of those strange professors who believes that the university has a responsibility to help make people's lives better and to contribute to the well-being of society as a whole. So, in this particular case, it seemed pretty clear to me that monetizing mindfulness was creating incentive structures that worked to destroy the essential meaning and power of mindfulness itself, such that vulnerable people could be exploited.

So, providing a course for free that could help people navigate these issues seemed to be the only option – indeed, it was the basic principle that our team used during the development of the course. We were very lucky that Leiden University believed in the course and its ethos strongly enough to invest resources into making it possible. When you read the feedback from the students, it's clear that the benefits are non-trivial too.

Do you practice mindfulness?

I do have a regular meditation practice, which I find supportive... It's important that we can find strength in the things we do, rather than in things we're not doing.



More than 86,000 students have completed Dean Chris Goto-Jones' online course on mindfulness. Image: Chorong Kim.

COMMENT

Our faculty's Teaching Excellence Award winner reflects on her lesson in human rights education

BY ASSOCIATE PROFESSOR CHARLOTTE SCHALLIÉ

I have been asked to say a few words about my teaching philosophy. Therefore, I would like to briefly talk about my approach to Holocaust teaching and learning.

Whereas I used to examine the Holocaust through a forensic lens focusing on the psychology of perpetrators, my emphasis has shifted more recently situating the history of the Shoah within the context of current human rights concerns.

But what does teaching and learning about and for human rights mean? Learning about human rights teaches us about the responsibility of states and of civil societies to resist systematic acts of oppression. Moreover, learning about human rights teaches us to respect, defend and enforce human rights protection. It is all about—I am quoting Hannah Arendt —“The Right to Have Rights.”

Learning for human rights in Holocaust education contributes to a critical engagement with social justice and activism encouraging students to fight hatred and racism in today's world.

Pedagogically, a human rights-centered approach fosters peer-to-peer mentoring in a communal and collaborative learning environment. In Holocaust education, this environment does not just include theoretical scholarship but also encom-

passes remembrance initiatives as well as field study. At heart, teaching and learning about and for human rights is an inter-relational, interactive, and dialogical process that includes survivors, practitioners, educators, scholars and students.

Three years ago, I teamed-up with an 80-year-old energetic Hungarian Holocaust child survivor. Earlier this year, we visited the United Nations International School in New York City where we were invited to speak to about 120 students who were between eight and 12 years old.

My partner, Agnes Hirschi, and I were asked to talk about a great humanitarian and defender of human rights: Swiss vice-consul Carl Lutz, Agnes' stepfather, who spearheaded the largest civilian rescue operation during World War II.

During my part of the presentation, I was eager to point out that Carl Lutz's rescue mission was an effective example of how we can provide humanitarian assistance under impossibly difficult circumstances. I also told our young audience, although gently, about the Shoah and the so-called Final Solution. Following my presentation, Agnes would recall what it was like to survive in hiding throughout the siege of Budapest in late 1944 and early 1945 until the Red Army was finally able to liberate the city. Agnes, who was

six-year old at that time, vividly remembered the bombing of Budapest, and the unlikely circumstances of her survival.

After we had finished our joint presentation, the students were encouraged to ask questions. I, the historian, noticed that most of the children only wanted to speak with Agnes. Although they showed a keen interest in Carl Lutz, they were curious to find out more about the six-year-old version of Agnes. For them, none of the many intricacies of Carl Lutz's rescue mission mattered. The students cared about Agnes' survival in Budapest; they asked if young Agnes was hungry, if she was safe in hiding, and—more than anything else—the students wanted to know if she felt loved by her father who was no longer with her.

What resonated most deeply for those students was how the person who stood in front of them, Agnes, retained and expressed her own humanity during the Holocaust. Some of my colleagues might caution that these young children were simply unable to comprehend the extreme degree to which the Nazi perpetrators and their collaborators committed massive human rights abuses. As a result, the children's questions might be interpreted as naive. I beg to differ. The children were politely attentive during my presentation, but they were absolutely captivated by the power of Agnes' storytelling. Throughout the Q & A period, they showed a profound level of empathy with Agnes and a willingness to connect with her on a very personal level.

These young children intuitively practiced human rights in action: they understood that all human beings—foremost those who have been subjected to extreme humiliation and degradation, deserve to be respected and treated in full recognition of their humanity.

This observation proved to be the most meaningful and transformative teaching lesson for myself. What I learned from Agnes and the children at the United Nations International School is that Holocaust education can be an effective and potentially powerful tool for human rights education.

Charlotte Schallié is an associate professor in Germanic and Slavic Studies.



Associate Professor Charlotte Schallié, 2018 Teaching Excellence Award winner. Image: Chorong Kim.



Tamara Napoleon, 2018 Faculty of Humanities Distinguished Alumni Award winner. Image: UVic Photo Services.

HOLD strong

BY BEN WAG

Gender Studies alumna Tamara Napoleon has some advice for UVic students: hold strong to what you believe.

The 2018 Distinguished Alumna for the Humanities has led a trailblazing career in law, which she says is grounded in her undergraduate degree in Gender Studies. Napoleon's accomplishments include being the sole Indigenous female business law solicitor at the international law firm Gowling WLG and among a handful of Indigenous solicitors in Canada.

Her journey began nearly 20 years ago at UVic. At the time, Napoleon was unsure of what she wanted to pursue as a career.

"I was experimenting with a broad range of classes in the faculties of Humanities," she says. "Before I ended up having the opportunity to actually engage in the practice of law, I thought that I would end up in the academic realm."

This period of exploration proved beneficial for Napoleon, who decided to major in Gender Studies and take a minor in sociology.

"It was a great opportunity to look at my own opinions and stances while focusing on exploring my own identity as an Indigenous feminist," she says.

Napoleon harnessed her passion for debate and social justice and enrolled in a series of formative co-ops, including at

Human Resources Development Canada (HRDC), where she had the opportunity to work in the gender policy analysis division. Napoleon graduated from Gender Studies in 2004. She then applied and was accepted into law school at UVic. There, her experiences as a summer student helped her recognize that she "loved the rhythm of law." Important changes in the Canadian legal system at the time catalyzed her interests in contracts, taxation and Indigenous rights.

"There was a big shift starting to happen within the practice of Aboriginal

unconventional path. "In doing Gender Studies, law, and then going into the area that I have chosen, they've been non-traditional or outside the norm either academically or within law," she says.

Her advice for students with a unique trajectory? Don't give up.

"Perseverance is a great skill that I learned from Gender Studies. Having something that you're passionate about can drive you a long way," she says. "Always hold strong to what you believe, and ensure that you're finding fulfilment in what you're doing. It will serve you very well in continuing on."

Despite her accomplished career, Tamara is not content to rest on her laurels. She

sits on the board of the Aboriginal Mother Centre and is a member of the First Nations Women Advocating Responsible Mining and 4 Evergreen Resources. She is a former board member of Vancouver Native Health Society and The Justice Institute of BC.

"My plan is to continue to challenge myself and be fulfilled as I continue along in my career and ensure that it matches my own political and moral beliefs," Napoleon says.

Napoleon was honoured at a special dinner and awards ceremony on Feb. 5, along with her husband, Merle Alexander, who received the Faculty of Law's distinguished alumnus award. Napoleon also visited a Gender Studies class at UVic.

"Having something you're passionate about can drive you a long way." - Distinguished alumna Tamara Napoleon

law," she says. "Communities were really starting to exercise their economic power."

Napoleon, who is from Saúlteau First Nations in Treaty 8 Territory, proudly draws on her heritage in her professional practice. Her areas of expertise include economic development, corporate structuring, Indigenous governance and natural resource regulations.

"I knew I wanted to work in Aboriginal law and I didn't see the point in not advertising my own background and interest," she says. "I think Gender Studies gave me the tools to be a lawyer in terms of having a feminist mindset and spending years critically thinking."

While she has had success, Napoleon acknowledges the difficulties of her

COMMENT

‘Humanity is my tribe’

BY CANADA RESEARCH CHAIR & ASSISTANT PROFESSOR NEILESH BOSE

Pittsburgh rarely makes headlines in Victoria. It usually appears when its world-class medical facilities are referenced by heart surgeons, when its locally beloved football team, the Pittsburgh Steelers, win yet another NFL championship, or when on occasion the *New York Times* or other major news outlets report on its friendly people and charming neighbourhoods.

Besides steel and football, Pittsburgh is also a city of large, globally situated universities. It is at one of these universities—the University of Pittsburgh—that I studied as an undergraduate student and encountered a world outside the woods of southwestern Pennsylvania. It was there that I studied African literature and first encountered the writings of the great Nigerian playwright Ola Rotimi.

One memorable discussion focused on Rotimi’s signature work, *The Gods Are Not To Blame*, a post-colonial West African adaptation of Sophocles’ Oedipus Rex. During these discussions I heard the phrase “Humanity is my tribe,” referring to Rotimi’s words in a 1975 interview.

I recall having those discussions, now nearly 20 years ago, while in the protective shell of the Cathedral of Learning, a few blocks down the street from Squirrel Hill, the neighbourhood where the October massacre of 11 members of the Tree of Life synagogue occurred.

These simple and hopefully self-evident words — “Humanity is my tribe” — are sentiments I convey to my students, where I now teach global and comparative history at the University of Victoria.

Pittsburgh maintains a reputation for being one of the most livable cities in the United States. I now live in Victoria, known to the world for its natural beauty and quiet lifestyle. Neither place is usually known for violent anti-Semitic acts.

As David Shribman, the executive editor of the *Pittsburgh Post-Gazette*, and many others have mentioned, this is not the Pittsburgh we know. It doesn’t happen in this kind of place.

Victoria, now my home, hides behind its façade a long history of dispossession, violence against Indigenous peoples, racism and, as well, a history of anti-Semitism, such as anti-Semitic posters found on UVic’s campus last year and instances of local Jewish congregations receiving hate

mail. Pittsburgh’s image as one of the most livable cities in America also hides a history of racism, police brutality, and recent murders and attacks on minorities.

As a historian of globalization, I have found that all the world’s a stage for so much conflict that it is difficult to keep it all straight. As long as we live on the traditional territories of the Songhees, Esquimalt, and WSÁNEC peoples, the legacy of colonialism is alive and impossible to miss.

The violence in Pittsburgh reminds all of us that hatred, bigotry, racism and all the violence associated with such positions have yet to wash away with the tide of history. When we ask about why and how events happened in killing fields that appear so far away, we are compelled, without a doubt, to ask why it is happening now, here and among us.

Around the world, before and during the rise of U.S. President Donald Trump, proposals for Brexit, the election of reactionary nationalists in India, the Philippines, Brazil and many more places, localized acts of violence have arisen.

Rabbi Harry Brechner, at a vigil at Victoria’s Jewish Community Centre, said an attack on Jews is not an attack on one group, one community or one religious formation. It is an attack on all humanity. Whether in Pittsburgh or in Victoria, when these attacks occur, the largely heartfelt responses—in our neighbourhoods, homes, on campuses or at local places of worship—showcase the resilience, love and hard work that happen every day without news cameras or journalists taking note.

As horrific events seem to happen at a pace faster than we have the ability to comprehend, the local remains a tangible sanctuary not for one, but for all. These local spaces must be protected and preserved.

Yes, violence, racism, anti-Semitism and much more occur in places such as Pittsburgh and Victoria. They show us, though, that as much as that happens, locals get together across spaces of difference, to heal and do the hard work of getting on with life when nobody out there is noticing.

It is in these moments when nobody has to be taught that humanity is our tribe. It is shown in our actions.

Neilesh Bose is a Canada Research Chair in Global and Comparative History. This article was published in the Times Colonist.

Hispanic & Italian marks 50 years



Rosa Stewart serves up some special cake at the department’s golden anniversary party. Image: Dan Russek.

For 50 years, the Department of Hispanic and Italian Studies has been opening doors to new cultures and experiences for UVic students.

Teaching Professor Rosa Stewart, the department’s longest-serving member who has taught Spanish to thousands of students over the past 30 years, says they are helping build global citizens.

“We teach students a skill, it is something they can take with them forever,” Stewart says.

“Spanish will open the door to many communities, not just the 21 countries where Spanish is spoken, but also our neighbour the US, where it is the second language.”

In October, the Department of Hispanic and Italian Studies celebrated its 50th anniversary at the Baumann Center in Victoria, a lively “fiesta” with music, dance, refreshments and cake.

Open to students, alumni, past faculty and community members, the gathering provided the chance to reconnect old acquaintances and share memories.

Stewart says the department’s robust study abroad programs have proved life-changing for many students.

Since 2003, students have had the chance to learn in Spain, Mexico, Ecuador, and Italy.

Notable department alumni include Ashli Akins, who founded the non-profit initiative Mosqoy, which has collaborated with Indigenous Quechua communities of the Peruvian Andes since 2006 to support education and fair-trade.

“How wonderful for us to send out representatives of our community to work in the world,” Stewart says.

“We’re so proud of young people who have come through our halls.”

i n s p i r e

i n n o

FUNDAMENTAL
RESEARCH AND
TEACHING ABOUT
MULTIFARIOUS
MODES OF HUMAN
EXPRESSION

v a t i v e

e x p r

e s s i o n

INCLUDING THE
FULL PLURALITY
OF MEDIA, AND A
COMMITMENT TO
CREATIVE
INTERVENTIONS
IN SOCIETY

INNOVATIVE EXPRESSION

Graphic novels shake up Holocaust stories

Graduate student Paige Thombs believes in the power of graphic novels—to teach as well as entertain. A long-time fan of the medium, Thombs had the opportunity to travel to Germany in November to attend an international seminar on visual storytelling held at a former Nazi concentration camp for women.

“I have long believed graphic novels are an amazing way to educate people,” Thombs says.

“What I love about them is you can get somebody interested in a topic that someone previously had no interest in.”

UVic Germanic and Slavic Studies professor Charlotte Schallié co-organized the event, which brought a team of Holocaust scholars, graduate students and visual artists from Canada, France, Greece, Germany and Israel together to examine how graphic novels can be used for Holocaust education. The event took place at the Ravensbrück Memorial, 90 km north of Berlin. Some 130,000 women passed through the gates of the former all-female concentration camp from 1939 to 1945, including those the Nazis deemed to be “deviant women” such as communists.

“It was extremely meaningful for us to go to this place because it brought out a lot of tensions and anxieties,” Schallié says

At Ravensbrück, the group, which included five UVic graduate students and faculty members, stayed at the SS guards’ former sleeping quarters, since converted into a hostel. They were also given access to Ravensbrück prisoners’ artwork, which the



UVic students and staff travelled to Germany to a former concentration camp for women to participate in the workshop. Image: Charlotte Schallié.

group used to inform their discussions on Holocaust education. German illustrators Tine Fetz and Sophia-Louise Hirsch gave insight into developing graphic novels and guided participants in creating their own collages.

Thombs, who is completing a MA in history and cultural, social and political thought, said the experience was exhausting but rewarding. “It was quite profound to get to the point where we could find commonalities and understand difference,” she says.

FrankenWeek brings Shelley’s creature to life



Lindsey Seatter says *Frankenstein* raises questions that are still relevant today. Image: Jake Sherman.

English PhD student Lindsey Seatter was the brains behind UVic’s FrankenWeek, which celebrated the 200th anniversary of the publication of Mary Shelley’s seminal novel *Frankenstein; or, The Modern Prometheus*.

FrankenWeek, which ran from Oct. 28 to 31, examined the history, text, themes, and performance of Shelley’s *Frankenstein*. Events included a livestream of the novel from Washington, DC, film screenings at Cinecenta, digital scholarship workshops, and a special UVic Libraries exhibit exploring the novel’s inspiration and legacy.

Seatter first read *Frankenstein* in an

undergraduate class and immediately noticed the characters’ complexity.

“I continued reading and writing about Shelley through my master’s degree and into my doctoral studies, where my research now focuses on Romantic women writers,” she says.

She said Shelley’s novel sparked a legacy of horror and science fiction that can be traced in popular literature, movies and stage productions today.

“The novel wrestles with the impacts of technology on humanity,” she says. “In our own digital age with smartphones and artificial intelligence, these questions are pertinent.”



Grad teaches bot to write

Around the time Tiffany Chan started training a bot to write like a little-known Victorian writer for her English master's thesis, Harry Potter came up in the news.

A company had trained a bot, also known as a web robot, to write in the style of JK Rowling after feeding it all seven Harry Potter tales. The resulting chapter, which included memorable scenes such as Ron eating Hermione's family, caught the media's attention.

Chan approved of the imaginative project. Bot writing experiments have been around for a long time, she says. And Chan, an English student with no formal computer science training, was in the midst of her own attempt to deconstruct the very text other students would be studying.

"In some circles of literary studies, the text is like a sacred thing and you're not supposed to mess with it," she says.

"I like messing with things so it's appropriate."

Chan was training her bot to write like Grant Allen, a nineteenth-century writer who produced more than 30 novels, including his own technology-focused work, *The Type-Writer Girl*, which, among other things, explored the influence of typewriters on authorship and the production of literature. "What is the role of the machine in relation to a human author?" Chan asks.

"I see a connection between how the type-writer impacted writing in the nineteenth-century and what bots are doing in the twenty-first." Chan used an artificial neural network, modelled loosely on the form and behaviour of human brains, to generate text in Allen's style.

To do that, she had to "train" the software by feeding the bot 31 of Allen's books, which Chan found on the free Project Gu-

tenberg site. The bot, in turn, analyzed patterns in the text and constructed a model of that data. It was then able to generate new text imitating those patterns. The results are often absurd—and sometimes accidentally profound. Chan says when she was starting out, she would "feed" the bot phrases. When asked about the meaning of life, for example, the bot answered as follows:

"The meaning of life is so understood in silence. She was a living of the first moment in the sea before her soft complete instinct to her own dear old American window."

Chan was amused. "The first sentence seems almost vaguely deep," she says. "And then you get random affection for a window." In the end, Chan's bot wrote 10 paragraphs in Allen's style although she says it was mostly gobbledygook.

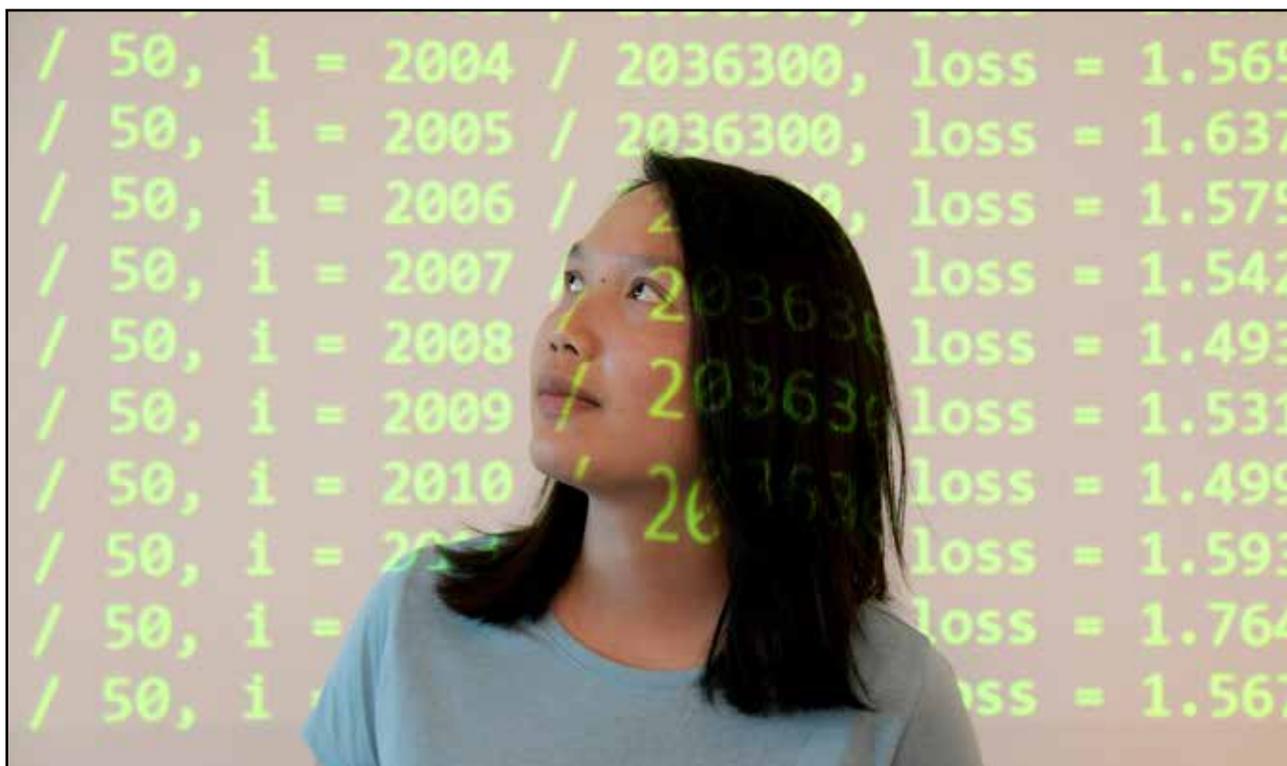
"I was 22 and without employment," bot-Allen wrote. "I would not say by this that I was without occupation. But the idea of his father was over, the wind was a nestful catch."

Chan may not have succeeded in producing text worthy of Allen's name, but she did impress her thesis supervisor, English professor Jentery Sayers, who says Chan had reimagined the form and content of graduate work.

"I believe Tiffany is the first student in Canada to build and submit a literature bot for their graduating master's project," Sayers says. "You can not only read her argument but also 'execute' or 'run' her research. It's incredible."

Chan, meanwhile, doesn't think bots will be replacing human writers of literature any time soon. "What stands out to me, both in my own work and in the Harry Potter bot, is that we find bot writing delightful precisely because it's so absurd and different from what we would expect a human to say," she says. "I think of it more like a collaboration between human artist and machine."

English MA
graduate
Tiffany Chan
trained a bot
to write like
nineteenth
-century writer
Grant Allen.
Image:
Chorong Kim.



INNOVATIVE EXPRESSION

Summer camp offerings grow

From *Aventures en Français* to *Godesses and Gladiators*, the Faculty of Humanities organized a suite of French immersion and English language day camps over the school year for children aged six to 13.

Held in October and November, the camps gave parents an educational and fun way to keep their children occupied on professional development days during the school year.

Organizer Stephen Ross says the day camps build on the strength of the summer French camps, which brought 85 children together for three weeks in July to participate in activities including book-making at UVic Libraries, African hand drumming, karate workshops, weekly movies, field trips to the Shaw Centre, Mystic Vale and Gyro Beach, as well as crafts, games and activities.

The faculty also teamed up with Science Venture for a second year to run two week-long summer camps for students aged 12 to 14 in July. The theme of 2018's camp, called *Text Bytes*, was communication through time.

Text Bytes facilitator and philosophy alumnus Harmony Ezeuko says campers explored the lifestyle of Romans in the Middle Ages and various means of communication, including writing with a quill pen, linocut print making, book-making, filmmaking, Twine storytelling and creating memes and zines.

"It was highly educational, but it was that sort of education where you were having so much fun you didn't even realize you were also learning," Ezeuko says.

Email scamps@uvic.ca for details about 2019's camps or visit uvic.ca/scamps.



The theme of 2018's Science Venture *Text Bytes* camp was communication through time. Image: Chorng Kim.

Archeological illustration



Greek archaeologists rely on the detailed renditions that illustrators produce. Image: Brendan Burke.

Greek and Roman Studies alumna Tina Ross brought her tools of the trade—calipers, gauges, graph paper, and pencils—to UVic in November to teach an introduction to archaeological illustration workshop.

Ross, who graduated with a master's degree in Greek and Roman Studies, with an emphasis on Greek archaeology, illustrates detailed, to-scale interpretations of ancient artifacts.

She works on excavation sites in Greece, Cyprus and Turkey and is involved in numerous projects as chief illustrator, including the department's excavations at Eleon in Greece and previously at Gordion in Turkey.

She has also illustrated many of the recent discoveries from the unlooted Griffin Warrior Tomb from Pylos, including a 4,000-year-old seal featured in *The New York Times*. "The amazing thing about my job is

you get to hold onto these pieces and look at them," Ross says.

Unlike other professions in which digital technology has replaced traditional methods, Greek archaeologists rely on the detailed renditions that illustrators produce. She said it was essential students understand the basics of archaeological illustration

if they want to work in the field.

"It's a very technical field so luckily, if you're not overly artistic, you just have to take more measurements," she says.

Greek and Roman Studies chair Brendan Burke says this is the second drawing workshop the department has hosted (the last one held in 2012) and both times it was

over-enrolled.

"Students from art history, anthropology and Humanities recognize that courses in archaeological illustration are very valuable but difficult to find," Burke says.

"Tina has made great use of her skills and training and we were really happy she was able to come back to UVic."



Greek and Roman Studies alumna Tina Ross travels the world documenting archaeological artifacts. Image: Tina Ross.

'Un-paper' sparks creative work

History Professor Rachel Cleves offered students in her second- and third-year American history classes an unusual assignment in the fall term, what she called an "un-paper".

Students were instructed to engage with historical material in an unconventional fashion, be it through music, story, multimedia or visual art.

"The students produced some phenomenal work," Cleves said.

Here are few highlights from those who submitted visually creative works.



Emma Toporowski painted Frederick Douglass & Sojourner Truth (above). For her work, she drew inspiration from artists Kehinde Wiley and Amy Sherald, the first African Americans commissioned to paint official portraits of former American president Barack Obama and former first lady Michelle Obama for the National Portrait Gallery. History Professor Rachel Cleves says Toporowski's work calls attention to the importance of the black portraiture tradition within abolitionism.



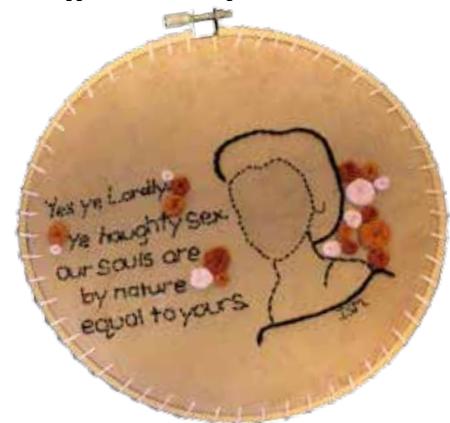
Jordan Kerr painted a water color of Peggy Shippen Arnold (above) filled with 95 quotations about her. Kerr portrayed Peggy alone, not in relation to her husband or children, as a powerful woman in American history. The blended & stippled reds & blues speak to themes of nation.



Breanne Pearson's work (left) was inspired by contemporary cross-stitchers who design colonial-inspired patterns. She chose this Nantucket theme because it connected to course themes about settler appropriation of indigenous land, and to women's history.



Student Robyn Page was inspired by feminist cross-stitch to fashion a portrait (right) of Judith Sargent Murray with an inspirational quote. Mikayla Calabretti, who learned embroidery from her grandmother, recreated a traditional Martha Washington pattern (left).



INNOVATIVE EXPRESSION

Cash memorabilia inspires exhibit

English PhD student Samantha MacFarlane was the creative force behind an online UVic Libraries exhibit about legendary country singer Johnny Cash.

The exhibit, “Volatile Attractions: Saul Holiff, Johnny Cash, and Managing a Music Legend,” explores Cash’s partnership with Canadian businessman Saul Holiff, who managed Cash’s career from 1961 to 1973. The exhibit, which was launched in June, highlights materials from the archives and presents letters, diaries, journals, a memorabilia-and-photo scrapbook, audio recordings and rare photos of Cash.

MacFarlane worked with archivists, librarians and libraries systems staff to develop the online exhibit.

“Designing the digital exhibit for the Holiff Family archives was an immersive and rewarding experience. I’ve had the good fortune to do archival research for my dissertation before, so I was thrilled at the prospect of working in the archives at UVic, especially once I began to acquaint myself with the items in the collection,” says MacFarlane.

MacFarlane found studying the material to be very rewarding given the discovery aspect of working with archives. Using an open-source digital exhibit platform, she was able to conceptualize, design, research and write an overview of Holiff’s life using source material to populate the web pages.

MacFarlane’s approach to the project was meticulous: first, she examined all the items in the collection, and then hand-picked ones to suit the arc of the narrative, mindful that they



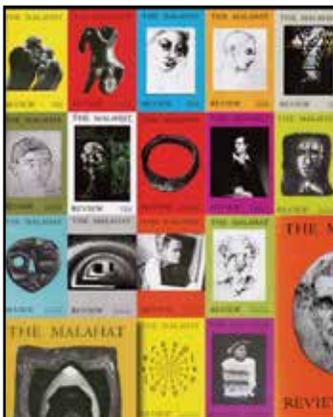
English PhD student Samantha MacFarlane was the creative force behind an online UVic Libraries exhibit about country legend Johnny Cash. The exhibit attracted significant media interest. Image: Lisa Abram.

should also be representative of the Holiff Family archives as a whole.

“It’s been an invaluable learning experience. Curating an exhibit requires thorough knowledge of the material, careful planning, and a lot of collaboration with experts in archives, digitization and digital scholarship, metadata, and programming. We want to make sure the user experience is the best it can be.”

The collection of one-of-a-kind documents is now available to anyone who wishes to delve further into Holiff’s life, his influence on Cash’s career, and the history of the music industry.

New editor appointed to lead iconic literary journal



Professor Iain Higgins has taken on the role of editor for *The Malahat Review*.

The *Malahat Review* has a new editor: long-time editorial board member Iain Higgins will lead the prestigious literary journal for the next three years.

Higgins, a writer, translator, critic and professor in the Department of English, will oversee the internationally known publication, which has been housed at the university since its inception in 1967 and celebrated its 50th anniversary.

The quarterly magazine features contemporary Canadian and international works of poetry, fiction, and creative non-fiction as well as reviews of recently published Canadian literature. It has been a springboard for some of the most recognizable names in Canadian publishing.

“I’m excited to take on the role,” Higgins says. “I’m honoured to maintain the editorial legacy

of *The Malahat* and to continue to work with the boards to publish excellent writing.”

A committee drawn from members of *The Malahat*’s boards for fiction, poetry and creative nonfiction chose Higgins as the successful candidate, making him the magazine’s seventh editor.

Higgins’s books include *Then Again*, a poetry collection; *The Invention of Poetry*, a translation of Polish poet Adam Czerniawski’s selected poems; *The Book of John Mandeville*, a translation of a fictional medieval travel book about the East; and the academic study *Writing East: The “Travels” of Sir John Mandeville*.

Founding editors Robin Skelton and John Peter, then professors in the Department of English at UVic, established the journal in 1967. *The Malahat* has had six previous editors over its lifetime.

Co-op puts Courtney on new career path



Hispanic Studies student Courtney McDonough was interviewed during the Canada 150 celebrations about what it means to be Canadian as part of her Parks Canada co-op. Image: Courtney McDonough.

The stars aligned for Courtney McDonough when she decided to apply for co-op one summer at Parks Canada.

Calgary-raised, McDonough wanted to return to her home province for the summer after studying Hispanic Studies at UVic. She thought being in the mountains would be nice, and so threw her hat in the ring for a co-op position in Banff with the government agency's external relations department. The move paid off.

"I wanted some real world job experience. I wanted to have a co-op for summer. And the stars aligned," she says.

McDonough ended up completing two four-month co-op placements with Parks Canada. During her co-op, McDonough had the opportunity to take part in a wide range of activities. She worked on marketing strategies, as well as with the media relations team.



McDonough took part in a photo shoot for her co-op. Image: Parks Canada.

She processed applications from people who wanted to film at Banff National Park. And she had the chance to take part in Canada 150 celebrations at Ya Ha Tinda Ranch. Most special, was the chance to witness and educate people about the reintroduction of bison to Banff National Park. McDonough travelled with the Parks Canada outreach team to speak to farmers about the release of free-roaming bison into the park after a century of absence.

"I got to travel, I got to talk about bison. I learned about the ecosystem. And I got to share that knowledge," she says. "I felt really lucky."

The whole experience has set McDonough on an unexpected career path in public relations, one she hopes to eventually combine with her Spanish-speaking skills and knowledge of Latin American cultures. McDonough, who

is in her fourth year of Hispanic Studies, plans to apply to graduate school to study public relations further.

"My co-op experience really complemented my studies. It allowed me to acquire skills I otherwise wouldn't have."

Humanities co-ops on the rise in 2018



French major Lexi Mills' co-ops took her from the BC Legislature to international bookseller Abe Books.

The number of students who gain work experience while they study has nearly tripled in recent years in the Faculty of Humanities.

Associate Dean Academic Lisa Surridge says Humanities students completed 128 work placements in 2018, up from 47 in 2014. In 2018, 111 Humanities students joined the program, bringing the total number of students in co-op and work study to 186.

Most of these placements were in the government, non-profit, and private sector settings.

"We are thrilled to have a very well established and growing co-op program in Humanities here at UVic," Surridge says.

"Co-op is an extremely effective way for Humanities students to bridge between university and a career."

Students have a chance to test-drive various careers through co-op, while gaining work experience and earning a wage that averages \$2500 a month.

"It provides them with current work experiences and references in jobs closely related to their fields," Surridge says.

Students can choose between doing co-op as they go through their degree (one placement per year in their second, third and final year) or all in a burst at the end.

"Either is a very effective way to set yourself up for the job market," she says.

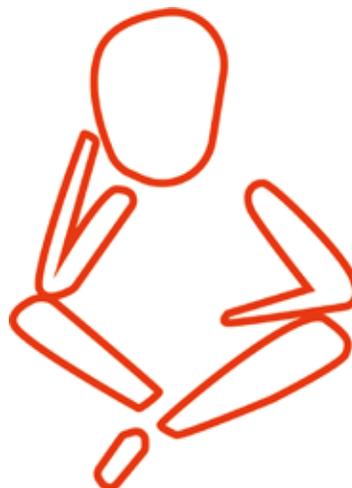
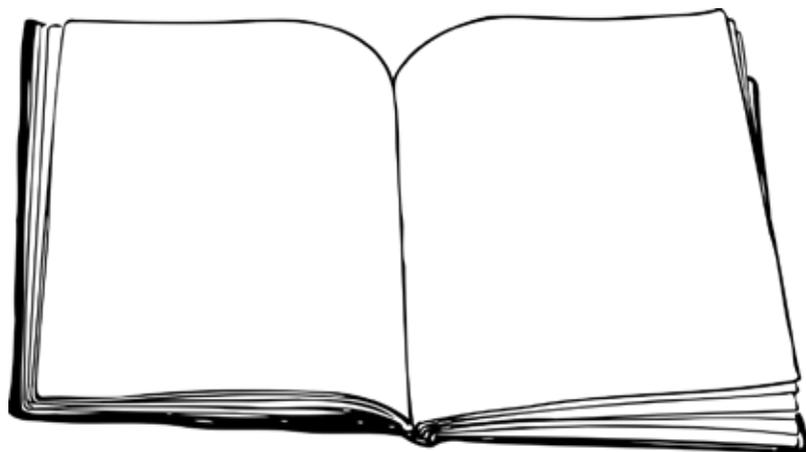
Philosophy and history student Esther Walsh went to Vietnam where she spent three months working with disadvantaged youth at KOTO (Know One, Teach One), a hospitality training program.

French major Lexi Mills completed twelve months of back-to-back co-op work terms that took her from the BC Legislature to international bookseller AbeBooks.

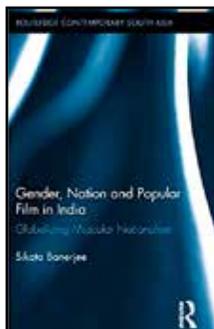
"You're going to gain skills that will help you for the rest of your life," she said.

HUMANITIES RESEARCH AT A GLANCE

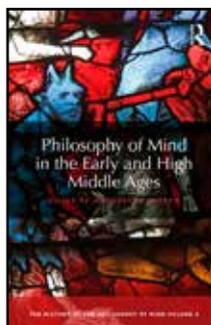
Faculty books published in 2018



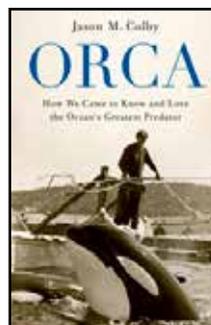
Nicholas Bradley,
English



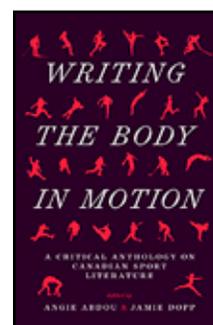
Sikata Banerjee,
Gender Studies



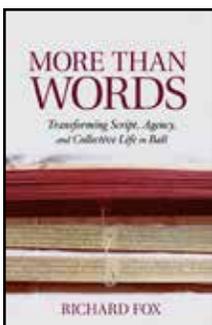
Margaret Cameron,
Philosophy



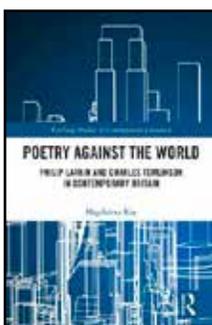
Jason Colby, History



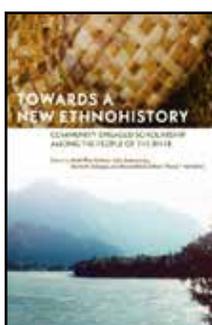
Jamie Dopp, English



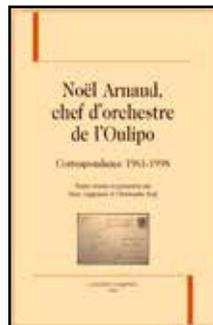
Richard Fox, Pacific
and Asian Studies



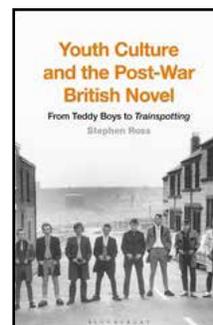
Magda Kay, English



John Lutz, History



Marc Lapprand, French



Stephen Ross, English

RESEARCH ROUND-UP



9

Insight grants



8

Connection grants



3

Partnership Development grants



1

Partnership Engage grant

New Humanities research grants

Total value awarded in 2018:
\$3.6 million

*includes SSHRC grants (illustrated above), external contributions, and other awards

20 new SSHRC recipients in 2018

Sonya Bird
Brendan Burke
Margaret Cameron
Helen Cazes
Alison Chapman
Chris Douglas
Sara Harvey
Janelle Jenstad
Sada Niang
Lynne Marks

Michael Raven
Cody Poulton
Jordan Stanger-Ross
Leslie Saxon
Jentery Sayers
Charlotte Schallié
Ray Siemens
Alejandro Sinner
Lisa Surridge
Elizabeth Vibert

66 grants received funding in 2018

Insight grants: 24
Connection grants: 8
Partnership Development Grants: 3
Partnership Engage Grants: 1
Partnership: 1
Canada Research Chair: 2
Mitacs: 3
Internal Research/Creative Project Grants: 14
Learning and Teaching Support and Innovation: 7
Miscellaneous: 3
(Includes grants awarded in previous years.)

GIVING AT A GLANCE

New awards

Frank Hori Research Fellowship

This fellowship, worth \$17,500, supports the cost of hiring a student at a BC University to help design and build the Landscapes of Injustice Archive.

Ana and Peter Lowens Scholarship in Victorian Literature

A scholarship of at least \$1,000 will be awarded annually to a graduate student conducting research in 19th-century literature, with preference given to students whose research focuses on the Victorian era and includes use of materials in the UVic Libraries' Special Collections.

Peter Zachary Graduate Scholarship in Ukrainian Studies

One or more awards will be given to graduate students in the Slavic Studies stream in the Department of Germanic and Slavic Studies whose research focuses on the Ukrainian language or culture

Andrew Rippin Scholarship

One or more scholarships will be awarded to academically outstanding undergraduate students who are focusing on the study of religion and enrolled in a program offered by the Faculty of Humanities. (Read more: "Scholarship honours legacy.")

I-witness Field School Endowment

This endowment supports travel expenses and program costs associated with the I-witness Field School program.

"I wouldn't have been able to do it without them"



Paige Thombs, pictured second from right, was able to take part in the 2017 EU Field School thanks to donor support. Image: Chorong Kim.

Graduate student Paige Thombs credits her ability to travel overseas twice—once for a European Union field school and a second time for a graphic novel workshop in Germany—to the generosity of donors.

"I wouldn't have been able to do it without them. I am extraordinarily grateful for their generosity," Thombs says.

"There's a real sense of validation when people are willing to invest in you."

Thombs, who is completing a MA in History and Cultural, Social and Political Thought, earned \$3,500 in scholarships and bursaries through her department, affiliated programs, and UVic's Graduate

Student Society. She also received the Irvine K. Barber Scholarship to study abroad. Thombs said the smaller scholarships added up to cover the costs of her flights.

The study abroad opportunities have enriched Thombs's studies, which explore the intersection of law and religion, religious freedom, and discrimination based on religion.

"If you're doing any kind of Holocaust studies without that witnessing piece, I'm not sure how that would feel for me," she says. "There is an energy these places carry you can't begin to touch without being there."

Contact Humanities Development Officer Chrystal Phan at 250 853-3893 for information about donating or give online at uvic.ca.



Giving by numbers, 2017-18

340 scholarships awarded to 204 undergrads

82 bursaries awarded to 46 students

= \$457,810
funding

Scholarship honours legacy

When Shamma Boyarin came to UVic, he landed his first teaching job—an introductory course on Judaism, Christianity and Islam. The man who hired him, then-dean of the Faculty of Humanities, Andrew Rippin, would prove to have a profound influence on Boyarin's career.

"He is the reason I am in Religious Studies today," Boyarin says. Boyarin would go to Rippin, who served as his mentor, with teaching-related questions. On one occasion, Boyarin asked for advice when a student admitted to sleeping through a mid-term because they had worked late the previous night.

Rippin said no policy covered such an occurrence, but provided the following advice:

"I always find that kindness works best. You can allow him to take the exam or do some other assignment," Boyarin recalls.

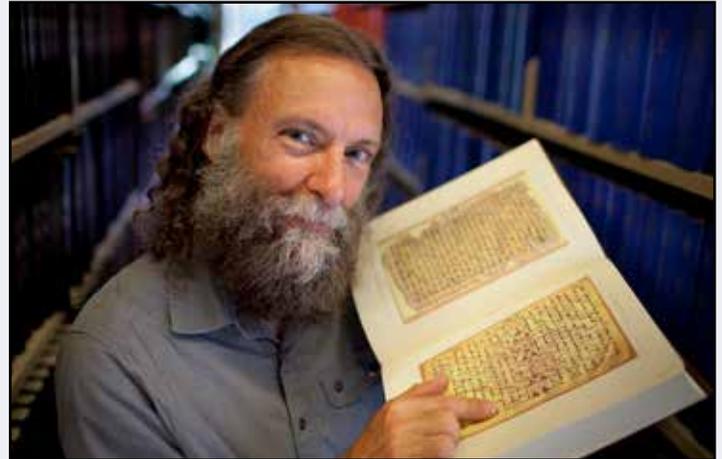
"'Kindness works best' has stuck with me ever since."

Rippin died of cancer two years ago on Nov. 29, 2016. A professor of history and noted researcher on Islamic history and Qu'ranic studies, Rippin served as dean for a decade until 2010.

Thanks to a new scholarship created by the Faculty of Humanities, Rippin's legacy will live on.

Humanities' faculty members successfully fundraised \$27,000 to create a scholarship in Rippin's memory to support undergraduate students in fields related to the study of religion.

The amount will be matched by the Murray Dawson Estate, meaning \$54,000 was raised to create an endowment, making the scholarship available in perpetuity to students.



Andrew Rippin's legacy will be honoured by a new scholarship created to support undergraduate students in fields related to the study of religion.

Image: UVic Photo Services.

Rippin's family shared their gratitude for the new scholarship. "The family are appreciative of the contributions of Andy's colleagues and friends which demonstrate their high regard of him," they said in a written statement.

"Andy truly valued contributing to the development of his students and we are glad that there is a piece of him still doing so through this scholarship."

Roger Bishop estate gifted to English

The late first head of English at UVic has gifted one-third of his estate to the department he helped establish.

Roger Bishop, who died in 2016 just 41 days short of his 100th birthday, donated \$333,000 to the Department of English.

Known to generations of students, faculty, and administrators as RJB, Bishop graduated from UBC in 1938 with first-class Honours in English, and from the University of Toronto with a BLS (Bachelor of Library Science) in 1941 and an MA in 1945.

In 1941 he taught for a year as an instructor at Victoria College in Craigdarroch Castle, before returning in 1945 as an assistant professor.

Bishop was head of the fledgling

English department from 1945 to 1967; by the time he retired from the university



Roger Bishop gifted one-third of his estate to UVic English, with the remaining amount split between the Theatre Department and UVic Libraries. Image: UVic Libraries.

in 1971, he had overseen the department's move from Craigdarroch Castle to the Lansdowne campus and finally to its current Gordon Head location.

During these years, he played a significant role in guiding the institution's transformation from two-year college to modern university.

His impact on the university's history extended beyond the Department of English.

He also lobbied administrators to build UVic Libraries' collections and establish the Theatre Department.

(The remaining two-thirds of his estate were split between both groups.)

As directed by his will, the donation has been placed in the existing Ailsa and Roger Bishop Bursary in English, which is also named after his late wife.

