

From the Dean's Desk



A depiction of Nigel Howard, instructor of American Sign Language in the Faculty of Humanities and much-celebrated interpreter for the BC government's daily COVID-19 updates, signing "welcome." Credit: Alex Weng.



Lepp. Credit: Philip Cox.

Having just completed my first year as the “real” Dean, after fifteen months as Acting Dean before that, it feels appropriate to reflect on what our Faculty has accomplished in the 2021–2022 academic year. Coincidentally, this annual report covers exactly that period and provides remarkable insight into the strengths of our community and the extraordinary people within it.

There is no question that the COVID-19 pandemic has continued to present challenges for faculty members, sessional lecturers, staff and students at UVic as in other universities across the country. After seventeen months of remote teaching, learning and working, we saw thousands of students return to campus in September 2021 and—protected by masks and a first round of vaccinations—the buzz in classrooms, hallways and study areas was reinvigorating, to say the least. We then entered another period of uncertainty with rising Omicron case numbers, prompting the University to quickly move in-person exams online in mid-December. In the spring term, we moved back to mostly in-person teaching, learning and working again mid-way through the semester. The mandatory mask mandate was also reduced to a recommended mask mandate, which required all of us to work together and make the best of a complicated situation. I am enormously grateful to all members of the Faculty for their perseverance during these continuously shifting COVID-19 conditions, and especially for their commitment to and support of our graduate and undergraduate students.

Despite all of these challenges, this annual report demonstrates the Humanities’ tremendous breadth of impact locally and globally. On campus, four out of nine of UVic’s REACH awards were granted to members of the Faculty of Humanities, which is a

tremendous showing by all measures. Members of our community were also recognized through external awards that celebrated their contributions to a broad range of fields—from Indigenous community engagement and philosophy of education to digital humanities and graduate-student mentorship. Of note, Brendan Burke (Greek and Roman Studies) was appointed as the prestigious Andrew W. Mellon Professor of Classical Studies at the American School of Classical Studies at Athens. Jan Zwicky (Philosophy, emerita) was appointed to the Order of Canada—two appointments of major national and international standing.

This Annual Report also highlights the important, ongoing decolonial and anti-racist work taking place in the Humanities. In March, the Indigenous Implementation Strategy was unanimously approved by a council of representatives from across the Faculty. It puts into words the hard work and concrete actions the Faculty of Humanities has committed to undertake toward Indigenization and decolonization. It is a living document with clear responsibilities and accountabilities that will require dedicated and sustained collective and individual effort at all levels, including in the areas of research, teaching, curriculum, pedagogy, planning and operations. This document will help us to move in a good direction; now it is up to all of us to do the work.

Wishing everyone the very best for the year to come,

Annalee Lepp
Dean, Faculty of Humanities

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FEATURED STORIES

Provoke

- 5 [Supporting Indigenous resurgence at UVic](#)
- 46 [Re-framing trans histories through trans-led co-creation](#)
- 48 [Democratizing Canadian research](#)

Engage

- 20 [Historian of Ukraine thrust into public role by war](#)
- 40 [Three child survivor stories of the Holocaust told through graphic novels](#)
- 45 [Linguist helps resettled Syrian refugees through tailored language program](#)

Enrich

- 15 [Training the next generation of scholars in Classical Studies](#)
- 16 [Prof wins national award for student mentorship](#)
- 25 [Asleep no more—the Tsuut’ina language awakens](#)

Inspire

- 17 [Twenty years of vampirology](#)
- 18 [One staff member’s story about reconnecting with her Haida roots](#)
- 60 [Mother of three fulfills long-held dream of pursuing a PhD](#)

Indigenizing and decolonizing the Faculty of Humanities

By Philip Cox

As Lydia Toorenburgh sat on a bench outside the Clearihue building in May 2015, having just completed their first year of studies at UVic, they reflected on their experiences as an Otipemisiwak (Cree-Métis person) in the classroom and on campus, imagining the changes they would implement to improve the experiences of other Indigenous students if given the chance.

Around the same time, then- and current Humanities Associate Dean Academic Lisa Surridge stood in a room of university professors in Ottawa, listening as the Honourable Murray Sinclair summarized the final report of the Truth and Reconciliation Commission of Canada, and pledging to fulfill its calls to action.

Today, the two are proud to stand behind the fruits of their combined efforts to spearhead the Faculty of Humanities’ first Indigenization Implementation Strategy (IIS)—a five-year plan to facilitate the indigenization and decolonization of the Faculty’s programs and organizational structures, launched March, 2022.

“The IIS aims to help increase the success and wellness of the Indigenous community in the Faculty while supporting non-Indigenous community members to better understand settler-colonialism and their individual role in decolonization,” says Toorenburgh, who was hired as Indigenous Resurgence Coordinator for the Faculties of Humanities, Sciences and Social Sciences in 2020. “We hope this strategy will assist the growth of the Faculty as we examine our culture, values and practices together.”

To ensure the plan aligns with existing strengths within the Faculty while addressing the community’s particular needs, Toorenburgh and Surridge conducted extensive consultations with students, staff and faculty, as well as with representatives from the Faculty’s 15 academic units.

An early draft was then shared with the University’s Vice President Indigenous, Robina Thomas, for feedback before being presented to Indigenous staff and faculty members through in-person meetings.

“I want to raise my hands to the Faculty of Humanities, huy tseep q’u Siem—thank you respected family and friends—for undertaking the necessary commitment to truth, respect and reconciliation that is outlined in the new Indigenization Implementation Strategy. With commitment comes responsibility and I look forward to witnessing the transformation of the Faculty as this plan is rolled out.”

– QWUL’SIH’YAH’MAHT ROBINA THOMAS,
VICE-PRESIDENT INDIGENOUS

In its final form, the IIS is designed to advance the principles of UVic’s Indigenous Plan (2017–22) and Strategic Framework, as well as the applicable Truth and Reconciliation Commission of Canada’s calls to action, by outlining goals and tactics that the Faculty, units and programs can undertake.

“The most common feedback that we received at the start of our consultations was that people did not know where to start when it comes to decolonization, so we tried to develop a strategy that is both concrete and achievable,” says Surridge. “We will know that our efforts were successful if Indigenous students, staff and faculty in the Humanities see a better reflection of themselves, their cultures and their values in the Faculty, and if settlers like myself within the community have embarked on a conscious process of self-examination to support that change.”

“The new Indigenous Implementation Strategy puts into words the hard work and concrete actions the Faculty of Humanities has committed to undertake toward Indigenization and decolonization. It is a living document with clear responsibilities and accountabilities that will require dedicated and sustained collective and individual effort at all levels, including in the areas of research, teaching, curriculum, pedagogy, planning and operations. On behalf of the Faculty, I want to extend deepest thanks to Lisa Surridge and Lydia Toorenburgh for their tireless efforts in leading this foundational and important project. This document will help us to move in a good direction; now it is up to all of us to do the work.”

– ANNALEE LEPP, DEAN OF HUMANITIES



Surridge (left) and Toorenburgh (right) stand in front of the Clearihue building. Credit: UVic Photo Services.

Annalee Lepp begins new term as Dean of Humanities

Lepp. Credit: UVic Photo Services.

Dr. Annalee Lepp, a highly accomplished researcher, teacher and administrator who is known for her commitment to social justice and consensus-based community building, was appointed Dean of the Faculty of Humanities for a term beginning July 1, 2021 and ending June 30, 2026. She is the first woman to serve as Dean in the Faculty's history.

As Acting Dean of Humanities since April 1, 2020, Dr. Lepp is widely credited with leading the Faculty through the pandemic with a steady hand, successfully balancing the evolving needs of students, staff and faculty while overseeing the mobilization of critical resources and support packages throughout this unprecedented period.

It is particularly noteworthy that Dr. Lepp's term as Acting Dean began less than two weeks after the World Health Organization declared the COVID-19 outbreak a pandemic, Provincial Health Officer Dr. Bonnie Henry declared a public health emergency in BC and increasingly strict social distancing measures were implemented across the province to contain the spread of the virus. Despite the challenges, the Faculty of Humanities managed to achieve incremental enrollment growth, advance its strategic priorities and increase its research revenues under her leadership.

Currently an Associate Professor in Gender Studies, Dr. Lepp served as the Chair of the Department of Women's Studies (now Gender Studies) for eleven years. More recently she served as the Acting Chair of the Department of Linguistics and the Acting Associate Dean of Academic Advising for the Faculties of Humanities, Science and Social Sciences.

As a historian by training, Dr. Lepp has focused her academic research on examining Canadian gender, family and legal history, with a focus on the history of marital breakdown and domestic violence in the nineteenth and early twentieth centuries. Her more recent research focuses on community-engaged studies of sex work, human trafficking, transnational labour migration and irregular border movements in the Canadian and global contexts. She holds a BA (Honours) from the University of Winnipeg, a MA from the University of Manitoba and a PhD from Queen's University.

In 1996, Dr. Lepp was a founding member of the Global Alli-



ance Against Trafficking in Women (GAATW) Canada, for which she has acted as Director since 2000. Her work in this area has also included national advocacy and leadership positions in a number of collaborative research projects that approach human trafficking and irregular cross-border movements from a worker-centred and migrant-rights perspective. She has also served as co-chair of the Board of Directors of Peers Victoria Resources Society since 2015 and chaired the Working Group that developed UVic's first sexualized violence policy in 2016–2017.

"I am deeply honoured and humbled to be given the opportunity to continue in the role of Dean of the Humanities. I strongly believe in the critical importance and invaluable contributions of the Humanities at UVic, including in the areas of research, teaching, interdisciplinarity and undergraduate and graduate programming. I am excited to move forward with key strategic priorities in consultation with the Associate Deans Alexandra D'Arcy and Lisa Surridge as well as faculty members, sessional lecturers, staff and undergraduate and graduate students in the Faculty. As this work unfolds in the coming years, these priorities are designed to build on our existing strengths, address current challenges and work toward a future in which decolonization, anti-racism, equity, diversity and inclusion are more fully integrated in all our efforts."

– ANNALEE LEPP, DEAN OF HUMANITIES

Dedicated to challenging the status quo and reflecting on how languages, cultures, technologies and environments shape what it means to be human, the Faculty of Humanities is home to over 150 faculty members across 15 departments and programs, and more than 1,900 undergraduate and 200 graduate students from across the world. Each year, Humanities courses attract approximately 24,000 registrants who work with our researchers and instructors to create a dynamic, collaborative and intellectually stimulating environment.

UVic Humanities is proud to celebrate Dr. Lepp's appointment and to continue serving the Faculty's community through her vision.

Supporting Indigenous resurgence at UVic

By Dorothy Eggenberger

Lydia Toorenburgh is Cree-Métis and mixed settler on their mother's side and a first-generation Dutch immigrant on their father's side. They say that balancing these three different identities has played an important role in their work as the first Tri-Faculty Indigenous Resurgence Coordinator—a position created in December 2020—and in their studies.

No stranger to UVic, Toorenburgh completed their bachelor's in Anthropology here, worked as an Indigenous Student Recruitment Officer for one year and is currently pursuing a master's degree in Anthropology.

We sat down with Lydia to learn more about their important work on campus.

Can you explain to us the work you do as an Indigenous Resurgence Coordinator?

There are three main components of this role. The first is to support the administration on how to better understand and implement Indigenization and decolonization. The next component is to support current students by organizing events and referring them to on- and off-campus resources. The third component, similar to the first, is to support faculty and staff on Indigenization and decolonization. I'm organizing events, supporting Indigenous initiatives and working with equity, diversity and inclusion (EDI) committees.



Toorenburgh. Credit: UVic Photo Services.

What do you hope to accomplish in this role?

I want my work to have a resounding impact on the kind of environment we work in and learn in here at UVic. I'd like to see movement within the faculties towards decolonial processes, like preferential and limited hiring, and training to build a more diverse workplace and gain Indigenous expertise. I'd also like to see the integration of Indigenous knowledge systems into the curriculum. Change can be gradual, but I want to see movement toward those goals.

I also want to prioritize supporting students. There are times when just sending the right email to a student directing them to the right resources can be a real success for that student.

What does 'resurgence' mean to you?

I'm always learning what resurgence looks like in relation to place, time and community. I'm not the authority, just one person trying to support that work.

For me, resurgence right now is community-level events and projects. Resurgence means supporting and returning energies to Indigenous peoples. It's about critical action and critical learning for both Indigenous and non-Indigenous Peoples to build stronger relationships and a stronger community.

Resurgence is about working with Indigenous partners so they can thrive.

Welcome to our newest faculty and staff

It is our pleasure to welcome five faculty members and three staff to the Humanities community. We are delighted to celebrate the next step in each of these individuals' journey by sharing with you these brief summaries of their work and interests.

NEWLY HIRED

Faculty

Loren McClenachan (History/Environmental Studies)
Associate Professor and Tier II Canada Research Chair in Climate and Ocean History Loren McClenachan is jointly appointed in History and Environmental Studies, but History is her home department. Arriving at Humanities via Colby College in Waterville, Maine, Dr. McClenachan focuses her research and teaching on climate and ocean history, environmental history and historical ecology.

ann-elise lewallen (Pacific and Asian Studies)
Associate Professor ann-elise lewallen joins us from the East Asian Languages & Cultural Studies department at the University of California at Santa Barbara. Her research focuses on critical Indigenous studies, environmental justice, energy policy and transcultural Japanese-India relations.

Simi Kang (Gender Studies)
Assistant Professor Simi Kang completed two postdoctoral fellowships prior to their arrival at UVic: the UC Chancellor's Postdoctoral Fellowship in UC Santa Barbara's Asian American Studies Department (2020–21) and the Mellon Sawyer postdoctoral fellowship on Food & Water Justice in Carnegie Mellon University's History Department (2019–20). An Asian Americanist, Kang's areas of expertise include critical feminist praxis and pedagogy, and community-based ethnographic research with a specialization in environmental racism and forced migration. Kang's work is grounded in interdisciplinary, decolonial literature as written by Indigenous, Black and Asian feminist scholars of Turtle Island.

Loren Gaudet (Academic & Technical Writing Program)
Assistant Teaching Professor Loren Gaudet joins us from the School of Journalism, Writing and Media at the University of British Columbia. Her research specializes in rhetoric, health humanities and writing studies.

Peter Dietsch (Philosophy)
Professor Peter Dietsch was a member of the *Université de Montréal's Département de Philosophie* for more than 15 years before arriving here at the Faculty of Humanities. His research focuses on economic ethics, with a focus on income inequality, tax justice and the normative dimensions of money.



Kang. Credit: provided.

Staff

Lydia Toorenburgh (UVic Tri-Faculties)
As the first Indigenous Resurgence Coordinator for UVic's Faculties of Humanities, Science and Social Sciences, Lydia's work is at the forefront of the University's [Indigenous Plan](#) and on the front lines of Tri-Faculty efforts to decolonize and Indigenize. She completed a BA in Anthropology with a minor in Indigenous Studies at UVic before joining the administration as the University's Indigenous recruiter. In 2019 she began an MA in Anthropology before starting her role as Indigenous Resurgence Coordinator in December 2020. An article about Lydia and her work is featured on page [5](#).

Michelle Hohertz (University Systems, Desktop Support Services)
Desktop Support Analyst for Humanities, Michelle joins us from Maria Montessori Academy where she instructed students in Applied Design, Skills and Technologies (ADST) and supported the school's technology needs. Asked about her hobbies, she lists "User Experience (UX) design, Lego and thrifting," which suggests to this writer a mind that is at once creative and analytic, balancing practicality with (re)purpose.

Kaitlin Berry (Humanities Computing and Media Centre)
Already a Graduate Secretary and Web Administrator in Philosophy, Kaitlin has taken on an additional role as the Office Administrator of the Humanities Computing and Media Centre (HCMC), where she will coordinate activities in the share lab space, maintain HCMC websites and support other administrative and financial activities. Careful readers will not be surprised that she ended up working in the Humanities, with hobbies that include "reading philosophy, speculative fiction and Russian lit., as well as vegetable gardening and wandering through bookshops, forest paths and city streets."

Honouring Rosa Castro

By Philip Cox



Castro. Credit: UVic Photo Services.

Throughout Rosa Castro's 35 years at the University of Victoria—22 of which she worked in Facilities Management, with 14 of those in the Clearihue building—she has worked hard to maintain our built environment with professionalism and good humour. And it's not just our spaces she's kept clean. Castro has held three jobs concurrently throughout this period to provide her family with a solid foundation that had been taken away from her early in life.

"When you grow up poor and come to a country where there's a chance to make your life better, then no matter what else you do, you work," Castro explains. "I've seen what financial instability is like and I didn't want to end up that way."

Born and raised in El Salvador, Castro and her husband were forced to sell their possessions and flee their home country in the 1980s when a civil war that was being fought between the government and a coalition of left-wing groups came knocking at their door.

"My husband was a welder with a small body shop that employed three or four workers," she recalls. "One day a guerilla showed up with a gun he wanted fixed, which my husband did. After, the fighter

said 'you'd be a good asset to our group.' And we knew that if my husband declined, they would either kidnap or kill him, so we had to leave."

With three children under the age of six in tow and only two suitcases between them, Castro and her husband managed to cross into Mexico by convincing border agents they were just visiting to attend the FIFA World Cup.

After staying in a Mormon temple for the first night, they were helped by a generous woman who heard their story and allowed them to stay for another 2.5 months while they applied for refugee status in Canada.

For Castro, her grandmother, Victoria, who had passed away less than three weeks prior, came immediately to mind. "My grandma used to help people in

need and stray animals all the time. I remember asking 'why do you always bring these people and animals to our home?!' And I remember her response. I've carried it with me ever since," Castro says with great solemnity. "She said 'Just remember—I won't see the results of what I do, but you may need help one day, and people will give it to you even though you don't know them.' So when the woman

helped me in Mexico, it brought tears to my eyes. My grandma was watching over me."

Once she was in Canada, an English language instructor tasked Castro's class with completing a job application as a practical assignment, suggesting that Castro apply to UVic. Castro completed the application, submitted it and began working for the division of Residence Services at UVic that fall. She worked in Residence Services for eight years before joining Facilities Management in 1996, where she has worked ever since.

"I like to joke around that I have a degree in shit-ology now," she says with a great laugh. "Some people feel bad about being a cleaner, but not me. If you're willing to work hard in Canada, you can get ahead."

Today, Castro is a proud grandmother of five with a home of her own in Saanich and a hard-won foundation built with family and friends. When she retires at the end of July 2022, she will be remembered for her diligence, dedication and joviality while working at the university.

We are grateful for her decades of service and the many laughs she has brought to our hallways.

The 2021 Humanities Awards

Our Faculty's mission is to enrich human dignity, provoke critical inquiry, engage myriad voices and inspire innovative expression—objectives that have been achieved at the University and abroad by each of this year's award recipients, each in their own way.

Early Career Excellence in Research Award

waaseyaa'sin Christine Sy (Gender Studies) *inaugural recipient*

A scholar of Anishinaabeg womxn's history and material and economic social security, of Indigenous cultural production and of Indigenous feminist theories and practices, waaseyaa'sin Christine Sy is currently engaged in a number of SSHRC projects as co-applicant and collaborator—a strong indicator of the esteem in which she is held by her peers and colleagues. Her rich, interdisciplinary work, mobilized through a range of platforms from articles to creative writing, covers Indigenous Law and Indigenous Governance, Sociology, Political Science and History, and deals with subject areas spanning Anishinaabe land and water-based practices, community-based Indigenous law practices and decolonial, Indigenous gendered interpretations of historical settler education texts. Just at the outset of her career, Sy has earned the 2021 Early Career Excellence in Research Award through her strong record of research excellence.

Internationalization Award

Sikata Banerjee (Gender Studies)

Sikata Banerjee is a prolific and world-renowned transnational scholar whose work focuses on the critical and timely themes of Indian politics, nationalism, masculinities and making connections between gendered nationalisms in a transnational context. She is currently completing a co-edited special issue of the *Global Media Journal* entitled “Bollywood, Power, and Politics” and has a sixth monograph forthcoming. Always in high demand as a graduate and postdoctoral supervisor, she enriches her department's courses with her transnational scholarly expertise, having developed such highly successful courses as *Women, Race and Empire*; *Gender, Nation and War*; and *Gendering India: From Empire to Bollywood*. For her critical engagement with concepts of national and nationalism and their intersections with gender, race, class, caste and religion and for her contributions to international research at UVic's Centre for Global Studies, Centre for Asia-Pacific Initiatives and Global South Asia Forum, Banerjee has earned the 2021 Internationalization Award.

Hæuistəŋ Award

Ruth Parrish (Indigenous Studies)

As Administrative Assistant in the Indigenous Studies program, Ruth Parrish provides pivotal support for Indigenous students and Indigenous Studies faculty members through her warmth, hospitality and amiability. The Indigenous Studies program could not have succeeded without her dedication, enthusiasm and community-building abilities. Parrish has also built important bridges with and support for other staff members across the University, including staff and Elders at the Office of Indigenous Academic and Community Engagement (IACE). Outside the University, Parrish has raised Indigenous educators and filmmakers and helped reclaim creative cultural practices of her Haida Gwaii ancestors. “The song she sang with her daughter and granddaughter at the Royal BC Museum to honour the children whose graves were rediscovered was a stunning reflection of her commitment to cultural resurgence and revitalization in the face of horrific events,” wrote her nominator. Parrish's commitment to Indigenous education, community and cultural resurgence have earned her the 2021 Hæuistəŋ Award.



Schallié. Credit: provided.



Reed. Credit: Katrianna Skulsky.



Ramirez. Credit: provided.



Jenstad. Credit: Katrianna Skulsky.

Engaged Scholar Award

Charlotte Schallié (Germanic and Slavic Studies)

Charlotte Schallié's research exemplifies our Faculty's aspiration to use humanistic knowledge to effect social change. Her *Narrative Art and Visual Storytelling in Holocaust and Human Rights Education* initiative, for example, facilitates international collaboration among researchers, visual artists, Holocaust survivors, librarians, students and community members on three continents in order to confront the fallibility and changeability of memory and testimony, and to illuminate the unknown and unknowable in histories of violence. Schallié's passion, creativity and strong commitment to community engagement have earned her the 2021 Engaged Scholar Award.

Teaching Excellence Award

Michael Reed (English)

Recognized for the quality and consistency of his teaching over many years, Reed brings a passion for pedagogy and mastery of his subject matter to his courses. He also excels in fostering engagement and promoting inclusivity and diversity in the classroom. One of his former students notes that “Dr. Reed's lectures are the highlight of my university experience. Not only were his lectures informative and illuminating, they were also designed to cultivate critical thought and welcome student input. Even the most timid of students were often inspired to take part in these student-centred learning activities.” It is these qualities and more that have earned him the 2021 Humanities Teaching Excellence Award.

Staff Excellence Award

Dailyn Ramirez (English)

As Assistant to the Chair of the Department of English, Dailyn Ramirez has been described by her colleagues as an exceptional staff member and a vital resource on departmental and University policies and processes. Since joining the Department in 2016, she has held three positions within that office, showing a high degree of competence in each and proving herself a reliable mentor to new staff, students and faculty members. Particularly noteworthy over the last year was her display of calm, patience and versatility during the COVID-19 pandemic. These outstanding strengths and qualities—along with her wry sense of humour—have earned her the 2021 Staff Excellence Award.

Research Excellence Award

Janelle Jenstad (English)

A leader in the fields of early modern literary studies, digital humanities, textual criticism and book history, Janelle Jenstad is a powerhouse of research. She has shaped the emerging field of geo-humanities as creator and director of the [Map of Early Modern London](#) (which consists of seven inter-operable digital projects that map the spatial imaginary of Shakespeare's city) and as director of [Linked Early Modern Drama Online](#) (a cutting-edge encoding, editing and anthology-building platform for Early Modern Drama). Jenstad's enduring impact on an incredibly diverse range of fields of scholarship—literary studies, digital humanities, library and information science, history, human geography, new media studies, critical pedagogy/curriculum studies, literary biography, theatre history and musicology, for example—has earned her the 2021 Research Excellence Award.

Advancing the philosophy of education



Macleod. Credit: UVic Photo Services.

Humanities philosopher Colin Macleod has been recognized for his contributions to the philosophy of education by North America's oldest and largest professional organization for philosophers.

In June, the American Philosophical Association (APA) announced that Macleod has won the [Israel Scheffler Prize in Philosophy of Education](#)—a triennial award that recognizes excellence in the philosophy of education, as represented by either a book or a connected set of three or more papers on the topic. Founded in 1900, the APA fosters creative and scholarly exchange between philosophers across North America, while promoting the discipline and profession of philosophy within the academy and in the public arena.

The association cites the following of Macleod's works in their announcement:

- [“Toleration, Children and Education”](#) (*Educational Philosophy and Theory*, 2010)
- [“Justice, Educational Equality and Sufficiency”](#) (*Canadian Journal of Philosophy*, 2012)
- [“Freedom as non-domination and educational justice”](#) (*Critical Review of International Social and Political Philosophy*, 2015)

- [“Just Schools and Good Childhoods: Non-preparatory Dimensions of Educational Justice”](#) (*Journal of Applied Philosophy*, 2018)
- [“Religion and Education: A Democratic Perspective”](#) (in *Have a Little Faith: Religion, Democracy, and the American Public School*, University of Chicago Press, 2020)

Macleod joined the Department of Philosophy at UVic in 1998 and was cross-appointed to the Faculty of Law in 2002. Prior to this, he taught at the University of British Columbia and Simon Fraser University, and held a visiting fellowship at the Centre for Law and Society at the University of Edinburgh. He is currently an executive editor of the *Canadian Journal of Philosophy* and the Chair of the Department of Philosophy, which for the last decade has been consistently [ranked within the top 200 in the world](#) by the QS World University Rankings.

“This award recognizes a full decade of Macleod’s scholarship in the philosophy of education. We are proud to see his contributions to this important field of study celebrated and acknowledged in this way.”

– ALEXANDRA D’ARCY, HUMANITIES ASSOCIATE DEAN RESEARCH

Philosopher-Poet appointed to Order of Canada

A professor emerita in the Department of Philosophy, Jan Zwicky is a political thinker and intellectual force whose work challenges the assumptions of our age with unmatched sensitivity, lyricism and audacity.

In June 2022, she and 85 other Canadians—including UVic’s current chancellor Marion Buller and former president Jamie Cassels—were appointed to the Order of Canada, as announced by Her Excellency the Right Honourable Mary Simon, Governor General of Canada.

“The Order of Canada celebrates the lives, endeavours and successes of people from coast to coast to coast and from all walks of life,” Simon states. “Those being appointed today come from a variety of sectors, have achieved national and international success, and have shown ingenuity, innovation and generosity. What’s more, they have made a difference in their communities and for Canada with their outstanding dedication and commitment.”

Among Zwicky’s many accolades, she received the Governor General’s Literary Award in 1999 for *Songs for Relinquishing the Earth*, which is now considered a classic work of Canadian poetry, and was shortlisted for the 2012 Canadian Griffin Poetry Prize for *Forge*. Her books of philosophy include *Wisdom & Metaphor*, which was shortlisted for the Governor General’s Literary Award in 2004.

Zwicky is also an accomplished violinist and has performed in chamber groups and orchestras across Canada.



A portrait of the artist. Credit: provided.

“Following the collapse of the Athenian empire and some 77 years after the execution of Socrates, Aristotle was denounced for impiety; he fled to Euboea, lest ‘the Athenians sin twice against philosophy.’ My own work has been critical of numerous contemporary pieties, particularly resourcism and its anthropocentric underpinning; and we once again live in politically unstable times. The Order’s motto is desiderantes meliorem patriam, ‘they desire a better country.’ It is true: I do. I am therefore most honoured by the recognition. But I am especially grateful that I live in a polity in which such honouring of philosophy is possible. It is crucial at this point in history that we do not take such freedoms for granted.”

– JAN ZWICKY, POET AND PROFESSOR EMERITA OF PHILOSOPHY

Humanities sweeps the REACH awards

Four out of nine of this 2021-22 REACH awards have been granted to members of the Humanities community—a tremendous showing in the university-wide competition.

The prestigious REACH awards represent UVic’s top accolades for teaching, research and creative work by faculty and graduate students across the campus.

Tim Personn (English) received the Gilian Sherwin Alumni Award for Excellence in Teaching, the highest honour for teaching excellence at UVic for Sessional Lecturers, Lab Instructors and Senior Lab Instructors. Personn is an innovative and engaging teacher, one whose course design and materials provide rich opportunities not only for students to engage with each other, build community and critically approach difficult material, but also to colleagues to discover new ideas, methods and approaches to teaching literature. He is a leader in the truest sense. His nominators highlight “how fortunate UVic students are to have an experienced teacher of this calibre.”

Brendan Burke (Greek and Roman Studies) received the Award for Excellence in Teaching for Experiential Learning. Hands-on, immersive, dynamic learning is integral to Burke’s entire philosophy of teaching, forming a career-long commitment that has profoundly enriched the academic, intellectual and cultural experiences of hundreds of UVic students in the Faculty of Humanities and beyond through the Department of Greek and Roman Studies’ Semester in Greece and Study Abroad programs, which he also directs. Burke is not only an excellent teacher and inspired supervisor and mentor, but is also an internationally recognized expert in the development and deployment of travel-enriched education and a fierce advocate for making experiential learning accessible to students from all backgrounds. A former student noted, “Above all, Brendan taught me that scholarly work can be full of wonder and excitement while still addressing rigorous academic questions.” They conclude, “His example as an educator continues to motivate me today.”

Rachel Cleves (History) received the Silver Medal for Excellence in Research. Cleves’ research record is one of consistent and continuous productivity and impact, but perhaps more importantly, she is unapologetically intrepid, described by a peer as “without doubt, one of the leading historians of sexuality in North America.” In discussing her research with undergraduates last fall, she said, “If your work makes people angry, makes them react, that’s a good thing. Who wants to be anodyne?” It is not, therefore, only that her scholarly impact has been transformative, or that she has advanced public dialogue, or that she engages effectively within the academy and with the public. She is intensely curious and courageous. She follows the evidence unflinchingly; she does not curate it to make it more palatable, but engages with it honestly, critically and with a richly informed historical and theoretical lens.

Jordan Stanger-Ross (History) received the Award for Excellence in Knowledge Mobilization in recognition of the award-winning work he leads with his partners, students and collaborators on the *Landscapes of Injustice* (LOI) project. Through multiple, purposeful and intentional strands of knowledge mobilization, Stanger-Ross has led LOI to transform lives—locally, nationally, internationally. His vision has significantly advanced scholarly understandings of the internment of Japanese Canadians, telling a new history of its origins, unfolding and legacies, within which many more Canadians are implicated than previously known and established. It has pushed Canadians—in the academy and in the public alike—to grapple with a complex history of systemic racism, charting its toxic intersection with ideological framings and legal and political institutions of citizenship, property and justice. This is a project that exudes excellence in all aspects of community-based partnership research, but for which the knowledge mobilization in particular stands apart as the model for humanistic enquiry and societal change. It has connected family members, students, academics and the public with new knowledge and new ways of understanding the past to contextualize the present and help foster justice in the future.



Left to right: Stanger-Ross, Cleves, Burke and Personn.

Linguist honoured for work with Salish communities

By Philip Cox

UVic linguist Ewa Czaykowska-Higgins has spent most of her decades-long career in collaborative, community-based work in Indigenous language documentation, maintenance and revitalization with Salish communities, effecting lasting change in the field of linguistics in the process.

For her leadership and lifelong commitment to community-engaged language research, she has been honoured with the 2021 Paz Buttedahl Career Achievement Award from the Confederation of University Faculty Associations of BC (CUFA-BC).

“CUFA-BC represents more than 5,500 academics from the province’s five research universities,” says Alexandra D’Arcy, the Faculty of Humanities’ Associate Dean of Research. “The Paz Buttedahl award reflects the integral connections at the heart of Dr. Czaykowska-Higgins’ tremendous academic achievements and her deep-seated commitment to community partnerships.”

Throughout the 2000s, Czaykowska-Higgins has worked closely and collaboratively with members of the Nxaʔamxčín-speaking community in Washington State, and the Hul’q’umi’num’- and SENĆOŦEN-speaking communities of southern Vancouver Island.

In 2002, she and Dr. J. SINTEN John Elliott Sr. initiated the ground-breaking *Language Revitalization in Vancouver Island Salish Communities* project in partnership with the Saanich Native Heritage Society, the Hul’q’umi’num’ Treaty Group, the First Peoples’ Cultural Foundation, the First Peoples’ Language and Culture Council and the University of Victoria’s Linguistics department to develop infrastructure and research that would facilitate and support the revitalization of the SENĆOŦEN and Hul’q’umi’num’ languages.

These experiences informed her seminal, paradigm-shifting article “Research models, community engagement, and linguistic fieldwork: Reflections on working within Canadian Indigenous communities” (2009), which had a major influence on the trajectory of research in her field by defining and arguing for Community-Based Language Research as a model for linguists in North America and beyond.

“Dr. Czaykowska-Higgins has had a transformative impact on linguistics, informing not only theory but, perhaps more importantly, how linguists reflect on the ways in which they do their work and the ethical implications and responsibilities that infuse that work with meaning,” says D’Arcy.

Czaykowska-Higgins’ extensive contributions to public scholarship also include initiatives such as the Nxaʔamxčín language database and legacy dictionary, an online dictionary with 13,500 entries complimented by a 1,300 page digital document that was produced in partnership with the Nxaʔamxčín Language Program of Colville Tribes and a team of UVic researchers in response to community-identified needs.

Currently Czaykowska-Higgins is working with the WSÁNEĆ

School Board on *ÁŁŁEŁ SĆÁ: “Heading Out to Sea”,* a project which digitizes, archives and mobilizes the works of the late PENAĆ LE Dave Elliot, creator of the SENĆOŦEN orthography, for use by SENĆOŦEN immersion teachers and others interested in the language.

“I know from personal conversations that Ewa was handpicked to do this most important work—NEN SĆÁ,” says Tye Swallow, Director and Facilitator of Language Revitalization, WSÁNEĆ School Board. “Ewa has the trust of our community, and we continue to be excited at the opportunity to work with the knowledge of our Elders and ancestors, and to our continued partnership with Ewa and the University of Victoria.”

At UVic, she has played a significant role in the development and delivery of the University’s undergraduate and graduate Indigenous Language Revitalization programs. This includes the co-founding of the award-winning Certificate in Indigenous Language Revitalization (CILR) program, which is organized by the department of Linguistics and Division of Continuing Studies in partnership with the En’owkin Centre and offered nationally through community-based partnerships.

“I am honoured and humbled to receive this CUFA-BC award. Although it singles me out, I see it as a recognition of the achievements that arise from collaborative work and collective practice. For me, truly collaborative work conducted in Indigenous spaces, led by and for Indigenous communities through strong respectful and reciprocal relationships, has been a joy and a privilege to be able to participate in. Such work raises up all who are involved.”

— EWA CZAYKOWSKA-HIGGINS, PROFESSOR OF LINGUISTICS AND RECIPIENT OF THE 2021 BUTTEDAHL CAREER ACHIEVEMENT AWARD



Czaykowska-Higgins. Credit: Philip Cox.

Digital Humanities pioneer wins lifetime achievement award

By Philip Cox

For more than twenty years, Associate Professor of English Janelle Jenstad has quietly and dedicatedly laid the foundations for a revolution in digital scholarship and collaborative practices that promises to shape Humanities research for decades to come. These contributions have been recognized by the Canadian Society of Digital Humanities / *Société Canadienne des Humanités Numériques* (CSDH-SCHN), which honoured her with the Outstanding Achievement Award for Computing in the Arts and the Humanities—the esteemed group’s equivalent of a lifetime achievement award.

“Dr. Jenstad has been a pioneer from her first days as a graduate student,” the award citation states. “The CSDH/SCHN Awards Committee was particularly impressed by the breadth of the reach of her pedagogical innovations, research and training.... This kind of collaborative open-mindedness and innovation is indeed the hallmark of leadership in a career filled with substantial achievements.”

A member of UVic’s department of English since 2003, Jenstad has established herself as an internationally recognized leader in the fields of early modern literary studies, digital humanities and book history. Her work focuses on building accessible, interactive digital editions of early modern texts for what is known as the semantic web—an extension of the World Wide Web in which all data is encoded with a well-defined meaning, to make that data more clearly understandable by both computers and other people.

She is perhaps best known as the creator and director of the Map of Early Modern London (MoEML), a richly interdisciplinary project hosted by the Humanities Computing and Media Centre that is widely hailed as one of the most important digital humanities projects in Renaissance studies. Launched in 1999, this SSHRC-funded, self-described “late first-generation digital Humanities project” opens users to the physical geography and cultural imagination of Shakespeare’s city through a digitized version of the earliest complete map of London. The map, which dates back to 1561, has been enhanced and interlinked with a robust encyclopedia, a gazetteer of 10,000+ place names, a library of early modern texts that refer to places located on the map, and a rich topographical survey of the city published in the late 16th century. The result is an indispensable hub and research tool for anyone studying early modern London, from students to specialists in an impressive range of fields.

Jenstad also sits at the helm of the recently-launched Linked Early Modern Drama Online (LEMDO) project, a cutting-edge hosting and editing platform for works and anthologies of early modern drama developed with co-creator Martin Holmes and a team of students in partnership with ten institutions and over one-hundred editors and research assistants.

All works prepared on the LEMDO platform follow protocols



Jenstad. Credit: Philip Cox.

set forth by the Endings Project, another innovative initiative to which Jenstad is a key contributor. The Endings Project is a collaboration between librarians, programmers and scholars that develops tool-kits, resources, policies and best practices for the creation of accessible, stable, lasting digital resources in the Humanities.

These endeavours build on Jenstad’s many achievements in the field of digital scholarly editing, which include her work over the last decade with the Internet Shakespeare Editions (ISE), Digital Renaissance Editions (DRE), the Queen’s Men Editions (QME) and the MoEML Mayoral Shows Anthology (MoMS), all of which produce critical editions of early modern plays and related texts.

“That this award has been bestowed on Dr. Jenstad reflects the tremendous esteem in which she is held, her longstanding status as a path-breaking scholar and her unparalleled capacity to inspire innovation and excellence in theory, praxis and training among her peers. Janelle is at the pinnacle of digital humanities in Canada. This award is a highly significant and well-deserved national honour!”

– ALEXANDRA D’ARCY, HUMANITIES ASSOCIATE DEAN RESEARCH

Training the next generation of Classical scholars

By Philip Cox

Along the edge of a small Greek village just one hour north of Athens lies a large stone wall that for more than 2,500 years has marked the approach to Eleon, an ancient town mentioned by Homer in the Iliad as one among those whose armies sailed for Troy.

Nearby, a team of researchers and students excavate and analyze the site with exacting care and precision, removing artifacts that have not seen the light of day for thousands of years: terracotta figurines and ceremonial pots dating back to the 5th century BCE; a copper dagger found among tombs buried one millennium before that.

Training this next generation of classical scholars is Brendan Burke, a professor in the Department of Greek and Roman Studies who in 2021 began a three-year term at the prestigious American School of Classical Studies at Athens (ASCSA) as the Andrew W. Mellon Professor of Classical Studies.

“There is no other position in the world like this one for North American-based classicists,” Burke explains. “In many ways, this is the highest job to which a person in my field could aspire. For me, it is both a great honour and a great responsibility to take on.”

Founded in 1881, the American School of Classical Studies at Athens is the oldest and largest American overseas research centre in the world. Made up of a consortium of nearly 190 affiliated North American colleges and universities, including the University of Victoria, the School provides graduate students and scholars a base for the advanced study of all aspects of Greek culture, from antiquity to the present day.

The Andrew W. Mellon Professor of Classical Studies is responsible for directing the School’s academic program, training top graduate scholars from across North America through seminars and hands-on surveys of the art, archaeology, history and topography of Greece while advising students conducting research.

Each year, a maximum of 20 students from Canada and the US are admitted to the program following stringent entrance exams, making this one of the most sought-after programs of its kind in the world.

“The idea and goal of the program is—and has been, since 1881—to see as much of Greece and its ancient past as possible on the ground, so it involves a lot of traveling,” Burke states. “I’m well-acquainted with the terrain, but am excited to learn more about it and make new discoveries with a very talented group of graduate students.”

A member of the Faculty since 2003, Burke has honed his skills as a world-class mentor, instructor and researcher while leading excavations on site at ancient Eleon for the last decade through the Department of Greek and Roman Studies’ Semester in Greece and Study Abroad programs, which he also directs.

Under Burke’s guidance, hundreds of UVic students have had the opportunity to learn about Greek history first-hand through



Burke (far right) with students from UVic’s Semester in Greece program. Credit: provided.



Burke poses for a photo with the Athenian acropolis in the background. Credit: provided.

these programs. Many of the student participants generate their own original research based upon materials found during active excavations at Eleon, which have frequently become the foundation of their master’s theses and doctoral dissertations.

Now, as Andrew W. Mellon Professor of Classical Studies at the American School of Classical Studies at Athens, Burke will produce work reaching across continents, influencing generations of classicists around the world.

“The Andrew W. Mellon Professorship is one of the most prestigious academic positions in Classical Archaeology in the world and Dr. Burke is most deserving of this great honour,” says Humanities Dean Annalee Lepp. “We are very excited and proud that Dr. Burke has this tremendous opportunity to train the next generation of classicists over the next three years.”

Of mentors and mentees

By Philip Cox



English professor Stephen Ross stands with his mentees—throughout their degrees and beyond. Pictured: (left to right): Graham Jensen, Saba Pakdel, Babak Ashrafkhani, Denaë Dyck, Lucie Kotesovska, Matt Huculak, Stephen Ross, Kevin Tunnicliffe, Ginger Jiang and Deborah Ogilvie. Credit: UVic Photo Services.

Few people are lucky enough to have a mentor like English professor and winner of the 2021 Canadian Association for Graduate Studies (CAGS) Award for Outstanding Graduate Mentorship, Stephen Ross—at least, that’s the impression one gains from speaking with his mentees.

“I don’t know where I’d be without Stephen Ross,” says Matthew Huculak, the Head of Advanced Research Services and Digital Scholarship Librarian at the University of Victoria Libraries, without a hint of hyperbole. “When I was at a crossroads during a particularly tough year, Stephen supported my work and helped forge a position as the Libraries’ first postdoctoral fellow with the University Librarian. Because of his support and mentorship, I now have the best job I could ever have imagined.”

Testimonials like this are surprisingly common among those provided by students mentored by Ross, given the emotional timbre of their acknowledgments. Many note instances when he helped them navigate the complexities of graduate studies or supported them through personal difficulties. Most say he did both.

“A memory of Stephen Ross that I cherish is from when, in the second year of my PhD, I realized that I wanted to alter my research focus. He encouraged me to follow my heart, even though it meant replacing him as my supervisor,” explains Lucie Kotesovska, an English PhD candidate and Vanier Scholar whom Ross also supported during her move from the Czech Republic to Victoria in 2020. “He told me that I was admitted to the program not for the project I had envisioned, but for the person I am. That was the most powerful moment of validation in my academic career so far.”

Ross himself is an internationally recognized and esteemed leader in Modernist studies. Within the last five years alone, he has published three books and written three more, and served as President of the Modernist Studies Association—the largest international organization in his field, with nearly 3,000 members at the time of his tenure—all while teaching, publishing

scholarly articles, presenting regularly at conferences around the globe and supervising the largest number of post-doctoral fellows, PhDs and MAs in his department. Nevertheless, his students emphasize his availability and generosity of spirit in their interactions with him.

“Stephen Ross is available, accommodating, understanding and caring—qualities one dreams of having in a mentor,” says Saba Pakdel, a first-year English PhD student supervised by Ross. “He is also generous with his knowledge and does not make students feel inadequate if they cannot understand complicated concepts.”

In 2020, Ross received UVic’s REACH Award for Excellence in Graduate Student Supervision and Mentorship—the university’s top honour for academic supervisors. He is now the first professor at the University to receive the CAGS Award for Outstanding Graduate Mentorship.

For Amy Tang, a recent UVic graduate and current assistant professor at the University of the Fraser Valley, the compassion that Ross showed her had a profound impact on her life in and out of the classroom.

“When I first came out to my family, I had an extremely tough time, but Stephen Ross helped me to get through it,” Tang explains. “He was the only mentor figure in my life at that time who reached out and assured me that it’s okay to be who I am.”

In a profile written the time of her convocation in 2020, Tang also credited Ross with helping her to succeed in her studies by fostering dialogue between students and breaking down structural barriers that had limited her ability to participate in the classroom after emigrating to Canada from Xian, China, for graduate school.

In all of his endeavours, Stephen Ross cultivates a form of support for his mentees that continues across their academic career and beyond, and offers them a kind of mentorship that few people are lucky enough to have had at any point in their lifetime.

An undying interest in vampires

By Philip Cox



Golz. Credit: UVic Photo Services.

Although Halloween comes but once per year, the thirst for stories about vampires never seems to die. This has helped one UVic Humanities professor, Peter Golz, to pursue his own passion for the study of these stories in film and literature for more than 20 years. In doing so, he’s made Victoria home to one of North America’s most popular university courses on vampires.

“The figure of the vampire allows students to delve into the desires and fears of particular cultures in particular historical moments,” says Humanities Associate Dean Academic Lisa Surridge. “Peter Golz has created a master class in cultural studies that has stood the test of time.”

For anyone who has spoken with Golz, it’s not surprising that his office is filled with an impressive range of vampire-related paraphernalia—action figures from popular TV shows like *Twilight* and *Buffy the Vampire Slayer*; a vampire-themed magnetic poetry kit; a Dracula lunch box; a bottle of Dracula-branded wine (red, of course); a “little vampire pacifier,” replete with blood-tipped fangs, still in their original packaging; along with film posters, DVDs, and endless rows of books, books, books.

But even backed by this impressive cavern of keepsakes, the breadth and depth of Golz’ knowledge of vampire films, literature, culture and history is endlessly enthralling. And no wonder: Golz has been teaching one of North America’s most popular courses on vampires for 20 years.

“When people ask me ‘what do you teach?’ and I say ‘vampire studies,’ they always reply with either ‘oh, that’s so cool!’ or ‘no, seriously, what do you teach?’” says Golz with a laugh.

His course, *A Cultural History of Vampires in Literature and Film*, has been featured by a wide range of national and regional news outlets such as the *Globe & Mail*, CBC, *Times Colonist* and CHEK News, and appears on countless “best course” lists and vampire fan sites.

In addition to the media attention and buzz generated on campus by word of mouth, Golz attributes the success of his course in part to the subject matter itself.

“Vampires have become a lot more interesting in the last 20 years, because they are not depicted as the stereotypical Other as they once were,” he says. “Now vampires are more likely to live among us, like in the TV series *True Blood*, the *Twilight* films or *Buffy the Vampire Slayer*. And we are more likely to hear them tell their own story, like in *Interview with the Vampire*, which makes them more sympathetic characters.”

The characteristics of our imagined vampires shift alongside our times and circumstances. For instance, there’s a growing demand for “pandemic vampires,” Golz says, as seen in films like 2007’s *I Am Legend* and in TV series like *The Strain*.

Although this trend clearly speaks to our own time, the concept behind it has a long history. In the classic 1922 German Expressionist silent horror film, *Nosferatu*, death follows the vampire protagonist Count Orlok indiscriminately when he moves from Transylvania to Germany. The doctors in his town blame these deaths on an unspecified plague brought in by a swarm of rats that arrive with Orlok’s ship.

This continual evolution of vampire mythology has helped to keep both vampire stories and Golz’ course content fresh over the decades.

When asked about the brightest moments in his own career, Golz can list many: that time when Ballet Victoria invited him to introduce their new *Dracula* ballet and to bring his entire class to one of their performances, or the half-dozen presentations by leading vampire scholars that Golz has brought to UVic as part of the Lansdowne Lecture series, or the novel ideas of students who have sat in his classroom and shared with him their own passion for the shadowy underworld of the undead.

“This course is a lot of fun for me and I get to work with students who are really interested in the topic and do great work, so as long as I’m here I will continue to teach this course,” Golz states. “But, I am obviously not a vampire, so it has to end at some point. But, maybe then it will be reborn. Who knows?”

A day in the life of Ruth Parrish

By Philip Cox



Ruth Parrish, Administrative Assistant for the Indigenous Studies program. Credit: UVic Photo Services.

On a warm spring day last May, Ruth Parrish and her daughter Alana stood in front of a large crowd by the longhouse outside the Royal BC Museum, drums adorned with their Haida family crest in hand, singing *The Children's Blessing Song* by Cree-Dene musician Sherryl Sewepagaham.

Between them stood Layla—barely one year old, hands gripped tight, her beautiful brown eyes soaking up the scene before her from the safety of the shadows cast by her mother and grandmother.

This was no ordinary day for Parrish; nor for anyone who had read the news that day. This was the day the remains of 215 Indigenous children were revealed at the former Kamloops Indian Residential School, and Parrish was singing in their honour.

"I'm not outgoing. I don't do these kinds of thing very often," Parrish states. "But for the children I did it, you know? For the people there. For ceremony. For healing. So... it was a really big moment in a small way, you know? It's just a song. But it's more than a song, really."

An ordinary day for Ruth Parrish starts between 7:30 and 8:00 a.m. when she wakes up naturally, free from the shrill of

an alarm. Four days per week she drives to the University of Victoria, where she works as an administrative assistant for the Indigenous Studies program.

Lucky visitors to her office might be greeted with a fresh cup of healing tea that Parrish has made from ingredients grown in her garden, bags of which the department sometimes gives as gifts.

Much of her days are spent in meetings or handling "the nitty gritty admin stuff," but increasingly Parrish works with students, helping them to navigate the academic system with her own particular approach. "I just try to make students feel at home and comfortable and like they're a real person, you know? Not just a number or a face," Parrish explains. "Their concerns are real and they need to be addressed. Can I help them? I hope I do."

Lisa Kahaleole Hall, a Kānaka Maoli critical theorist and director of the Indigenous Studies program, is confident she does. "Ruth has been a pivotal support for Indigenous Studies students and faculty," Hall says. "It is no exaggeration to say the launch of the Indigenous Studies major could not have succeeded without her patience, perseverance and positivity."

Jeff Corntassel, a political scholar

from the Cherokee nation and associate professor of Indigenous Studies, adds that Parrish "creates a sense of community in every aspect of the programming for Indigenous Studies. Her enthusiasm, kindness, community spirit and respect are evident in her everyday interactions, and this has a spillover effect for everyone that she meets."

Last fall, Parrish received the 2021 Hāuistəŋ Award from the Faculty of Humanities for her contributions to Indigenous education, community and cultural resurgence at UVic, indicating that her impact extends well beyond her office walls.

Before the pandemic, Parrish went once weekly into grade school classrooms as part of the Sooke School District's Aboriginal Role Model program, to share her family history and tell the story of her journey to reconnect with her cultural heritage.

"My mom is Haida. My dad is British. I was born in Skidegate, Haida Gwaii, but

basically raised as a white Canadian in North Vancouver," Parrish shares. "My Haida grandparents were prohibited by an Indian Agent to potlatch or sing or dance or celebrate their culture at all. My mom was born into that, then left the island when she was 18, so I didn't grow up with that culture. No songs, no protocol, nothing."

For most of her life, Parrish's only connection to Haida Gwaii was a trip with her family when she was 10 and regular visits from her Haida grandmother, who frequently came to Vancouver on business. All told, it was more than four decades before she returned to her birthplace once more.

"We met all these remarkable people—this family that we never knew. I was introduced to my ancestors, my Elders, and relatives who made me feel so welcome," Parrish states. "They just brought me in. I went to my first potlatch. There was no judgment; just total acceptance. That started a whole personal journey for me."

Since then, Parrish has taken many steps to reconnect with her Indigenous identity.

From courses in Indigenous Theology and Indigenous Studies to regular weeks-long trips to Haida Gwaii, where she visits her family and new-found community of friends while spending weekdays at language school to listen and learn from the local Elders.

"For me, working in UVic's Indigenous Studies program is the biggest part of my own journey," she says. "It's more than a job. I really stand behind what we're building here. I believe in giving people the tools they need to understand their own Indigenous identity or to understand Indigenous issues more clearly."

What exactly the next steps will be for Ruth Parrish is anyone's guess, but at the end of the day she's quite certain about one thing in particular:

"My seventies are going to be the best years of my life," she says with a great laugh. "I'm kind of looking forward to it."



Parrish (right) and her daughter Alana (left) sing in honour of the 215 Indigenous children buried at the former Kamloops Indian Residential School, while her granddaughter Layla (centre) soaks up the scene. Credit: Lou-ann Neel.



Parrish and her brother, Tim, digging for clams with their mother, Ann Williams, in Skidegate, circa 1966. "When the tide goes out, the table is set," her great-uncle used to say. Credit: provided.



Historian of Ukraine thrust into public role by war

By Philip Cox

Above: Yekelchuk addresses a large crowd of Ukraine supporters outside Victoria's Parliament Buildings, Feb. 2022. Credit: David Furlonger.

When Russian missiles struck Ukraine in the early hours of February 24, 2022, UVic historian and professor of Slavic studies Serhy Yekelchuk was watching the news in his kitchen in Victoria, waiting anxiously for his parents to call from their family home in Kyiv, as they did every morning.

He recalled stories his mother had told him of the Nazi invasion in 1941, when communications were cut off and *ad hoc* communication networks were built between families, who would relay news about the life or death of their loved ones.

He thought of Syria, whose city centres and residential areas Russia had bombed indiscriminately in 2015. He thought of Chechnya, 1999.

He wondered when his parents would call well into the afternoon until, finally, they did.

"One of the ironies of war in the 21st century is that communications continue," Yekelchuk states. "Even in the besieged cities of Kharkiv and Mariupol, which is basically destroyed, there is cell phone service. In Kyiv, the internet connection was never lost."

This constant global connectivity has enabled Yekelchuk not only to stay in contact with his family back home throughout the invasion, but also to defend against their nation's invaders by rallying support and countering disinformation from here in Canada with his pen, his voice and his vast knowledge of Ukrainian history.

"I am a historian and a citizen, really, of two nations," he says with an accent that friends here might say is Ukrainian and family there might say is Canadian.

Internationally, Serhy Yekelchuk is recognized as an esteemed scholar, public intellectual and advocate for democracy in Ukraine.

Since February, he has fact-checked for the *New York Times*, interviewed for CNN and written for *BBC History* and *Politico*—all while speaking at conferences and fundraisers and offering expert commentary for media outlets around the world.

He has begun working with PEN Canada, the local arm of a world-wide organization of writers who advance freedom of speech, oppose censorship and support the rights of intellectuals who are targeted for political ends.

In March, an [impromptu public teach-in](#) at the University about the crisis featuring Yekelchuk and Ukrainian-born public policy scholar Tamara Krawchenko attracted more than 650 participants from across North and South America in less than 24 hours.

Last month, he regretfully declined an invitation to speak at the World Economic Forum in Davos, Switzerland, because his calendar was already full up.

For most researchers, this might be the defining moment of their career. For Yekelchuk, it is a matter of duty.

"I am an introvert, actually. I love solitary work in the archive. But there is no choice. This is my contribution to the defense of Ukraine and I am happy to do it."

The war, he notes, has been ongoing for almost a decade. It is only the relatively recent escalation and full-scale invasion that has made it seem new to some Western audiences.

Yekelchuk has been researching this conflict long enough to have become a specialist on the matter. His book, *Ukraine: What Everyone Needs to Know*, published by Oxford University Press, is currently used as a textbook on the Ukraine/Russia conflict at the University of Cambridge. Serhii Plokhy, the director of the Ukrainian Research Institute at Harvard University, recommends it on goodreads.com as "an ABC of the current conflict and the war, written by a very good historian."

"Yes, this is a defining moment of my career, but I've lived through several defining moments now," Yekelchuk says with a gentle laugh. "The collapse of the Soviet Union, the Orange revolution of 2004–05, the Maidan revolution of 2014, and then this war, which started later that year. This has all led to much media attention for me, because of Ukraine's increasing strategic importance to the West."

Living Memories

When the war ends, Yekelchuk would like nothing more than to return to hiking with his wife and son in the mountains, tinkering with woodwork in his garden, and building small fires by the ocean in his spare time.

The region of Victoria where he now lives is remarkably similar to his hometown in central Kyiv, with mountains and forests and a high river bank overlooking a wide body of water nearby.



Krawchenko. Credit: David Furlonger.

Yekelchuk describes Kyiv as a city of parks, sandy beaches and small islands peppering the Dnieper watershed, which flows through the centre of the city. It is a place steeped in history, he says, which shaped both his childhood and his life's work.

"My dad would take me for walks in a local park that had memorial plaques to rival princes in the 9th century. When I was just learning to read, I would try to decipher the font on these plaques. So this history was a part of my everyday life," he states.

Another part of his everyday life as a child was constant reminders of the Second World War—traces of trenches in many of the city's neighbourhoods, unexploded bombs and ammunition unearthed by children digging in their backyards or in forests nearby.

Visits to his mother's family often included visits to the Babyn Yar, a ravine near their home where the Nazis massacred 33,771 Jews in 1941 that was turned into a major Holocaust memorial after liberation.

"Like for many Europeans, World War II is not fully 'history' for Ukrainians. It is also living memory," Yekelchuk states. "Every family has its stories. Everybody has grandparents who lived under the Nazi occupation. So that war is always present."

One family story that had been kept secret from his aunt and mother when they were children concerned a young Jewish girl whom their parents had hidden from the Nazis for a short period of time, and whom his mother recalls seeing alive after the war.

"Why were all these people killed just because they were Jewish? Why would my grandparents risk their own family to save one Jewish girl? These were the type of questions that I grew up thinking about," Yekelchuk states. "It took me a long time to realize how important all these thoughts and experiences were for me."

Yesterday, Today

In February, the neighbourhood east of Kyiv where Yekelchuk and his wife, Olga Pressitch—a poet and language instructor who also teaches Slavic studies at UVic—had lived after getting married in the late 1980s was pounded by Russian rockets.

Ukrainian air defenses that covered only the central region of the city were mobilized over its eastern bank, showering explosive debris upon late Soviet housing blocks that had once stood as signs of progress before decades of economic stagnation had turned them into symbols of isolation and neglect.

Most people living there today were young adults when they bought their homes in the early 70s and remained there through retirement into old age, leaving few in a position to flee the destruction brought about by the Russian onslaught.

The Russian government calls its invasion ‘de-nazification,’ despite Ukraine having a Jewish president, Jewish members of its military, and one of the largest populations of Jewish people in Europe.

“De-nazification, to Mr. Putin, refers to us—to the West,” Yekelchik explains. “Ukrainians are seen to him as Nazis because they have democracy and they are fighting for the ideals of the West, which represents a threat to his regime. In Mr. Putin’s mythological version of ‘Nazism,’ everyone against him is a ‘Nazi.’”

Though the attack front has moved south-east from Kyiv, military checkpoints cloister the city’s centre and keep key areas cordoned off from most civilians. The subway system that once carried Yekelchik to the beach with his friends is now locked down for government use. Its stations, among the deepest in the world, were designed as nuclear shelters, equipped with retractable heavy metal doors that are able to withstand a nuclear attack.

“Kyiv’s subways were built in the 1960s, when everyone was expecting nuclear war with the Americans,” Yekelchik states. “We never thought we would see them put into action, except for testing. But they’ve been put into action now—and, of course, it’s not the Americans who are attacking us.”

Democratic Movements

Although Ukraine has an ancient past, it is still a young nation-state that has transformed itself radically since the collapse of the Soviet Union. In the last twenty years alone, it has undergone two major popular democratic revolutions and embarked on a nation-wide process of decolonization most visible in the elimination of cultural signs from the Soviet empire, such as with the replacement of colonial street names and the removal of monuments to imperial Russian figureheads.

Like most Ukrainians, Yekelchik’s identity as a citizen of Ukraine was formed during this post-Soviet period and galvanized by the twin revolutions, which rejected ethnic nationalisms and crony imperialisms in favour of the type of rule of law, economic freedom, anti-corruption enforcement and democratically elected leadership witnessed in Europe and Canada.

“Ukraine today recognizes the previously suppressed diversity of its heritage and celebrates the cultural contributions of non-ethnic Ukrainian groups such as the Jews, Greeks, Poles and Crimean Tatars,” Yekelchik states. “It doesn’t really matter where you come from, as long as you believe in the notion of

self-organized society determining the life of the country.”

It is within this context that Yekelchik learned to engage with the media and translate his academic expertise for a general audience, offering evidence-based perspectives on the country’s recent communist past, the wars and atrocities that preceded it, the cultural and historical transformations that have followed since, and now the current crisis with Russia.

“Professors and writers play an important role in Ukraine as public intellectuals. They are often the stars of Ukrainian television because the media approaches us constantly for commentary about current events,” Yekelchik says. “This tells you something—that Ukrainian society is in an active search for truth and justice and for a better life for ourselves and our children.”

Looking Forward

For the foreseeable future, Yekelchik will continue his work on the conflict with Russia from here in Canada, offering his expertise where possible and writing increasingly in-depth, reflective articles as the war drags on.

He has in the works now a third article for *BBC History*, a second edition of his book *Ukraine: Birth of a Modern Nation*, and a third edition of *Ukraine: What Everybody Needs to Know*.

At the University of Victoria, he has helped to launch a new emergency fund for Ukrainian students, which will offer doctoral fellowships for students currently enrolled in Ukrainian universities and provide them with an office space and faculty mentor on campus.

More than anything, he looks forward to a time when the invasion ends, things go back to normal, and he can return to his quiet life of study.

“I was on a leave of absence that I had to end in February because I was giving interviews and speaking at events all the time,” Yekelchik says. “I had an elaborate agenda to finish several carefully planned book manuscripts on cultural memory and decolonization and on the war of 1917–1920, which for now are waiting to be completed when my duty as a citizen of Ukraine is done.”



Yekelchik. Credit: UVic Photo Services.

A message from the Associate Dean Academic, Lisa Surridge

The 2021–22 academic year was supposed to be “back to normal.” It was anything but.

In the extraordinary September of 2021, we welcomed to campus two full years of students: those coming from high school and those who had completed their first year online. Fully half the students on campus were lost for the first week because those in their second year were as new as those in their first.

As many profs did during those first weeks back, I experienced the thrill of “meeting” students whom I had known only from their Zoom squares. I would hear a swift intake of breath as a student saw me for the first time in three dimensions. And I struggled sometimes—as did they—to connect the now-masked face with the Zoom square that I had come to know.

And with students back on campus, UVic found its heart again. Even as instructors struggled with masks, recordings, an Omicron-propelled pivot to online exams in December, and an online start to the January term before in-person (masked) classes resumed in February, we were rejuvenated by the joy of reconnecting with students. Through both terms, my students rotated into and out of self-isolation, but we arrived in April having managed together to achieve a semblance of normal university life, even in extraordinary circumstances.

As April turned into May, cautious optimism peeked out. For the first time since 2020, students ventured abroad on exchanges, field schools, language programs and archaeological digs. Between summer 2022 and fall 2023, Humanities students will be wielding their trowels and their tongues in France, Spain, the UK, Ecuador, Greece and Italy. They will once again be able to gain the benefits of language immersion, experiential learning and intercultural exchange that the pandemic had foreclosed for two long years.



Surridge. Credit: Philip Cox.

In June, UVic held three convocations back to back. We gave standing ovations to the classes of 2020, 2021 and 2022. My neighbour’s offspring, two years apart in age, crossed the stage within four days of each other. I hugged students I had never seen off Zoom and held in my heart those who elected not to cross the stage after a gap of too many months or years.

Meanwhile, our programs have sprung new shoots, with new certificates in ASL and Gender Studies and a brand-new name for French and Francophone Studies, embracing its already global and decolonial identity. Gender Studies inaugurated an online feminist art field school, a tour of Canadian galleries and experts guided by filmmaker and researcher Chase Joynt. This fall, the History department will launch an innovative course in History, Power and Justice (we are currently watching as students storm onto the waitlist). The faculty also celebrates a collaboration with the Gustavson School of Business as our Academic and

Technical Writing Program welcomes their students into a new mainline course on Business Communications.

As I write this, I have COVID-19 (thankfully with very mild symptoms). The pandemic has not finished with us yet, however much we want to be done with it. And we should not even try to put it behind us fully just yet.

Our challenge instead is to draw wisdom from these years of struggle and to resist going back to “normal.” We can learn—we have had to learn—how to be wiser, more compassionate and more innovative teachers, colleagues. We have been forged, I hope, into better human beings.

And we must strive, in turn, to be better humanists—to re-embrace and reaffirm human dignity and diversity, critical thinking and research and creative innovation—and to affirm Humanities values in the classroom, in our research and in the world around us.

English PhD receives Governor General's Gold Medal

By Philip Cox



Dyck. Credit: Philip Cox.

In 2021, English graduate Denae Dyck was awarded the Governor General's Gold Medal for "best doctoral thesis"—the university's top award for graduating PhD students.

Dyck's dissertation, "Forming Wisdom: Biblical Criticism, Creative Interpretation and the Poetics of the Victorian Sage," considers the complex relationship between Victorian literature and the Bible.

While traditional scholarship tends to suggest that many in Victorian England suffered a "crisis of faith" caused by new readings of the Bible that questioned its authority and historicized its authorship, Dyck asks a different and more provocative series of questions about how certain writers responded creatively to this new form of biblical criticism.

How, she asks, did such authors such as Elizabeth Barrett Browning, George MacDonald, George Eliot, John Ruskin and Olive Schreiner respond to the idea that the Bible might be a fragmentary, dialogic text rather than the received word of God, as it had traditionally been understood? What positive roles did doubt, questioning or questing for truth play in their creative works?

"My dissertation basically argues that Victorian writers responded to the pressures exerted by new methods of biblical criticism by creatively adapting forms characteristic of wisdom literature—a genre that includes the Book of Job, the Book of Proverbs, Ecclesiastes and the parables, all of which emphasize dialogue

and questioning," Dyck explains. "This genre helped authors re-frame their own experiences of uncertainty and doubt. It helped them find new ways of making meaning in an increasingly fragmented and ideologically diverse world, creating a more flexible and personal expression of spirituality."

Hailed as a remarkably mature, insightful and original work by her supervisory committee, Dyck's project has been recognized through this award as the most outstanding doctoral dissertation completed at the University of Victoria during the 2020-21 academic year.

"Denae's writing demonstrated a profound knowledge of the Bible and of the many threads of intellectual and religious thought in Europe in the 19th century," says Lisa Surridge, professor of English and Humanities Associate Dean Academic, who supervised Dyck's dissertation. "Her conclusions establish new readings of canonical writers in a truly outstanding dissertation."

Born and raised in Calgary, Alberta, Dyck completed a BA in English at Ambrose University in Calgary and an MA in English at Dalhousie University in Halifax, Nova Scotia, before starting her PhD here at UVic in 2015. Her academic excellence has been recognized with a SSHRC doctoral fellowship, a Vandekerkhove Graduate Student Fellowship at UVic's Centre for the Study of Religion and Society, an Ana and Peter Lowens Scholarship in Victorian Literature at UVic, a Visiting

Scholars Research Fellowship at the Armstrong Browning Library, and a Mairi Riddell Memorial Book Prize for the best essay in the English graduate program at UVic. Twice she received an honourable mention at the annual conference of the Victorian Studies Association of Western Canada for the Founders' Circle Award, given for the best presentation by a graduate student or emerging scholar, before winning the award in 2019.

"I feel honoured and grateful and humbled to receive the Governor General's Gold Medal—all at the same time. One of the first and most lasting emotions that it brings up for me is gratitude to the many people who believed in me and helped me to reach my academic goals. This is certainly something that I wouldn't have been able to do without such a wonderful research community."

— DENAE DYCK, ENGLISH PHD GRADUATE AND RECIPIENT OF UVIC'S 2020-21 GOVERNOR GENERAL'S GOLD MEDAL FOR BEST DOCTORAL THESIS

Asleep no more: Tsuut'ina language awakened

By Philip Cox

Participants in the Certificate in Indigenous Language Revitalization from the Tsuut'ina Gunaha Institute posing with community members, before the pandemic moved courses online. Credit: provided.



Just five years ago the Tsuut'ina language was identified as critically endangered by the federal government following the 2016 census, which recorded only 150 speakers among the Tsuut'ina Nation's community of 2,400 registered members.

Today, Ngatai Crowchild, Language Education Coordinator for the Tsuut'ina Gunaha Institute, sees the state of her Nation's language otherwise.

"When people say the language is critically endangered, I see it from another perspective—it's not dying, it's just been sleeping. And so we need to reawaken the language in our own community and amongst ourselves," Crowchild states.

Last summer, Crowchild and 13 of her colleagues at the Tsuut'ina Gunaha Institute graduated from the University of Victoria with a Certificate in Indigenous Language Revitalization (CILR) through a unique, community-based partnership between the Tsuut'ina Gunaha Institute, UVic's Division of Continuing Studies, Department of Linguistics and the En'owkin Centre in Penticton.

The award-winning CILR program offers accessible, responsive and culturally appropriate learning opportunities that support the language revitalization efforts of community partners across Canada, including in Alberta, British Columbia, the Yukon, the Northwest Territories, Nunavut, Quebec and Ontario.

In addition to the foundation of knowledge and best practices that they acquire, students also gain a recognized credential and academic credits that can be ladder into programs offered by the Indigenous Education department in the Faculty of Education at UVic or used towards other post-secondary programs.

"There are over 60 Indigenous languages in Canada, and each one is unique and distinct. This program is customized according to each community partner's goals and objectives—they can hire local instructors, work with our staff to develop practical strategies appropriate for their specific needs and gain support for their learners in ways that will lead to their success in revitalizing their language," says Suzanne Urbanczyk, Academic Advisor to the Certificate in Indigenous Language Revitalization and associate professor of linguistics in UVic's Faculty of Humanities.

From 2019 to 2021, 23 learners from the Tsuut'ina Gunaha Institute have joined the program, including the 14 who graduated last summer—eight of whom became the first CILR graduates to enter a non-UVic Bachelor of Education for Indigenous language teacher training when they began studies at the University of Calgary last fall.

"The CILR is very important for revitalizing the Tsuut'ina language because it's centred around Indigenous understanding and Indigenous knowledge. But it's also a form of professional development that teaches us more efficient and effective practices, so that we can move forward with the skills and knowledge that we gained from this program," Crowchild states.

For more than a decade, the Tsuut'ina Gunaha Institute has advanced Tsuut'ina language and culture through capacity building, resource development, social events, teacher training and language programs taught at the Nation's adult education centre and in schools from kindergarten to grade 12.

Janelle Crane-Starlight, Director of the Tsuut'ina Gunaha Institute, notes that she has witnessed a significant change during that period in the way her community has taken responsibility for the continuation of their language.

"I see more of our language being spoken in homes, between children and parents. It's more of an inter-generational learning exchange," Crane-Starlight says. "The mentor/apprentice component of the CILR language courses have also helped to keep our students connected with our Elders, who as fluent speakers of Tsuut'ina are our knowledge keepers. It really pushes them out of their comfort zone, to speak with the Elders one on one."

Although there are currently only 17 fluent speakers remaining, Crane-Starlight and Crowchild are confident that the threat to the preservation of the Tsuut'ina language has long passed.

"All of our current instructors were students of our first language teachers, who are Elders fluent in the language. Now we're in a position to take over carrying that torch," Crowchild adds. "And we've entered a stage where young people feel engaged and responsible for the revitalization and continuation of the language."

From Saanich to Spain and back again

By Philip Cox

Ackerly exploring buildings at the Universidad de Alcalá, some of which date back to 1293. Credit: provided.



One semester studying abroad in Spain gave UVic graduate Elijah Ackerly a new perspective on life back home in Saanich that would change his path forever.

“I fell in love with the language and culture in Spain, but also with the way that learning a new language can influence your perspective on the world,” Ackerly says. “I saw that life can be different from where I grew up.”

Ackerly, who graduated with a major in Hispanic Studies and a minor in History, was raised with his sister by his mother in a single-parent, low-income home. Despite experiencing what he describes as “a noticeable class discrepancy” between himself and his elementary, middle and high school classmates, he never doubted that he would one day attend university.

“I didn’t always know what I wanted to study, but I always knew I wanted to go to university. It just meant that I had to take out student loans and work hard for scholarships,” Ackerly reflects.

Among the many merit-based scholarships that he received is the Elias Mandel Prize for Study Abroad in Hispanic and Italian Studies, which assists undergraduate students with tuition fees and travel costs associated with the university’s study abroad program.

After finding an advertisement for the program posted in the Department of Hispanic and Italian Studies hallway, Ackerly attended an information session, applied and soon found himself in Alcalá de Henares—a small city with 200,000 residents, 35 km northeast of Madrid. He then spent the next three months studying Spanish language, culture and literature at the Universidad de Alcalá while earning UVic credits.

“The experience was really influential for me and solidified my desire to do a degree in Spanish. I came back and declared a major in Hispanic studies right away,” Ackerly explains. “And, although I was only in my second year, it also got me thinking about what would be a good next step.”

In addition to trying his hand at extra-curricular activities on

campus, such as working as a co-editor of the Hispanic and Italian Studies undergraduate journal *PLVS VLTRA* in 2020, Ackerly also worked as a team leader at the Oak Bay Parks, Recreation and Culture’s Youth Centre throughout his degree.

“The centre is a free drop-in space open to youths from the neighbourhood to hang out, hold space and find belonging,” says Ackerly. “I worked there every day after school, planned monthly events and sometimes taught courses on First Aid, customer service or resumé development.”

Ackerly notes that his time overseas gave him unique insight into some of the challenges faced by many of the participants in the program, who had recently moved to Canada and were learning English as a second language.

“I could fully relate to what it’s like to be in a new country where you’re learning the language, which is really difficult. Because of my experiences in Spain, I could definitely empathize with the participants who were new to Canada. It made me a better instructor.”

In the fall, Ackerly will carry these insights and experiences from Saanich to Spain once again when he returns to the Universidad de Alcalá in Alcalá de Henares to start a master’s in teaching, with a focus on bilingual and multicultural education.

“Study abroad programs are an important way for our students to learn about other cultures and languages through mutually enriching encounters. We are proud to be able to provide scholarships that break down financial barriers and make experiences like this possible.”

— MARINA BETTAGLIO, ASSOCIATE PROFESSOR OF HISPANIC AND ITALIAN STUDIES

Found in translation

By Philip Cox

Olga Ziminova’s love for the French language always stood out in her hometown of St. Petersburg, Russia, where a majority of people speak only Russian and very few learn a second language that isn’t English.

“It is very unusual to study French in Russian schools,” she explains. “But, since I was a child, I felt like this was all I wanted to do.”

Now graduating with a master’s degree in French and teaching for *Alliance Française*, an international organization that promotes French language and culture, Ziminova is contemplative about the unlikely path that has led her to success.

“Even my dad couldn’t understand my love for languages. He wanted me to learn math and physics,” she recalls. “But my mom saw the opportunity for me to learn French as something special.”

Lucky for her, one of the few grade schools in St. Petersburg that offered French courses was located just down the street from her childhood home.

The fluency Ziminova gained during her childhood later paid off when, in

high school, she entered a prestigious, nation-wide competition for French speakers. As one of the top competitors, she was awarded entry to any language-based university program in the country.

“I had been thinking about doing a degree in chemistry, because I was pretty good at it. But then I had this opportunity to study languages, so I did a bachelor’s degree in French-Russian translation at St. Petersburg State University.”

It was while completing her undergraduate honors thesis that Ziminova learned about the French master’s program at UVic, when her supervisor showed her a pamphlet published by the French department and suggested that she investigate it further.

“I did a bit of research, but most of it was to find reasons for my parents that it was actually a good idea for me to move to Canada for this program. And they said ‘yes, go for it!’”

Once here, Ziminova fell in love with the rich variety of people, cultures and

nationalities in Canada. It was not long before she realized that her advanced language skills could open up professional opportunities for her here as well.

“This is a much better place for me to actually use my language skills,” she states. “There’s so much more respect for people who speak multiple languages and are able to translate or teach. I saw many opportunities here that made me want to stay.”

Among these opportunities were those created within the French Department itself, which puts great emphasis on professional applications of language skills cultivated in the classroom.

“I started working as a Teaching Assistant in the third semester of my degree, which gave me experience that I could put on my resume. Now I’m working at the *Alliance Française*, teaching French to youths, teenagers and adults,” Ziminova states.

“I like sharing my passion for French and trying to make learning it fun for my students!”



Ziminova. Credit: Geneviève Arsenault.

Lessons in French and life back on campus

By Philip Cox

Brittany Johnson (left) and Anabel Sargent (right).
Credit: Philip Cox.



“I didn’t realize how much I missed seeing people and engaging with them until I came back to campus,” says fourth-year French major Anabel Sargent. “And then I thought ‘This is why I love going to university and taking classes.’”

In June 2021, Sargent returned to campus along with two dozen other undergraduate students for one of two French courses offered throughout July—*FRAN 409: Speech Art in French*, taught by associate professor Sara Harvey; and *FRAN 345: Summer Francophone Institute*, taught by professor Catherine Caws.

For both the students and the professors, this was their first time in a classroom on campus since March 2020, when the COVID-19 pandemic necessitated a nation-wide pivot to online learning and instruction.

“I was happy to go back to face-to-face instruction,” says Caws. “The first meeting was quite emotional. Everyone was thrilled to be back.”

Fourth-year Education student Brittany Johnson suggests that the joy of seeing and studying with others in person helped the class to overcome any uncertainties that they may have felt after being away for so long.

“When we all introduced ourselves on the first day, everyone was super keen that this was their first class back. There was obviously a little bit of anxiety related to easing back into the campus life with all the restrictions, but overall people were excited to get back into the class-

room and participate,” Johnson states.

By July of that year, BC had entered stage 3 of its restart plan, which allowed for indoor gatherings of up to 50 people or 50% of the room’s total capacity. This enabled the University to offer a limited number of in-person classes that adhere to the safety precautions set forth in its own restart plan, which follows the guidance of the BC Restart plan, the provincial Return-to-Campus guidelines and the provincial health officer.

“It is important to take the province’s health measures seriously and collectively address the challenges that are in front of us. The University today is as much a space for sharing and generating knowledge as it is a place for developing the intellectual and critical skills to live in such an uncertain and complex world.”

– SARA HARVEY, ASSOCIATE PROFESSOR OF FRENCH

Measures taken by the University to ensure the health and safety of students, faculty and staff included physical distancing requirements, enhanced cleaning and hygiene procedures, and mask recommendations in indoor common areas.

Both students interviewed for this article noted that their instructors were

clear about the University’s requirements and considerate of the class’ emotional well-being as well.

“The first thing our professor asked us was about our comfort level with COVID-19 protocols and how we felt about being back in the classroom again, which I thought was really good” says Sargent. “I felt super comfortable. And by hearing how other people felt, I was able to have more empathy for them.”

Johnson adds that the students were also respectful of one another and proactive about ensuring each other’s unique needs were met.

“When we go outside for group work, everyone makes sure there’s distance between them and that each is comfortable with what the other is doing,” she explains. “Most people will ask things like, ‘are you cool with me removing my mask?’ and then adapt to what the other needs.”

Although the University has offered a limited number of in-person courses and labs throughout the pandemic, some saw the courses being taught on campus last summer as a precursor to the return in September, when the majority of courses were offered in person.

“I’ve really liked being able to sit and talk with my peers again, and to see people that I’ve had classes with in the past four years—even the people that I never got to know before,” Sargent says. “Now, when I go back to campus in September, I just want to see everybody in my program and talk to them!”

Class of 2022: Humanities’ jubilee medal winners

Adam Kowalczyk completed a major in Linguistics and a minor in Japanese Studies and is graduating with an impressive GPA of 8.53. Adam transferred to UVic from the Southern Alberta Institute of Technology in the fall of 2017. Although he knew nothing about the field of linguistics, he fell in love with the discipline during his first year taking courses, saying that it is a “fantastic way to approach language.” Two highlights of his undergraduate experience included: studying linguistics and language on exchange for seven months at the University of Tokyo in 2019; and having the opportunity to engage in hands-on linguistics research in his final year. Adam’s instructors describe him as an outstanding and deeply reflective student who is always willing to challenge himself. As one instructor shared, “Adam is both curious and clever—a powerful combination. He’s also a courageous learner, not afraid to take on something new or to think about familiar concepts in new ways. His final project in my class was completed with an effective combination of meticulous attention to detail and inspired thinking, one that had my heart racing with excitement as I read his analysis and interpretation. He had me on the edge of my seat. I can’t think of a better or stronger indicator of an exceptional student: not grades, but the ability to get so deeply into the material that your readers get caught up with you.”

Ingrid Janse van Rensburg completed a major in Hispanic Studies and is also graduating with an impressive GPA of 8.53. She was trained and worked as a physiotherapist in South Africa before immigrating to Canada in the late 1990s. Thereafter, she devoted her energies to raising her family, and hosted many exchange students in her home. As a result, a new and keen interest in the Spanish language and Latin American culture inspired her to enroll in Hispanic Studies courses at UVic. Despite her fears about returning to university studies in a much-changed academic environment, Ingrid describes her experience as empowering; it afforded her the joy of inquiry in fellowship with her classmates and instructors. Ingrid’s instructors in Hispanic Studies praise her for her positive classroom engagement, her diligence and her outstanding academic work. One instructor noted that, “Ingrid has a unique ability to be able to combine the theoretical with the practical, research with creativity and dedication with good humour. Her analysis of the Peruvian writer José María Arguedas’s use of music in his *indigenista* novel *Yawar Fiesta* was one of the most thoughtful and original submissions I have ever received.”

These medals are awarded to the student(s) with the highest grade-point average in the Faculty’s graduating class each year. We applaud Adam Kowalczyk and Ingrid Janse van Rensburg for the intellectual rigour and dedication to their studies reflected in this achievement!



Kowalczyk. Credit: provided.



van Rensburg. Credit: provided.

A collaborative spirit

By Philip Cox

In the summer of 2020, as the pandemic wore on and it became clear that the next academic year would be spent online, fourth-year English Honours student Anne Hung worried that incoming students would not have the same richness of experience that she'd had on campus in her first year of university, so she decided to do something about it.

By September, she'd established a virtual mentorship program through the English Students' Association that paired 85 first-year students with 25 upper-year student mentors, fostering new community connections built on solidarity, sharing and support.

That winter, as blood supplies in the city's health system ran dangerously low, Hung and fourth-year Economics student Jeremy Lacey collaborated to create the UVic Blood & Stem Cell Drive—a campus-wide effort that connected representatives from five student course unions to prompt donations from their members.

This is the type of selfless and thoughtful leadership that will define Hung's legacy after she walks across the convocation stage to receive her degree this June, and that earned her a 3M national student fellowship for outstanding leadership on- and off-campus earlier this year.

"At first, I was hesitant to assume leadership positions on campus, because I had always thought of leaders as unwavering and confident, and I did not feel like one of those people," Hung states. "But the more I learned and grew at UVic, the more confident I felt and the more ideas I had for community-building and collaboration."

A former competitive dancer, Hung trained at ballet schools in Vancouver, Calgary, Los Angeles and New York, and has performed in Alberta Ballet's *The Nutcracker* (2011), Ballet Victoria's *The Gift* (2015) and Avant Dance Company's *Take a Bow* (2016), among others. She firmly believes that the lessons she learned through dance have informed her experience at the university.

"Dance taught me the skills that allowed me to complete my degree, work part time and still have time and energy left over for volunteering," she says. "I consider myself lucky to have been able to [dance competitively] and pursue my academic interests, and even luckier that the skills from one have transferred so well to the other."

In the classroom, these skills have helped Hung maintain straight As throughout her degree, earning her several awards for academic distinction along the way, while also informing her research. After receiving a Jamie Cassels Undergraduate Research Award (JCURA) in 2021, for instance, she chose to focus on the relationship between the development of Romantic ballet and 19th-century print culture and technology, resulting in a project titled *En Pointe, in Print: Dance and the Early Nineteenth-Century Press* in 2022.

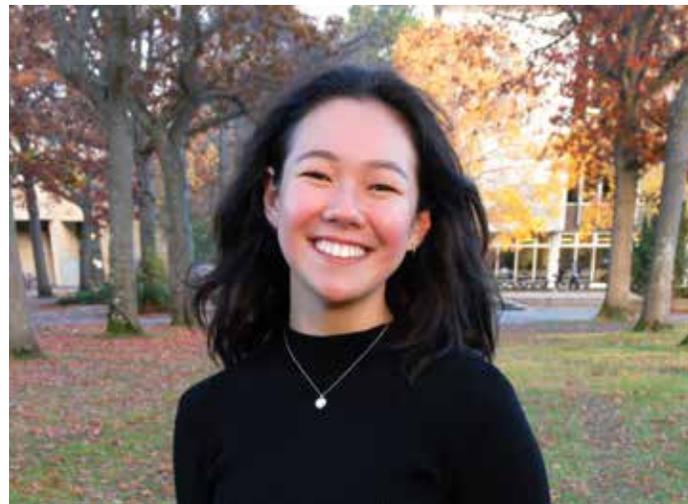
Outside of the classroom, Hung's work as vice president of the English Students Association (ESA), managing editor of the undergraduate journal *The Albatross*, editorial assistant for *The Malahat Review*, student ambassador for the Faculty of Humanities, and co-producer of a podcast for the SSHRC-funded *Crafting Communities* project show the stamina and dedication of a competitive athlete.

In virtually all of her work, Hung's commitment to the values of respect, equity and diversity through collaborative practice shine through: co-organizing events such as a public reading by Oji-Cree Saulteaux poet jaye simpson, whose writing explores their experiences with Indigeneity and marginalization, for the ESA; or supporting seniors and those recovering from illness or surgery through the Canadian Red Cross Health Equipment Loan program, for example.

She is currently developing an open-access digital exhibit for UVic Libraries' Special Collections, interviewing previously-excluded women of colour and queer and gender non-conforming people involved in UVic's women's movement since the 1960s.

"Anne focuses her efforts on problem-solving in ways that will benefit and spotlight others rather than herself. But make no mistake: Anne has changed the undergraduate experience in Humanities and improved the lives of people in and outside of the University."

— MARY ELIZABETH LEIGHTON, PROFESSOR OF ENGLISH



Hung. Credit: provided.

Right on track

By Philip Cox

As they prepare to cross the convocation stage to receive a bachelor's degree in History with a minor in Spanish, Navarra Houldin is on track to complete what has been by all measures a remarkable journey during their time at the University.

Although they moved to Victoria to pursue their passion for open-water swimming just four years ago, Houldin will graduate as an accomplished researcher, experienced language instructor, seasoned accessibility advocate and improbable website remediator.

"I've been busy," Houldin says with a friendly laugh, as though this were the first time they had stopped to reflect upon their experiences at UVic. "But I've been learning a lot and I've really been enjoying it."

Inside the classroom, Houldin's learning took place on both sides of the lectern. As a student, their interests in history and Spanish language, cultures and gender studies found common ground in the study of Latin American history—with an added, idiosyncratic passion for the early modern history of gender and sexuality in British naval traditions tucked in on the side.

Since 2020, they have also been working as a Teaching Assistant (TA) in Hispanic Studies, supporting and providing language instruction in first- and second-year Spanish language courses. It was here that Houldin learned how to design lessons of their own, which started when they noticed non-binary gender inclusive language was only taught in upper-year courses.

"I had found that, for me, it was useful to know how to correctly use non-binary inclusive language in Spanish," Houldin states.

"When I received feedback that it was also important for some of my students, I did a pile of research to figure out the best and most appropriate ways to teach them how they could describe themselves or the people they're talking about respectfully while still following the grammatical rules of the language."

Houldin's focus on inclusivity extends to their work advocating for and informing the implementation of accessibility standards across the city. In 2019, they were hired by Victoria's Fringe Festival to evaluate and make recommendations for the accessibility of their theatres and outdoor spaces. This translated into consulting work for other local groups, such as Theatre SKAM, and into regular work with OneAbility, a Victoria-based network of 50 organizations working together to provide sport and recreation opportunities for people with disabilities.

An accomplished competitive athlete, they have also been wheelchair racing throughout their degree, training with local, provincial and national teams in races ranging from 100 to 1,500 metres—highlights of which include a trip to Daytona, Florida for a Team Canada training camp in 2019, where they were invited onto the car racing track to train and leave their mark.

Among all of the experiences that came out of their degree,



Houldin. Credit: provided.



Houldin's autograph on the race track in Daytona, Florida, along with those of other Team Canada Para athletes. Credit: provided.

Houldin admits that their role as a website remediator with Linked Early Modern Drama Online (LEMDO)—a UVic-based, online editing and anthology-building platform for the publication of early modern dramas—was the least likely to have occurred and most likely to prompt laughter from their family, given their self-described lack of technological know-how.

Nevertheless, they will continue work with LEMDO full-time over the summer while preparing for a program in instructional design this fall and applying for an MA in History that would begin the year after.

Although their path may look winding from the outside, it's clear that Houldin is right on track to succeed no matter what direction they choose.

"Navarra's journey through the Faculty of Humanities is a celebration of intellectual vitality and embodied knowledge," says Marina Bettaglio, Associate Professor of Hispanic and Italian Studies. "A truly remarkable student, Navarra brought their wide-ranging interests and lived experiences to their studies, making outstanding contributions to the Faculty and helping us grow as a community along the way."

Co-op 2021-22: Humanities student experiences

By Joy Andrews,
Acting Humanities and Fine Arts
Co-op coordinator

As an alumna of the UVic Humanities and Fine Arts (HUFA) Co-op program myself, I was delighted to coordinate the HUFA Co-op program this year for one reason in particular—the program requirements include a work site visit at which the Co-op coordinator meets with the student and their supervisor to discuss how the work is going.

The meeting provides an opportunity for the student to reflect on their work, their development and how they are applying their learning. It also provided me with an opportunity to learn about them and the important work they are doing.

From the supervisors, our students consistently received praise and appreciation for their motivation, adaptability and creativity combined with strong communications, critical thinking, team-work, research, writing, leadership and specialized skills.

Here I share but a small sample of the 90 Co-op work terms successfully completed this year by students in the Humanities who are making a difference in our communities.



Mina Guan (Linguistics)

Mina Guan has worked with the Legacy Art Galleries and, now, the Art Gallery of Greater Victoria (AGGV) using her understanding of culture and language to coordinate events and support initiatives toward equity, diversity and inclusion.

“My main project at the Art Gallery of Greater Victoria (AGGV) is assisting with the organization of the 33rd TD Art Gallery Paint-In, Vancouver Island’s largest art-based festival. Connecting with artists, community partners and the Gallery staff has given me insight on how museums and galleries can bring meaningful, community-based engagement to the public—a career interest that grows with each day I work in this sector!

This photo of me was taken to promote the opening of *Adorned*, a new show at the AGGV that weaves together fashion, futurisms and cultural traditions. To add my own connection to the task, I chose to wear clothing handed down from my family.”

Mina Guan. Credit: provided.



Teyana Aviles-Molina (Indigenous Studies)

Teyana Aviles-Molina is using her knowledge and experience to influence the accessibility and inclusiveness of procurement processes for Shared Services Canada. Although she is working remotely, her supervisor made it clear that her knowledge is making a big difference.

“I am working for Shared Services Canada’s IT Procurement unit in the Applied Procurement Policy’s Sustainability, Indigenous and Accessibility team. During my summer Co-op term, one of my main responsibilities includes creating a line of communication with various authorities involved in procurement contracts to advocate and educate about resources and information for socio-environmental inclusions. I am very excited to have been working with the Indigenous team for nine months now and to bring an intersectional lens to our work.

At UVic, I’m doing a double major in Indigenous Studies and Political Science, so I have greatly appreciated the opportunity to advocate for Indigenous inclusions within a government organization.”

Teyana Aviles-Molina. Credit: provided.



Ethan Jorgensen (English)

Ethan Jorgensen is working with the Office of the Chief Forester to develop a social media strategy for communicating their initiatives to the public. He excelled in his first work term, prompting his employer to invite him to return for a second term this summer and to supervise another Co-op student.

“In my Co-op placement, British Columbia’s forests are an extension of my office: the trees are cubicle walls, bushes are office desks and some of my co-workers walk on four legs. This photo shows me taking pictures of old-growth in Clearwater’s Wells Gray Community Forest. The opportunity to connect with and explore our province’s stunning forestlands has enriched my Co-op experience and ignited an enthusiasm that I channel into my work. My job is to create digital content for the Ministry of Forests. As a fourth-year English student, I am happy my degree has supported me creatively and practically in my Co-op. I am confident in sending emails, writing and drafting proposals, editing and creating content of my own.”

Ethan Jorgensen. Credit: provided.

English student named 2022 Youth Poet Laureate

By Tori Jones

When the City of Victoria announced that English and Writing double-major Eli Mushumanski had been chosen as their 2022 Youth Poet Laureate—the third UVic student to earn the title in the last decade—we were eager to sit down for an interview with this thoughtful, introspective non-binary poet.

How did you get your start in poetry?

I actually started writing as a three year old. It's nonsensical gibberish. But I remember wanting to be a writer; and then I wrote all the way through elementary and high school. It was at UVic that I ended up getting into poetry. I was a very self-conscious teenager and I don't like seeing my feelings in written form, but I took a workshop on poetry and realized that, in a sense, it's bigger than my own personal problems.

What do you hope to accomplish as Youth Poet Laureate?

I want to make climate change just a little bit more manageable through poetry. Obviously, it's never going to be manageable—it's this massive, massive problem with so many different components and it's so big that it feels unreal. I think the only way out—to use a cliché, which as a poet maybe I shouldn't—is to feel our way through it in order to make change. Poetry is one way to connect people to the natural world and help them to really love it and care about it.

The last poet laureate, John Barton, is also a UVic grad. Will you have opportunity to work with him?

John is going to provide mentorship—I can ask his opinions on my work and get feedback, which is really nice. He's also organizing some readings for Pride and has invited me to be a part of some of them.

But, maybe more importantly, just being able to read other queer poets like John is a really exciting thing that, 100 years ago, I wouldn't have been able to do. I know a lot of young queer people, but I don't really know a lot of older queer people. We lost a lot of those voices during the AIDS crisis and due to hate crimes, so having older voices like John's is really powerful for the queer community.

Originally published by the Faculty of Fine Arts



Mushumanski. Credit: Tori Jones.

*allow the slow sprawl.
the insects will help your glide,
tendrils of you that will root.
trees are all feeling.
you will not have sound or smell
to distract you.*

– ELI MUSHUMANSKI

A Message from the Associate Dean Research, Alexandra D'Arcy

2021-22 was an extraordinary year for UVic Humanities research. Our labs re-opened, archives re-admitted visitors, interviews transitioned back to in-person settings and travel was reintroduced as a possibility. This allowed faculty and students to return to field sites, museums and other research collections, but none of this return was “business as usual.” Labs enforced strict health and safety protocols, physical distancing was maintained, masks were quotidian and emoji hearts on Zoom screens remained the norm.

In 2020, faculty members had cancelled study leaves and students had found themselves unable to work on their research when the resources they needed to access and the communities they held relationships with were abruptly shut down and closed off because of the pandemic.

All of this disruption took its toll—emotionally, relationally, spiritually, intellectually, academically. Yet, in the midst of finding our feet again, we showed what the Humanities are all about. We found our bearings in critical thought, reflection and learning. And we tackled complex problems with creative solutions. Graduate students met for virtual lunches to discuss how to continue research programs in the midst of our new reality. Faculty members applied for extensions to grants and exceptions to expense allowances as travel morphed into new equipment and the need for research assistants increased.

Large Zoom presentations and webinars engaged the public and mobilized knowledges and learning inside and outside the confines of Clearihue and Ring Road. At the forefront of these activities, three stand out, showcasing UVic Humanities as a site of innovative engagement that connects our student and faculty researchers, the campus community and the public at large.

In January 2022, sociolinguist Kelly Wright (then at the University Michigan and now at Virginia Tech) presented a Lansdowne Lecture on institutionalized anti-Black linguistic discrimination. The talk—described by Acting Provost and Vice-President Academic Susan Lewis as “absolutely stunning”—brought in audience members from as far away as Tokyo to listen and learn about the history of anti-Black racism and how it remains embedded in language ideologies that perpetuate discrimination.

In February, a freshly rebranded Humanities Week foregrounded truth, reconciliation and resurgence. Three public events—supported by the Humanities Reading List of recommended readings by Indigenous authors and an undergraduate student-led Digital Exhibit reminding us to be aware of histories and stories—united campus and community through Zoom.

Then, in March, following the invasion of Ukraine by Russian forces, faculty members from Germanic and Slavic, European Studies, History and Academic and Technical Writing, with the support of colleagues from the Library and Public Administration, organized *Teach In: Ukraine*. This event brought together academics and non-academics alike to learn about the historical and



D'Arcy. Credit: Jon Wiggens.

political context of this attack and its precursors.

Amidst hallmark activities such as these, we launched a new award for early career researchers and a suite of recognitions in support of graduate students, such as the Dean's Dissertation Year Scholarship in the Humanities, the Gold Medal for Outstanding Master's Thesis or Project in the Humanities, and the Gold Medal for Outstanding Doctoral Dissertation in the Humanities. We also awarded the first Hugh Campbell and Marion Alice Small Graduate Teaching Fellowship in Scottish Studies. And we launched *The Radius*, a bimonthly digest of faculty research.

Even as we juggled the demands of being back on campus and managing the strains of the pandemic, our funding success skyrocketed. For 2021, Humanities boasted a success rate of 72.7% on grants from the Social Sciences and Humanities Research Council of Canada (SSHRC), up from 58.4% the year before and well ahead of the national average of 49.1%.

The newly funded projects, supported by a range of sources, are a veritable expo of excellence and innovation in Humanities research, combining academic, public, community-based and educational outcomes. Included in these are two massive SSHRC Partnership Grants, each valued at \$2.5M, that tackle the pressing historical and ongoing global injustices of genocide and the Japanese dispossession to commemorate the value of human life. Other projects tackle environmental change and its links to economic modernization, the ethics and justice of language testing, the ways in which gender intersects with interpretations of the modern nation and how personal, romantic and familial aspirations are depicted in popular culture.

What unites our work is a dynamic approach to questions about what it means to be human, how we interact with our natural and made environments, and how these interactions reveal truths about not only the world in which we live but also the world as we imagine it to be. The possibilities are exciting. Together we will engage them.

Humanities Week 2022 Recap

Humanities Week is our annual, week-long series of events that showcase the critical and creative research of our Faculty and students while provoking our audience to reflect on contemporary social challenges.

Established in 2019, it has evolved from a simple idea into our largest and most popular public-facing event, gaining momentum every year and building a devoted audience along the way.

This year we were excited to host all events online for the second year in a row. This approach provided us with an opportunity to reach new audiences and utilize accessible event formats that heightened the experience for all involved.

Humanities Week 2022 was hosted in partnership with the Moose Hide Campaign and co-sponsored by the McPherson Library, with support from the Office of the Vice President Research and Innovation (OV-PR) and Humanities Media and Computing Centre (HCMC).

Visit www.uvic.ca/humanitiesweek/ to learn more about past and future events!

EVENTS

(Re)claiming Voices: 6 Stories in 6 Objects (Feb 7)

What can a physical object tell us about marginalized voices, concealed histories, resistance and resurgence in our current moment? Six speakers had just five minutes to share with the public one object from their research (a photo, a toy, an historical record, etc.) that has its own story to tell about one or more of these critical and timely subjects.

Host

Alexandra D'Arcy (Humanities Associate Dean Research)

Presenters

Neilesh Bose (History)

Simi Kang (Gender Studies)

Mary Elizabeth Leighton (English)

Megan Lukaniec (Indigenous Studies)

Michael Reed (Medieval Studies)

Alejandro Sinner (Greek & Roman Studies)

Un-Essay Competition (Feb 9)

Up to ten students competed for top prizes (including audience favourite) by presenting their research through any creative form of expression that was *not* an essay. Presided by a panel of Humanities student, staff and faculty judges.

Host

Lisa Surridge (Humanities Associate Dean Academic)

Judges

Angie Chau (Pacific & Asian Studies)

Lisa Kahaleole Hall (Indigenous Studies)

Iain Higgins (English)

Chase Joynt (Gender Studies)

Ren Wikinanish Louie (Indigenous Studies student)

Lydia Toorenburgh (Tri-Faculty Indigenous Resurgence Coordinator)

Presenters

Bethany Schofield

Claire Jansen-Faught

Megan Switzer

Quinn Cunningham

Sara Wald

Xanthia Joyall

Benjamin Braaten

Humanities Reads: Colleen Hele-Cardinal (Nehiyaw Iskewew) (Feb 11)

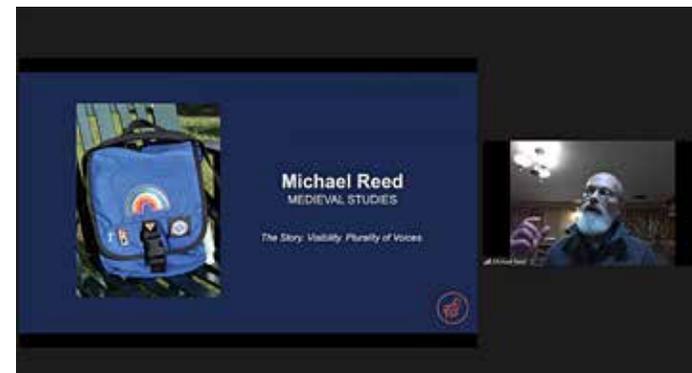
Many tears were shed—and laughter shared—when author, community organizer and social justice advocate Colleen Hele-Cardinal, a Nehiyaw Iskewew from Onihcikiskowapowin Saddle Lake Cree First Nation Alberta, shared her experiences growing up in a non-Indigenous household as a Sixties Scoop adoptee during the keynote event of the Faculty's fourth annual Humanities Week.

Hele-Cardinal is a co-founder of the National Indigenous Survivors of Child Welfare Network and a public figure who speaks candidly about the connections among murdered and missing Indigenous women, colonial violence, racism and the Indigenous child welfare system.

Her latest project, *In Our Own Words: Mapping the 60s Scoop Diaspora*, provides a mapping tool for visualizing the displacement of Sixties Scoop survivors across the globe, a platform to share personal stories and experiences, and a database for survivors and their families looking to reconnect with one another.

At *Humanities Reads: Colleen Hele-Cardinal*, she discussed her work with these projects and read from her book, *Ohpikiihaakan-ohpimh (Raised somewhere else): A 60s Scoop Adoptee's Story of Coming Home* (Fernwood Publishing) before engaging in a conversation with event host and Faculty Dean Annalee Lepp.

"*Ohpikiihaakan-ohpimh* powerfully confronts the legacy of colonialism in Canada by telling hard truths about the Sixties Scoop based on the author's personal experiences," says Lepp. "We were honoured to welcome Colleen Hele-Cardinal to UVic and to have opportunity to listen and talk with her about her work."



Reed. Credit: provided.



Braaten. Credit: provided.



Hele-Cardinal. Credit: provided.

Humanities Research Grants 2021

33 NEW GRANT RECIPIENTS

John Archibald
Sikata Banarjee
Nicholas Bradley
Sonya Bird
Penny Bryden
Helene Cazes
Zhongping Chen
Jason Colby
Jeff Corntassel
Peter Dietsch
Erin Ellerbeck
Richard Fox
Lisa Kahaleole Hall
Li-Shih Huang
Sara Humphreys
Chase Joynt
Thomas Land
Pierre-Luc Landry
Mary Elizabeth Leighton
Patrick Lozar
John Lutz
Lynne Marks
Laura Parisi
John Price
Mike Raven
Dan Russek
Ray Siemens
Alejandro Sinner
Jordan Stanger-Ross
waaseyaa'sin Christine Sy
Su Urbanczyk
James Young
David Zimmerman

40 NEW GRANTS AWARDED

- 4 Insight
- 1 Partnership Engage
- 2 Connection
- 6 LTSI Grants
- 2 Strategic Framework Impact Fund
- 1 Humanities Faculty Fellowship
- 10 Internal Research Grants
- 5 Miscellaneous external grants
- 9 SSHRC grant transfers/
sub-awards to co-applicants

72.7%

Application success rate for new SSHRC grants (compared to 49.1% national average for 2020)

69.0%

Application success rate for all external grants announced in 2021

\$1.4 M

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

\$1.0 M

Value of SSHRC funds awarded for new grants

20

Total number of new external grants awarded

16

Number of new SSHRC grants awarded (incl. 10 sub-grants)

Humanities research goes global with \$5M in funding

Left to right: Stanger-Ross, Schallié and Abe. Credit: UVic Photo Services.

Two Humanities-based projects that put past injustices at the forefront of public conversations about equitable futures—one leading the co-creation of graphic novels by accomplished artists and survivors of mass atrocities and genocides, the other illuminating the mistreatment of people of Japanese descent in allied countries during and after the Second World War—received \$5 million in federal government support to create new global connections and partnerships.

These two grants are part of the \$6.6 million announced June 2022 by the Social Sciences and Humanities Research Council of Canada (SSHRC) that is going to UVic researchers and students. The Faculty of Humanities is the only faculty this year at UVic to receive SSHRC partnership grants in the 2021-22 award competition.

The project on *Visual Storytelling and Graphic Art in Genocide and Human Rights Education*, co-directed by Holocaust historian Charlotte Schallié, chair of UVic's Department of Germanic and Slavic Studies, and UBC educator Andrea Webb, builds on an innovative approach to recording and commemorating the experiences of genocide and mass atrocity survivors through the co-creation of graphic novels based on survivors' experiences. With partners in 16 countries, the initiative connects 11 survivors of the Holocaust and mass atrocities committed in Rwanda, Bosnia, Kosovo, Iraq, Syria and Canada with a team of 52 scholars, 13 artists and practitioners from 36 museums, schools and human rights groups.

Over the next seven years, this international team will produce documentary films, museum exhibitions, gallery installations, youth-appropriate educational materials and graphic novels that will reach audiences around the world and help teach a new generation about mass atrocities, large-scale traumas and human rights. This approach to testimony collection and dissemination builds on the foundation of Schallié's earlier project of a similar name—the *Narrative Art and Visual Storytelling in Holocaust in Human Rights Education*—which paired four Holocaust survivors with three artists to create the beautifully rendered collection *But I Live: Three Stories of Child Survivors of the Holocaust*, which was published in North America in May.



Funding to expand this dynamic project globally includes \$2.5 million from SSHRC and an additional \$2.4 million in cash and in-kind contributions from partner organizations.

The *Past Wrongs, Future Choices* (PWFC) project, led by its co-directors, UVic historian Jordan Stanger-Ross and Queens University geographer Audrey Kobayashi, along with project manager Michael Abe, will be the first ever to connect and make public records from across the globe about the mid-20th century internment, dispossession and displacement of people of Japanese descent (Nikkei) in allied countries through the Americas and the Pacific. Hosted by UVic's Centre for Asia-Pacific Initiatives and Centre for Global Studies, the PWFC network includes a team of 80 researchers, teachers, archivists, librarians and museum curators on five continents, and connects 40 partnering institutions in Canada, Brazil, Australia, Japan and the United States. Together, the group will develop four co-ordinated, multinational museum exhibitions, a digital archive and educational resources as well as three books and a four-part documentary series. The goal is to prompt societies where racialized injustice continues to occur within and across national borders to confront the lessons of history and grapple with the question of what we owe one another, especially in times of crisis.

The project builds upon and significantly expands the highly successful, seven-year *Landscapes of Injustice* project, which explored the dispossession and displacement of Japanese Canadians in the 1940s and 1950s, and which was the largest public research and history project in Canada at the time. Funding to expand this project globally includes \$2.5 million from SSHRC and an additional \$3.3 million in cash and in-kind contributions from project partners.

“These two community-based interdisciplinary projects showcase the critical role of humanities research in tackling the world's most pressing social injustices,” says Annalee Lepp, dean of UVic's Faculty of Humanities. “We are grateful to the Social Sciences and Humanities Research Council for their investment in the international partnerships required to meet these global challenges.”

Landmark collection of Holocaust graphic novels released

By Philip Cox

Charlotte Schallié, a UVic scholar and Holocaust historian who is leading the graphic novel project. Credit: UVic Photo Services.

Since they first met three years ago, four survivors of the Holocaust and three accomplished graphic artists have worked tirelessly to co-create a series of three autobiographical graphic novels based on the survivors' childhood experiences from one of the darkest times in human history.

The result of their efforts can now be read in the beautifully rendered, one-of-a-kind collection, *But I Live: Three Stories of Child Survivors of the Holocaust* (New Jewish Press, 2022), edited by UVic professor Charlotte Schallié, a renowned Holocaust historian and chair of the Department of Germanic and Slavic Studies.

Produced through the UVic-based Narrative Art and Visual Storytelling in Holocaust and Human Rights Education project—an international team of researchers, students and institutional partners spanning three continents, supported by funding from the Social Sciences and Humanities Research Council and led by Schallié—the collection tells the stories of Emmie Arbel (Israel), Nico and Rolf Kamp (The Netherlands), and David Schaffer (Canada) through the unique, hand-rendered styles of graphic artists Barbara Yelin (Germany), Gilad Seliktar (Israel) and Miriam Libicki (Canada).

The book also includes a carefully curated series of historical essays and postscripts from the artists and survivors to guide and inform the reader.

Here, Schallié shares with us her thoughts on the book, the collaborative process behind it, and the ways in which it will teach new generations about the Holocaust, genocide and human rights.

What can these graphic novels teach us about the Holocaust that we didn't know before?

Many people in North America have learned about the history of the Holocaust through survivor stories that are repeated in popular culture, which largely focus on survival in the concentration camps or experiences of hiding in Nazi-occupied territory.



The three stories in *But I Live* complicate these mainstream narratives by exploring complex topics such as the burden of memory, the need to testify, the ripple effects of trauma and the impact of the Holocaust on descendants of survivors, for example.

As historical documents, they are also important for centering the survivors' experiences and enabling them to tell their own stories. The enormity of the crimes committed during the Holocaust is well documented, yet the majority of visual records that we have were largely produced by the Nazis and their collaborators. These are important historical sources, but a sole focus on documentation produced by perpetrators ignores the value of survivors as living knowledge keepers.

Grounding the history of the Holocaust in the knowledge and living memory of those who survived helps show its relevance and urgency for understanding the gross human rights violations of the current moment.

Why is it important for Holocaust survivors to be able to tell their own stories?

As I mention above, we have extensive documentation of mass atrocities created by the perpetrators of the Holocaust that meticulously captures acts of extreme violation, degradation and dehumanization. The aim of these documents was to erase any individual traces of a victim's identity and experience. A survivor-centred approach to gathering testimony about the Holocaust honours the integrity and humanity of the person's lived experience while respecting their right to tell their own story.

Time is also a factor, as we are quickly approaching what is described as the "post-witness" era. The majority of Holocaust survivors alive today were children at the time, born around 1935–1938, which means they are in their mid-80s. At best, we might have another 10 years to learn from these knowledge keepers, human rights activists and educators. If we don't engage them in our research now, their expertise and experience will soon be lost.

Finally, I believe that we have a moral obligation and duty to collect and preserve survivor testimonies. Each voice that was

marked to be silenced by the perpetrators of these atrocities matters greatly and needs to be heard and acknowledged.

You've described *But I Live* as the product of a collaboration between historians, artists and Holocaust survivors. Can you explain the process behind this unique collaboration?

Building on the foundational research of oral historian Henry Greenspan and other survivor-centred projects, we developed a community-engaged, collaborative and trauma-informed approach that focused on ethical testimony collection practices and arts-based co-creation.

Eliciting experiences and memories of extreme human suffering from the survivors necessitated a research process and practice that privileged their safety by minimizing the risk of re-traumatization, managing potential triggers and providing sustained support for all participating project partners.

This approach ensured that we—the stewards of survivor memories—honoured what we felt was our obligation and duty to amplify the voices of the Holocaust survivors.

We were extremely fortunate to work with three wonderful artists who treated the four survivors and their life stories with compassion, care, tenderness and love.

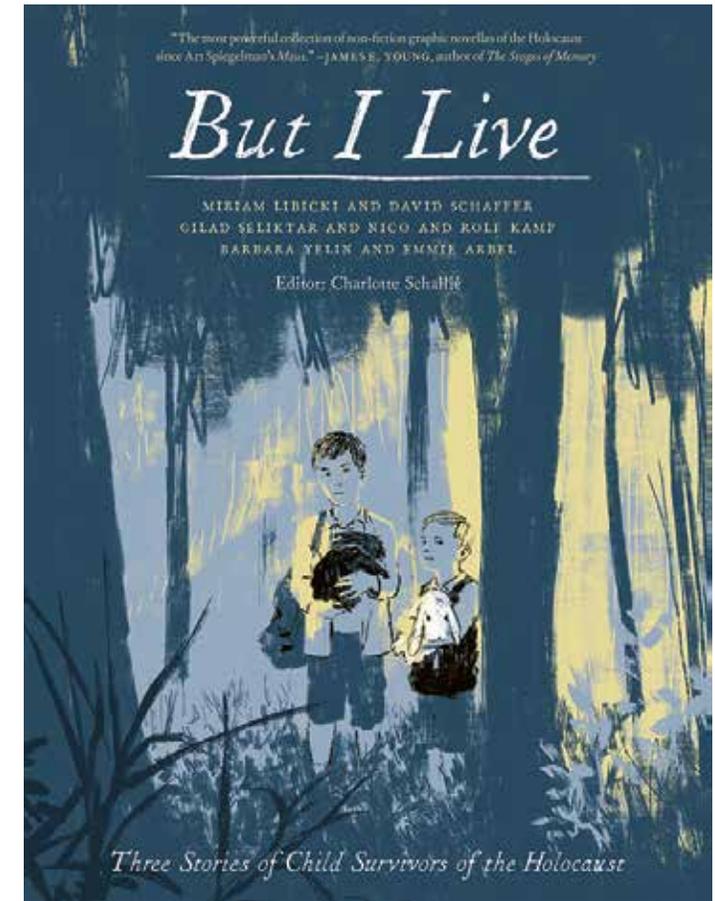
What gap do these graphic novels fill as resources for Holocaust education?

In Canada, where teaching and learning about the Holocaust is not mandated in high schools, we hope that our visual storytelling work will appeal to youths and young adult readers and elicit within them a deep sense of empathy that leads them to think critically about the historical past and present.

Holocaust survivor stories that are presented as heroic narratives, where the storyline progresses from dark to light—or, from a site of danger to one of safety—place a heavy burden and responsibility on survivors whose life stories and memories are unlikely to conform to that model, and simplifies the reality of their lived experiences.

But I Live holds space for fragmented memories, difficult emotions and the afterlife of trauma. In doing so, it complicates mainstream tropes, clichés and iconographic imagery that is sometimes misappropriated or exploited in popular culture.

These graphic novels also encourage the reader to experience stillness, silence and contemplation. Readers need to slow down their reading and pay close attention to panel compositions, rhythm and timing in storytelling, shifting colour palettes and changes in narrative voices and perspectives. The artwork in *But I Live* cannot be passively or hastily consumed. It requires a deep intellectual engagement from the reader on multiple levels, spurring self-reflection and a willingness to critically engage with and to think and feel through the life stories and memories of our four Holocaust survivors.



Cover art from *But I Live: Three Stories of Child Survivors of the Holocaust* (New Jewish Press, 2022). Credit: Gilad Seliktar.



Charlotte Schallié (centre), a UVic scholar and Holocaust historian who is leading the graphic novel project, with David Schaffer and Miriam Libicki at David's home in Vancouver (Jan. 3, 2020). Credit: Mike Morash.

Learning from past wrongs

In spring 2022, the highly acclaimed Landscapes of Injustice project—which catapulted the dispossession and displacement of Japanese Canadians in the 1940s and 1950s into the national conversation—formally wrapped up after a seven-year run that resulted in the capstone “Broken Promises” exhibit, eponymous book (McGill-Queen’s), online database and complementary website.

Now, the tried-and-true concept behind this project is going global, thanks to a \$2.5 million grant from the Social Sciences and Research Council of Canada (SSHRC) that has been matched with an additional \$3.3 million in contributions from project partners, which will fund a new research network entitled Past Wrongs, Future Choices (PWFC).

Co-directed by UVic historian Jordan Stanger-Ross and Queens U. geographer Audrey Kobayashi, the PWFC initiative will connect community partners and researchers from 40 organizations on four continents to explore the long-neglected connections among injustices toward people of Japanese descent (Nikkei), who in the mid-twentieth century were uprooted, interned, dispossessed and displaced in allied countries across the Americas and the Pacific.

Housed at UVic’s Centre for Asia-Pacific Initiatives, with team members in Australia, Brazil, Japan, the United States and Canada, the project will prompt communities across the world to grapple with anti-Asian racism from the past and present by producing museum exhibitions, digital collections, documentary films, teaching resources and three books that show what these transnational injustices can teach us today.

As the PWFC partnership begins its activity, we invited Jordan Stanger-Ross, Audrey Kobayashi and project manager Michael Abe to share their aspirations for this major initiative.

What can this new project teach us about the displacement and dispossession of Nikkei communities that we did not know before?

ABE: Many in our Nikkei community in Canada are familiar with the Japanese Canadian uprooting, dispossession, and internment experience and somewhat knowledgeable about the Japanese American incarceration but they are quite surprised and intrigued when hearing about what happened to their counterparts in South America. I would wager the number of Japanese Canadians knowledgeable about Japanese Australians could be counted on one hand. Until now.

STANGER-ROSS: Explanations of these events in Canada and elsewhere have tended to focus on local or national actors, a particularly racist politician, a local newspaper that fanned the flames of hatred. When we pull back to see similar, but not identical, events unfolding across the globe, we can ask new questions about how racism is at once globally pervasive and locally specific.

How does knowing about historical injustice help us to make better choices in the future?

KOBAYASHI: The lessons of the past often help to shed light on what is happening in the present, and help different racialized people to recognize and understand what they have in common, giving them a vision for working together to overcome racism.

STANGER-ROSS: At a time when it is hard to feel optimistic about our future collective choices, I think we need every tool that might help. History can be one of these. By carefully thinking through how injustice happens, and why so many people are complicit, I think we can learn to demand better use of public power today.

Past Wrongs, Future Choices takes wide-ranging and creative approaches to creating and sharing knowledge. Which ones excite you the most, and how do you think it will contribute?

ABE: I am really drawn to the integration of art into the project, not only with the artists in residence and the museum exhibits, but also with the creative nature of using film to tell these histories. Art in any given place and time is certainly influenced by the underlying aspects of those societies and I’m looking forward to seeing how the expressions of art vary from country to country.

STANGER-ROSS: I’m so excited about all of our creative approaches to making and moving knowledge! I guess I’m most curious to see what happens as participants engage one another across their various disciplines. When teachers, artists, scholars, museum professionals, filmmakers and archivists all learn together and from one another, I think a kind of magic can happen.

Past Wrongs, Future Choices builds upon years of community-university partnership in the Landscapes of Injustice project. What is the most important lesson that you’re carrying forward into the new partnership?

ABE: I was really impressed by how the project worked with the community, ensuring there was an understanding of the community and ensuring genuine relationships were built. Those in the community were called upon for their advice, guidance and expertise in their respective areas. The museum exhibit curators, in particular, went to great lengths getting to know the narrator families and helping them feel comfortable about sharing aspects of their personal lives.

KOBAYASHI: We have so much talent and knowledge among the community partners with whom we have worked for the past years. This is an opportunity to build upon that work and to reach out across oceans to new partners. Our projects will push the relationship between social justice and creativity while advancing possibilities for collaborative vision.



Anti-Asian racism and wartime security measures made a toxic mix in countries across the globe in the 1940s. Pictured above: Building K, Men's Dormitory; Hastings Park, Vancouver, BC. Image courtesy of Nikkei National Museum & Cultural Centre, 1994-69-3-18.



Abe. Credit: UVic Photo Services.



Stanger-Ross. Credit: UVic Photo Services.

Concrete results from the Landscapes of Injustice project

By Jonathan Woods

Eighty years after what has been described as the “wanton destruction” of Canada’s first Japanese garden and teahouse during the Second World War, a new public pavilion has been erected in Esquimalt’s Gorge Park just steps away from the original site.

With aim to commemorate the site’s history and offer reparations for the racial injustices exercised upon Japanese Canadians by the Canadian government during and after the Second World War, the new pavilion is one of many concrete examples of community-based outputs from the *Landscapes of Injustice* project—a seven-year, UVic-based project led by historian Jordan Stanger-Ross and project manager Michael Abe that focused on the dispossession of Japanese Canadians during the internment era.

The original tea house was forced to close when, in 1942, the federal government forcibly sent its owners—brothers Hayato and Kensuke Takata—to internment camps in the interior of British Columbia, along with thousands of their fellow Japanese Canadians, whom the government designated as “enemy aliens.”

Although the government took over custodianship of the Takata brothers’ property in their absence, the estate quickly fell victim to looters and vandals and was left to waste. Released from detention after the war, but with their livelihood ruined, the Takatas relocated to Toronto to start over.

Among eventual remediation efforts in recognition of the wrongs perpetrated against Japanese Canadians, the municipality refurbished and re-opened the Gorge Park Japanese gardens in 2009. Members from the current generation of the Takata family donated several cherry and Japanese maple trees as part of subsequent restorations to the property.

In 2017, when funds became available for public works in the Gorge Park region, the *Landscapes of Injustice* team worked with the Victoria Nikkei Cultural Society (VNCS) and members of the local Japanese Canadian community to propose a new Japanese teahouse-inspired venue in honour of the Takata’s original establishment.

The result is a 6,000 square-foot multi-purpose building with surrounding ponds abutting the Japanese gardens that incorporates Japanese architectural features and an historical interpretive wall that pays homage to the original teahouse, which opened June 2022 and will offer families and communities a meeting space for generations to come.



The original Takata Japanese Garden and Teahouse, which stood from 1907–1942. Credit: Library and Archives Canada.



Landscapes of Injustice postdoctoral curatorial fellow Yasmin Amaratunga Railton shows off a new interpretive wall at the pavilion following its official unveiling in late May. Credit: Jonathan Wood, Centre for Asia-Pacific Initiatives.



The new Gorge Park Pavilion, June 2022, inspired by the original Takata Japanese Garden and Teahouse. Credit: Jonathan Woods, Centre for Asia-Pacific Initiatives.

Breaking the language barrier: Teaching English to help Syrian refugees resettle in Canada

By Philip Cox

“When the influx of Syrian refugees arriving in Canada began in 2015, I knew my skills could contribute to resettlement efforts,” says Li-Shih Huang, associate professor of applied linguistics at the University of Victoria.

In January 2021, Huang launched the Syrians Learning English for Employment in Canada (SLEEC) program—a community-grounded, culturally sensitive and evidence-based approach to language instruction that will be freely available online once complete.

Designed through close consultation with language instructors and learners from the Syrian community, SLEEC draws upon research in applied linguistics, second-language education, psychology and neuroscience to address the unique language-learning needs of Syrians living as refugees in Canada.

In the last six years, Canada has welcomed more than 44,500 Syrians fleeing the civil war that has ravaged their homeland and permanently displaced almost seven million people. Through private sponsorships and a highly publicized federal initiative launched by Prime Minister Justin Trudeau, Canadians helped resettle more Syrian refugees than both the United States and Australia in 2019.

“My research shows that learning English is the key to their ability to gain employment, pursue further education and integrate into Canadian society,” says Huang. “The longer they wait to learn English, the longer it takes them to resettle.”

With only herself and a small team of students and recent graduates from UVic’s Department of Linguistics involved, the SLEEC program will have an outsized impact on this vulnerable population and the instructors who serve them.

A 2019 report from the federal government reveals that although 80 per cent of Syrian refugees had taken language-instruction courses, only 57 per cent of that group had since found employment.

“There is very little publicly available research into the effectiveness of these courses, but you can see the enrollment rate is very high and employment rate is very low,” says Huang.

To better understand their plight, Huang and her team conducted surveys and extensive interviews with more than 30 Syrian individuals and families, asking what challenges they faced that were not being addressed by existing government programs.

“We heard a lot of stories and frustrations about the mismatch between the needs of this community and the language training they were receiving,” says Sarah Cockcroft, a SLEEC instructor.

Consultations revealed widespread concerns that the federal government’s Language Instruction for Newcomers to Canada (LINC) program does not distinguish between immigrants and refugees, despite the vastly different learning challenges faced by each group. Nor does it adequately address the practical circumstances of refugees, who must quickly acquire the language skills necessary to gain employment before financial support from the resettlement program ends.

Trials conducted by the SLEEC team demonstrate the importance of developing an evidence-based curriculum that foregrounds real-world tasks and situations, accommodates a broad range of education levels, technological abilities and pre-migration life histories among the refugee learners and addresses the linguistic factors within the learners’ native language that would positively or negatively impact their understanding of the English language.

SLEEC’s program has been tested with more than 50 learners through online instruction, with aim to double that total before trials are scheduled to end. Having received more than 2,200 applications from would-be participants, however, Huang expects that her team will continue beyond their original timeline to help ease the demand.

“The Syrian refugee crisis is the greatest humanitarian crisis of our time,” says Huang. “This is our way of supporting the Syrian community and giving back to the Canadian public whose funding has supported our research.”



Huang. Credit: UVic Photo Services.

Transformative filmmaking

By Philip Cox

Award-winning filmmaker and assistant professor of Gender Studies Chase Joynt's feature-length and critically acclaimed film *Framing Agnes* premiered at the 2022 Sundance Film Fest. Credit: scene from film, courtesy of Ava Benjamin Shorr.



The story of Agnes—known to many as the *locus classicus* of sociological research about transgender people—has been interpreted in many ways for many purposes, but never in the way that it's told in a new feature-length documentary by UVic assistant professor of Gender Studies Chase Joynt, which premiered at the 2022 Sundance Film Festival.

"*Framing Agnes* challenges assumptions about historical truth while examining the pressures put on trans people to tell and perform certain kinds of truths for safety and access to services that others take for granted," says Joynt, who directed, co-wrote and produced the film. "Everyone performs different truths for different reasons and to different ends. Here we try to show how even sociological studies and film documentaries can act as a sort of playground of fictions that naturalize some ways of being at the expense of others."

Although the film centres around Agnes—who in 1958 entered a study about sex disorders at the University of California, Los Angeles (UCLA) under false pretenses to gain access to the gender-affirming care she needed—it also tells the never-before-heard stories of five other gender non-conforming people who were involved in the study but ultimately excluded from the published research and, thus, the historical record.

These stories are vividly realized by an all-star cast of trans actors, including

artist and filmmaker Zackary Drucker, producer of the Golden Globe and Emmy Award winning show *Transparent*, and the indomitable Angelica Ross, most well known for her roles on the FX television series *American Horror Story: 1984*.

Joynt began filming *Framing Agnes* shortly after arriving at UVic in 2019. Research for the film, however, began five years earlier after he received a Mellon Fellowship for Arts Practice and Scholarship at the University of Chicago to work with sociologist Kristen Schilt. Through that grant, the two gained access to the private archive of Harold Garfinkel, one of the doctors who had worked with Agnes at UCLA.

"Kristen and I always knew that there was more to Agnes' story," Joynt states. "We understood that she was being framed by Garfinkel in a very particular way, to fit within his research framework. So, to find records of her words in his archive was an opportunity to imagine what else could have come from their encounter, and to consider what might exist beyond that frame."

What makes *Framing Agnes* unique is the way in which Joynt's documentary refuses any authority over its subjects, choosing instead to juxtapose re-enactments of the interviews found in Garfinkel's files with contemporaneous representations of gender non-conforming people in the media and outtakes of the actors attempting to understand the

individuals they portray and the historical context in which they lived.

The result is a sort of mosaic of ideas about trans lives and trans-ness that are set in conversation with and against one another, undermining any past or present claim to a homogeneous trans experience, identity or culture.

"As a filmmaker, I steadfastly believe that if you are making a documentary that matters, you must be willing to lose control over your story," Joynt says. "One of the ways in which I tried to do that with *Framing Agnes* is through collaboration with other trans artists and scholars, in an attempt to disrupt the solo-authored authority that has long controlled Agnes' history."

Joynt used a similar technique in his last feature film, *No Ordinary Man*, which premiered at the Toronto International Film Festival (TIFF) and was then placed on their Canadian Top 10 of 2020 list. The following year, it was named one of the Best Movies of 2021 by *The New Yorker*, which praised it as "a genre unto itself."

"In his films and in his teaching and research, Chase Joynt reaches across genres, mediums and institutions to generate radically new forms of knowledge and creative possibility, says Alexandra D'Arcy, Humanities Associate Dean of Research. "He is an artist and an intellectual of world-class calibre."

The Digital Humanities Summer Institute 2022 —Online Again!

By Caroline Winter

Although the past few years have been characterized by change and uncertainty, one tradition still going strong is the Digital Humanities Summer Institute (DHSI)—an annual digital scholarship training institute that attracts researchers, students, librarians, administrators, community members and others from the digital humanities community who wish to learn from and collaborate with one another.

DHSI is organized by the Electronic Textual Cultures Lab (ETCL) and its partners, this year under the co-direction of Distinguished Humanities Professor Ray Siemens, ETCL Associate Director Alyssa Arbuckle and University of Toronto post-doctoral fellow Randa El Katib.

Before the COVID-19 pandemic, DHSI drew nearly 900 participants to the UVic campus each year in early June. Since 2020, it—like so many other events normally held in person—has been held online each summer. This year we welcomed approximately 1,000 participants from around the world, about half of whom were attending DHSI for the first time.

"Like past years," Siemens notes, "we enjoyed and valued the opportunity to come together as a community—even in spite of COVID—and share, learn, teach and engage with each other and the work we're passionate about."

Now in its 22nd year, DHSI 2022 featured more than 60 online workshops on a wide range of topics, such as spatial approaches for literary studies, podcasting, agile project management and social justice in the digital humanities.

Special lectures were offered each day by select speakers, including Deanna Reder (Simon Fraser U.), Leslie Chan (U.

Toronto Scarborough), Nastasia Herold (U. Leipzig), Thérèse Ottawa (Atikamekw First Nation), Élika Ortega Guzman (U. Colorado, Boulder) and Rachel Hendery (Western Sydney U.). Recordings of these lectures are available on the DHSI website.

DHSI 2022 also featured seven aligned conferences and events: Open/Social/Digital Humanities Pedagogy, Training and Mentorship chaired by Laura Estill (St. Francis Xavier U.), Ray Siemens (U. Victoria), and Constance Crompton (U. Ottawa); Open Digital Collaborative Project Preservation in the Humanities chaired by Luis Meneses (Vancouver Island U.); Project Management in the Humanities chaired by Lynne Siemens (U. Victoria); Launching a Digital Commons for the Humanities and Social Sciences chaired by Graham Jensen (U. Victoria); the DHSI Conference & Colloquium chaired by Caroline Winter (U. Victoria); and #GraphPoem chaired by Chris Tanasescu (U. C. Louvain).

To increase accessibility and accommodate the many time zones in which DHSI's global community lives and works, presentations for these aligned conferences and events were pre-recorded and available to view ahead of time. They were also complemented by live discussions over Zoom for participants who were able to attend.

Although an online event cannot replicate the experience of an in-person one like DHSI, which has been described as combining the best elements of an academic conference and a summer camp, virtual events have allowed DHSI to welcome its global community at a much larger scale than previously possible.

"It has been incredible to watch the DHSI community grow as we embraced online training and conferencing over the last few years," says Arbuckle. "But we are certainly looking forward to reconnecting with our colleagues in person, too!"



The Electronic Textual Cultures Lab team planning DHSI 2022 online. Credit: provided.



An open source of knowledge

By Philip Cox



Left to right: Alyssa Arbuckle, Ray Siemens, Caroline Winter, Graham Jensen, Tayla Jespersen and Hanh Pham. Credit: UVic Photo Services.

Before the Trans-Canada highway was completed in the 1970s, driving across Canada was possible only for a privileged few. Existing highways were disconnected from one another, providing no single access point or common route for communities across the country's vast terrain.

The same may also be said of Canada's digital research infrastructure today, says Distinguished Humanities Professor Ray Siemens, which is why he and a team of 19 University of Victoria researchers are leading the development of the Canadian Humanities and Social Sciences Commons—a bilingual, open source, pan-national digital network and research hub that launched in beta this spring.

With financial support from the Social Sciences and Humanities Research Council of Canada (SSHRC), the project connects 14 key academic societies from across North America and Australia to support knowledge mobilization at the national level.

“A lot of Canadian research is kept behind closed doors and commercial paywalls, which is a barrier for most Canadians looking to access the information within them,” Siemens states. “We're bringing that knowledge out into the open by building a common digital space for Canadian humanities and social

sciences research and researchers.”

This is not the metaphorical “information super-highway” of the 1990s. The Commons is an online workspace, publishing platform, archival system and social network that enables scholars of all stripes to create, share and preserve knowledge, with all the features that 21st century digital technologies afford.

The project is an initiative of the UVic-based Implementing New Knowledge Environments (INKE) partnership, which is coordinated by the Canadian Social Knowledge Institute (C-SKI)—two highly collaborative hives of globally connected researchers that surround Siemens, who is internationally recognized as a founding figure and leader of the digital humanities.

These twin organizations are best understood through their shared mission to develop, support and implement open social scholarship across the globe.

“Open social scholarship is a new term for an old idea: that knowledge is a public good and that the open flow of knowledge is crucial to a free, democratic and informed society,” says Alyssa Arbuckle, the operational lead of the INKE partnership.

For more than a decade, the team has supported this ideal in Canada through

a dizzying array of publications, presentations, policy recommendations and partnerships that put their research into practice through projects like the Commons.

Although the Commons' primary user base will come from partnering institutions like the Federation for the Humanities and Social Sciences, which boasts upward of 91,000 members, the Commons and the research that these scholars publish through it will be open to all Canadians, says Graham Jensen, an INKE postdoctoral fellow leading the Commons' launch.

“The site is designed so that anyone interested in any humanities or social sciences subject can create a free account and become a part of the conversation about that subject,” explains Caroline Winter, another INKE postdoctoral fellow who has worked on the project since 2018.

Once finished, the source code will be published online, free for anyone to use for their own projects and purposes, regardless of national or disciplinary boundaries—a free and open source of knowledge to connect intellectual communities across the earth's vast terrain.

Challenging racist BC

Cover art from book jacket: Painting, “Flight Through the Four Winds,” by Master Carver Ahtsik-sta Qwayachiik (Sanford Williams); design by John Endo Greenaway; landscape photo is CC license.



A new book co-created by UVic researchers delves into the long history of racist policies impacting Indigenous, Black and racialized communities in BC and ties those histories to present-day anti-racist movements. *Challenging Racist British Columbia: 150 Years and Counting* was co-written by seven authors including three UVic scholars, including two from the Faculty of Humanities.

Christine O'Bonsawin (History/Indigenous Studies) is an Abenaki (Odanak) scholar whose research interests focus on sport and Indigenous histories and whose teaching covers theoretical questions related to Indigeneity. Her scholarship in Indigenous studies and sport history takes up questions regarding the appropriation and subjugation of Indigenous peoples, identities and cultures in Olympic history and for other mega-sporting events that take place on treaty lands or on Indigenous territories that remain unceded, as well as the politics of such “inclusion” in the Games.

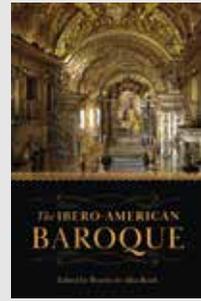
Nick XEMFOLTW Claxton (Child and Youth Care) is an expert in the revitalization and resurgence of Indigenous knowledge through community-based and land-based enquiry. The elected chief of Tsawout Nation, Claxton was born and raised in his homeland of W̱SÁNEĆ and is a UVic alumnus with three degrees from the university. He holds a BA in psychology, a MA in Indigenous governance and a PhD in curriculum and instruction which he completed in 2016 while working as UVic's Indigenous Education Advisor. His doctoral dissertation focused on revitalizing the reef net fishery, a fishing practice unique to the Straits Salish people and banned by the colonial government 100 years ago.

John Price (History) is a historian and the coordinator of this new book. A professor emeritus, Price has worked closely with Asian Canadian communities in Victoria and Vancouver and has extensive experience conducting archival work including as director of the *Chinese Canadian Artifacts Project*. He is also the author of *Orientalism: Race, Empire and the Transpacific* and co-editor (along with O'Bonsawin) of a special issue, “(Un)Settling the Islands: Race, Indigeneity and the Transpacific,” in January 2020 of the journal *BC Studies*.

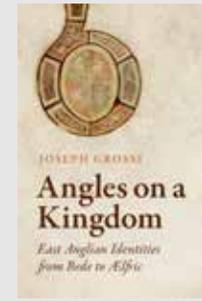
The four other authors are Denise Fong, UBC PhD candidate and co-curator of two recent Chinese Canadian exhibitions on the Lower Mainland; Fran Morrison, director with the BC Black History Awareness Society and project manager for the society's new exhibit at Digital Museums Canada; Maryka Omatsu, judge and member of the negotiating team that won the 1988 redress agreement with the federal government, and national advisor to the National Association of Japanese Canadians; and Sharanjit Sandhra, UBC PhD candidate and coordinator of the South Asian Studies Institute at the University of the Fraser Valley, and co-curator of exhibits at the Sikh Heritage Museum on the Lower Mainland.

The new, 80-page, illustrated booklet was published by the [Canadian Centre for Policy Alternatives—BC Office](#) and [Asian Canadians on Vancouver Island: Race, Indigeneity and the Transpacific](#) (ACVI), a UVic research project directed by Price and funded by the Social Sciences and Humanities Research Council.

Books published by our faculty in 2021–22



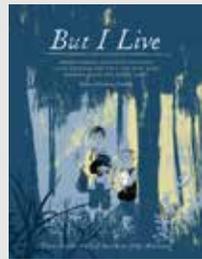
The Ibero-American Baroque
Edited by Beatriz de Alba-Koch (History)
This collection of essays focuses on the media, institutions and technologies that were central to cultural exchanges in a global early modern Iberian world. They explore architecture, painting, sculpture, music, sermons, reliquaries, processions, emblems and dreams, shedding light on the Baroque as a historical moment of far-reaching and long-lasting importance. University of Toronto Press, 2022.



Angles on a Kingdom: East Anglian Identities from Bede to Ælfric
By Joseph Grossi (English/Hispanic and Italian Studies)
Angles on a Kingdom argues that key English writers from the eighth to the tenth century (e.g. the Venerable Bede, Felix of Crowland, King Alfred the Great, Ælfric of Eynsham) regarded the region of East Anglia as both a hindrance and a stimulus to early English “national” consciousness. University of Toronto Press, 2021.



The Trial of Jeanne Catherine: Infanticide in Early Modern Geneva
By Sara Beam (History)
In 1686 in Geneva, a single mother named Jeanne Catherine Thomasset is charged with poisoning two young children: her own illegitimate daughter and the son of a rural wet nurse. This critical edition of the entire trial challenges students to unravel the mystery and learn the historian’s craft. University of Toronto Press, 2021.



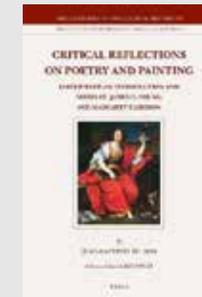
But I Live: Three Stories of Child Survivors of the Holocaust
Edited by Charlotte Schallié (Germanic and Slavic Studies)
An intimate co-creation of three graphic novelists and four Holocaust survivors, *But I Live* consists of three illustrated stories based on the experiences of each survivor during and after the Holocaust. This collection also includes historical essays, an illustrated postscript from the artists, and personal words from each of the survivors. New Jewish Press, 2022.



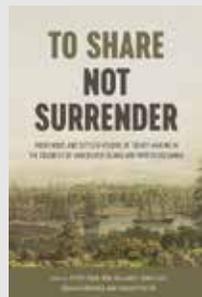
Cures for Chance: Adoptive Relations in Shakespeare and Middleton
By Erin Ellerbeck (English)
Cures for Chance explores how early modern English theatre questioned the inevitability of the biological family and proposed new models of familial structure, financial inheritance and gendered familial authority. Because the practice of adoption circumvents sexual reproduction, its portrayal obliges audiences to reconsider ideas of nature and kinship. University of Toronto Press, 2021.



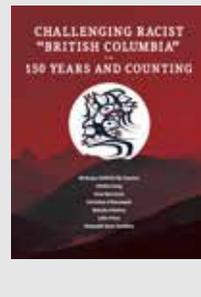
Formation en langues et littératie numérique en contextes ouverts: Une approche socio-interactionnelle
By Catherine Caws (French and Francophone Studies)
Written by a team of applied linguists, this book reflects on ways in which digital literacy and citizenship can be embedded in language learning and teaching. It proposes avenues for language didactics to contribute to this education in digital literacy and citizenship. Éditions des archives contemporaines, France, 2021.



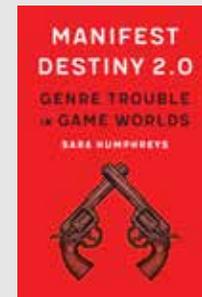
Jean-Baptiste Du Bos: Critical Reflections on Poetry and Painting
Translated and edited by James O. Young (Philosophy) and Margaret Cameron
Jean-Baptiste Du Bos’ *Critical Reflections on Poetry and Painting* (1719) is a seminal work of modern aesthetics. He held that artworks are judged by sentiments, not by reason. We show that Du Bos was influenced by John Locke and had a major impact on virtually every eighteenth-century philosopher of art. Brill, Leiden, 2021.



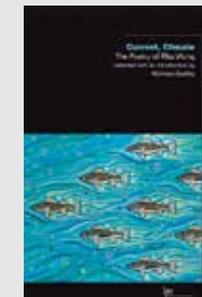
To Share, Not Surrender: Indigenous and Settler Visions of Treaty Making in the Colonies of Vancouver Island and British Columbia
Edited by Peter Cook (History), John Sutton Lutz (History), Neil Vallance, Graham Brazier, and Hamar Foster
The collection appraises the historical and present-day relevance of treaty-making in the colonies of Vancouver Island and British Columbia. It includes essays, translations/interpretations of the treaties into the SENĆOŦEN and lək̓ʷəŋən languages, and contributions by participants of the Songhees, Huu-ay-aht and WSÁNEĆ peoples. UBC Press, 2021.



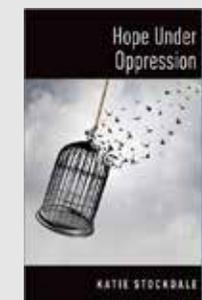
Challenging Racist “British Columbia:” 150 Years and Counting
By Christine O’Bonsawin (History / Indigenous Studies), John Price (History), Nick XEMFOLTW Claxton (Child and Youth Care), Denise Fong, Fran Morrison, Maryka Omatsu and Sharanjit Sandhra.
An open-access book that delves into the long history of racist policies impacting Indigenous, Black and racialized communities in BC and ties those histories to present-day anti-racist movements. Co-authored by activists and scholars from diverse communities, this resource assists anti-racist educators, teachers, scholars and policymakers in piercing the silences that too often have let racism fester in communities, corporations and governments. Canadian Centre for Policy Alternatives and Asian Canadians on Vancouver Island (ACVI), 2021.



Manifest Destiny 2.0: Genre Trouble in Game Worlds
By Sara Humphreys (English/Academic and Technical Writing Program)
At a time when print and film have shown the classic Western and noir genres to be racist, heteronormative and neocolonial, asks why these genres endure so prolifically in the video game market. While video games provide a radically new and exciting medium for storytelling, most game narratives do not offer fresh ways of understanding the world. University of Nebraska Press, 2021.



Current, Climate: The Poetry of Rita Wong
Edited by Nicholas Bradley (English)
Current, Climate is an introduction to the environmental and social-justice poetry of Rita Wong. Selections from her poetic oeuvre show how Wong has responded to local and global inequities with outrage, linguistic inventiveness and sometimes humour. Wilfrid Laurier University Press, 2021.



Hope Under Oppression
By Katie Stockdale (Philosophy)
This book explores the nature, value and role of hope in human life under conditions of oppression. This book offers a unique evaluative framework for hope that captures the intrinsic value of hope for many of us, the rationality and morality of hope, and ultimately how we can hope well in the non-ideal world we share. Oxford University Press, 2021.

Making textbooks free

By Lisa Abram

The cost of textbooks is a common complaint among students across North America—and UVic’s Libraries and Humanities’ faculty members are listening.

With support from an Open Education Resource (OER) grant and Inba Kehoe, the Libraries’ head of copyright and scholarly communication, English professors Sara Humphreys and Erin Kelly have published the open-access textbook *Why Write? A Guide for Students in Canada* to help students become better writers.

“Universities are communities that should welcome individuals who bring to their classes and research projects a wide range of interests, experiences and knowledge,” says Kelly. “One barrier to access to university for some people is cost, including the high cost of textbooks, so we need to do all we can to create free educational materials that help students meet their academic goals.”

Kehoe notes that this textbook has proven to be so popular that the Faculty of Social Sciences has asked them for an open textbook, too.

For students, the savings so far have been incredible. In 2021–22 alone, more than 2,100 students used *Why Write* in the first-year course, *ATWP 135: Academic Reading and Writing*, for a collective cost savings of at least \$52,750.

The OER grants are part of an open education resource movement on campus spearheaded by UVic Libraries’ in partnership with the University of Victoria Students’ Society (UVSS), the Division of Learning Teaching Support and Innovation (LTSI), University Systems and BCcampus. Funding is provided to campus faculty members whose projects can demonstrably alleviate financial pressure for students so they can focus on their studies.



Kehoe. Credit: UVic Photo Services.

Health. Wellness. Politics. Yoga?

By Jodie Walsh

Bramadat. Credit: One Island Media.

Traditional forms of religious participation may be in sharp decline in North America, but the popularity of other kinds of spiritual pursuits is rising—just ask the 45 million people in Canada and the US who practise postural yoga.

Religious studies scholar Paul Bramadat, director of UVic’s Centre for Studies in Religion and Society, wasn’t paying much attention to the yoga phenomenon until severe arthritis in his knees convinced him to—rather reluctantly—give ashtanga yoga a try. His sampling of different yoga studios in his own travels caused him to wonder whether the context and culture of the country or community where it’s practised change the experience.

“We know that globalization is having a major impact on religion, politics and economics,” Bramadat states. “But the question is whether these changes are unfolding in the same way in every country.”

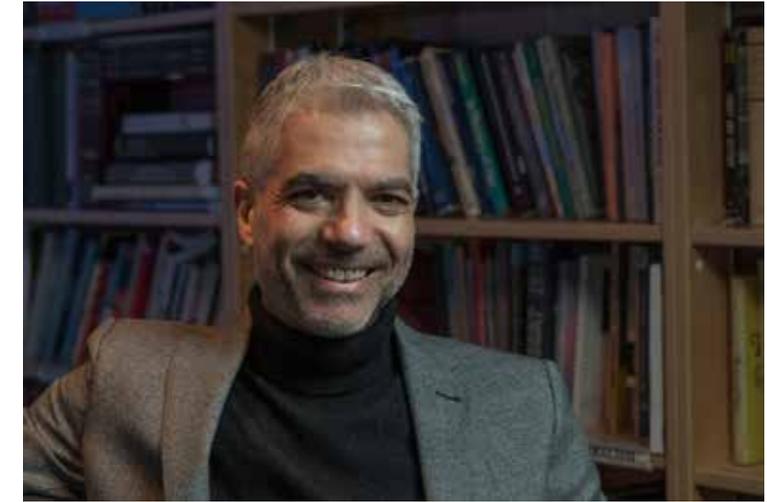
*That question is at the heart of Bramadat’s latest research project, *Global Spiritualities, Local Bodies: Modern Postural Yoga in Canada and the United States*, which is supported by an Insights grant from the Social Sciences and Humanities Research Council.*

We sat down with Bramadat to learn about this exciting project.

What kind of differences would you expect to find in a yoga studio in Canada versus one in the US?

I’m very open to the idea that there will be no major differences—and that conclusion would be interesting on its own—but I have a hunch that political differences will show up in yoga studios. There are lots of commonalities between the US and Canada, but when you consider issues like attitudes toward guns, women’s legal right to control their bodies, race and reconciliation, and health care, those are meaningfully different in our two countries.

My project will begin by focusing on distinctive US and Canadian approaches to health care as well as the “racial” dynamics and controversies of each society, such as debates around reconciliation and cultural appropriation. Once I get into the field, though, additional political and cultural influences are likely to become evident in yoga studios across the continent.



How will you gauge the differences between two countries’ yoga practices?

The project’s research assistant and I will visit up to a dozen studios in a half dozen cities starting this August. We’ll meet with roughly 200 teachers and practitioners, and study the cities they’re in, to get an understanding of the different meanings postural yoga might have in each location. Are yoga spaces accessible? Are they in wealthy areas? Who practises? When did yoga take off in each city? In other words, I want to think about the practice of yoga within the context of particular cities and, more broadly, within two distinct societies.

What about yoga, health and spirituality?

For some, yoga is a strictly physical exercise. But in a major recent survey, my team and I found that 41 per cent of adults in BC practice yoga, and more than half of that group attribute spiritual significance to their practice. To put the size of this cohort in perspective, it’s comparable to the total number of BC adults affiliated with the Anglican and United churches of Canada along with those affiliated with Buddhism, Hinduism, Islam, Judaism and Sikhism.

This research will obviously intrigue those who practise yoga but what else would you like to say about its relevance beyond that?

In some sense, yoga can be a window into bigger questions about the state of spiritual or religious forms in different political environments. Do distinctive national policies and ways of thinking have an impact on the resistance or adaptation to the homogenizing power of globalization? You could also consider mindfulness, or even Anglicanism, and ask whether we might see the differences in what is happening to these cultural forms in each society, and what it is about those societies that might lead to those differences.

Supporting equitable access to the Humanities

Pointon. Credit: Philip Cox.

If you scan our alumni on LinkedIn, you will find humanities-educated professionals around the globe, positively impacting every subject and sector. Among more than 14,000 alumni, there are journalists, teachers, pastors, city councillors, lawyers, playwrights and international aid workers driving their fields forward. Students who have a humanities education can do profound and diverse things.

However, amid the multiplicity of achievements, there are untold gaps. From the outset, access to higher education relies heavily on students' circumstances and financial means. An immersion in critical thinking, human rights education, cultural diversity and intercultural exchange is, sadly, not accessible to everyone. If the humanities shape who we are for the better, excluding anyone is an inherent problem.

Among the barriers many students face are costs.

One priority area for us in the Faculty is graduate student support. Many grad students struggle to keep up with the costs of studying full-time in an increasingly unaffordable region, which distracts them from their research. In the Spring of 2022, with community support, we raised a substantial amount for the Murray Dawson Fund, which supports students working towards their MA and PhD degrees. Students like Lucie Kotesovska, a PhD student and a doctoral fellow in English, attest to the difference the support makes and how urgent it is to expand its availability. Lucie's story is featured on page 60.

Across all levels of study, learning to put the lessons of the humanities into action is key to the student experience—yet access to opportunities outside the classroom is not always level. The current demand for field school support would require more than triple the amount of endowed funding for faculty field schools and experiential learning opportunities than is currently available. For more on the difference this funding makes, see our article on page 58 on field schools and their impact.

Atop our list of priorities is supporting students in our Indigenous Studies program. This is a relatively new program that has grown at a rapid speed over the last several years. But, while course offerings and enrollment have multiplied, our donor sup-



port has not increased since 2017. Moreover, the faculty's new 2022–2026 Indigenization Implementation Strategy (featured on page 3) includes goals to increase recruitment, retention and success of Indigenous students across the Faculty while supporting, promoting and recognizing Indigenous student research and scholarship. Cultivating an environment where Indigenous students will thrive requires collaborative, community-driven approaches to support.

There are many ways to give—one-time or incremental, big or small. You can donate to an existing scholarship at <https://www.uvic.ca/humanities/giving-alumni/> or contact me directly to share your ideas for other forms of support, such as legacy gifts. I look forward to hearing from you and discussing how you can help break down barriers for students in need.

Humanities disciplines strengthen critical inquiry and inspire social justice. Supporting humanities students is a form of activism towards an informed, healthy and just world.

With gratitude,

Nicole Pointon
Humanities Development Officer
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French education gets a boost

English-speaking Canadians looking to boost their bilingualism with a post-secondary education in French as a second language (FSL) rejoiced at the announcement of \$90,000 in new bursaries from the Department of French for the 2021-22 academic year. The funding created thirty bursaries valued at \$3,000 each.

"These bursaries are very significant for removing financial barriers for students pursuing a bilingual post-secondary education," says professor and current Chair of the French Department, Marc Lappand. "While Canada begins to recover from the economic impact of the pandemic, we are very happy to be able to offer students the financial support they need to succeed."

As an official language of Canada, as well as of global organizations such as the United Nations and the International Red Cross, French opens up new employment opportunities that are available only to Canadians proficient in both English and French.

"Being bilingual is immensely important in Canada at the moment," says Lappand. "In addition to the cultural and cognitive benefits of learning French as a second language, our students gain a strong national and international competitive edge in a number of job markets."

With an active and close-knit community, the department of French at UVic offers undergraduate and graduate-level programs, as well as a unique Certificate in Language and Cultural Proficiency. Students also gain hands-on, practical experience through French-language Co-op placements, annual field schools in Paris, or a five-week summer language program in Québec.

"Bilingual education is flourishing at the elementary and secondary levels in

BC," says Lisa Surridge, Associate Dean Academic of the Faculty of Humanities. "These bursaries will enable students to carry their French-language skills with them to postsecondary level, as French majors or in other fields."

Funding for the Bursaries for Postsecondary Studies in French as a Second Language Program is generously provided by the Government of Canada and the *Association des collèges et universités de la francophonie canadienne*.

In May 2022, the Honourable Ginette Petitpas Taylor, Minister of Official Languages, announced more than \$4.7 million in funding to support French-language post-secondary education in British Columbia.

The funding at UVic will expand access to digital francophone collections that will be housed in UVic's libraries. These collections will help the Department of French to expand its research areas to include a greater diversity of French language content from around the world and increase global connections and engagement.

"This investment advances the University of Victoria's role in better serving the academic and education needs of British Columbia's Francophone community. We are proud to be a catalyst for cultural programs that reflect the richness of our region and reinforce the links between post-secondary institutions and community organizations," says UVic president and vice-chancellor Kevin Hall.



UVic French students celebrate the announcement. Credit: Geneviève Arsenault.

Announcing the Victoria Nikkei Cultural Society Award



A *Nengajo*, (or, New Year's greeting card) painted by VNCS member Michael Abe for 2021. Credit: Michael Abe.

It is with privilege and gratitude that we announce the creation of the Victoria Nikkei Cultural Society Award for undergraduate students.

Open to all undergraduate students at the University of Victoria, this endowed award will support innovative and creative research in Japanese Canadian history, art, culture and language.

“We are proud to have established this endowed award at the University of Victoria’s Faculty of Humanities,” says Tsugio Kurushima, President of the Victoria Nikkei Cultural Society (VNCS). “By advancing student research in these subjects, the award provides an important way to honour our Japanese roots and the contributions of Japanese-Canadians to Canadian society.”

Since 1993, the VNCS has supported and fostered community among those of Japanese heritage or interested in Japanese culture. In addition to identifying and serving the needs of the Nikkei (or, Japanese emigrants and descendants residing in a country outside of Japan), the VNCS actively promotes awareness of Japanese culture through social outreach, public advocacy and community programming and events.

The first Victoria Nikkei Cultural Society Award will be dispensed in 2022 and awarded annually, in perpetuity.

“The University places great emphasis on engaging undergraduate students in research,” says Lisa Surridge, Humanities Associate Dean Academic. “We are thrilled that this award will open new research opportunities for students interested in studying Japanese culture, language, arts and history.”

More new Humanities-based financial awards created in 2021-22

- Charlotte S.M. Girard Memorial Bursary
- Christine Welsh Scholarship for Indigenous Gender Studies Students (endowed)
- Frank Sylvester Scholarship
- Hugh Campbell and Marion Alice Small Graduate Teaching Fellowship in Scottish Studies
- Judy Payne Memorial Award for Latin American Studies
- Kari Moore Award for Slavic Studies majors
- Langford-Seaborne Award for Indigenous Students in the Humanities
- Lawrence & Maria Luisa Macrae Scholarship in Italian Studies
- Lawrence & Maria Luisa Macrae Scholarship in Spanish Studies
- Mary Naidu Entrance Scholarship for Indigenous Students
- Murray and Lynda Farmer Award for Critical Thinking
- Robert Herchak Graduate Scholarship in Ukrainian Studies
- Ukraine Emergency Doctoral Student Fellowship in the Humanities

To help support our students visit <https://www.uvic.ca/humanities/giving-alumni/>

New emergency fellowship for Ukrainian PhD students

As the Russian invasion of Ukraine continues with no end in sight, Ukrainian students are increasingly impacted by the war and all the uncertainty it brings.

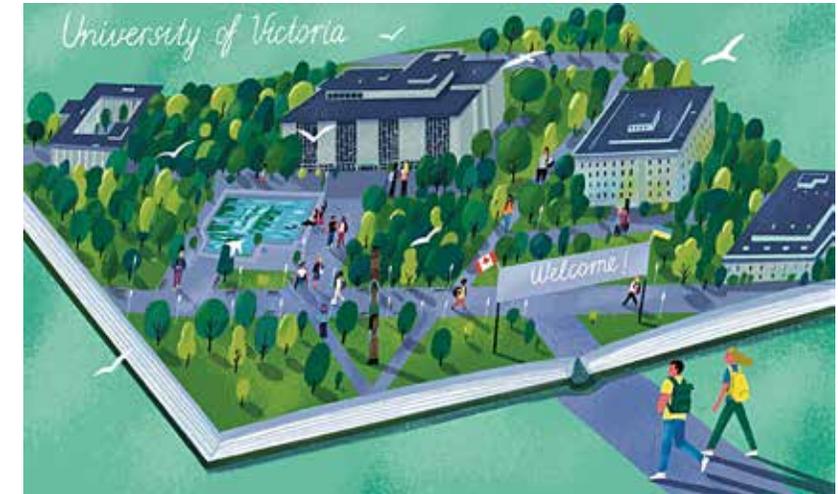
In response, the Faculty of Humanities has created an emergency fellowship for doctoral students currently studying at a Ukrainian university, offering financial support, peer and faculty mentors and an office space at UVic to safely complete their degree.

“Students in Ukraine are highly vulnerable at the moment due to the ongoing invasion and attempted genocide by Russia,” says Serhy Yekelchuk, a UVic professor of Slavic Studies and internationally recognized specialist on the Ukraine/Russia conflict. “Canada is both a trusted ally of Ukraine and a site of outstanding expertise in Ukrainian studies. It is quite possibly the best place for Ukrainian students, who will feel welcome at UVic and be able to continue with their education.”

Funding for one fellowship was raised internally by the Faculty of Humanities, Continuing Studies, and Faculties of Social Science, Education and Law. A second fellowship has been initiated by Booster Juice, whose founder, Dale Wishewan, and daughter Sienna—a UVic student—have been actively engaged in relief efforts for Ukraine.

“In times of war like this, it is important to maintain independent scholarly research,” says Hanna Protasova, a Ukrainian-born poet who is currently completing an MA in Slavic Studies. “Victoria offers a safe, friendly and inclusive environment where Ukrainian students impacted by the invasion can carry out their academic work, which can create a better understanding of Ukraine, its culture and history both in Canada and worldwide.”

The Ukraine Emergency Doctoral Student Fellowship in the Humanities is a one-year visiting research fellowship of at least \$40,000 that will be awarded to an academically outstanding PhD student who, at the time of application, is enrolled at any Ukrainian university in a doctoral program in the Humanities. It includes access to the university’s libraries, an office at the Centre for Global Studies and peer and faculty mentors.



An illustration depicting the arrival of the recipients of the Ukraine Emergency Student fellows at UVic, by Ukrainian-born and -based visual artist Oksana Drachsovska.



A crowd of more than 1,000 people rally in support of Ukraine against Russian forces near Victoria's Parliament buildings, Feb 2022. Credit: Charlotte Schallié.

Unearthing passions: The impact of field schools and experiential learning

By Nicole Pointon

In the spring of 2022, two years and one pandemic after a previous semester studying abroad, Sally Martin-Damman was eager to get back to Greece. A six-week immersive field school at Eleon—an ancient site in the village of Arma—beckoned her.

When she started out at UVic, Martin-Damman had planned on pursuing a teaching degree with a minor in French. Then, in 2019, Greek and Roman Studies Professor Brendan Burke visited one of her classes, encouraging students to take part in a Semester in Greece program. Martin-Damman decided to go for it.

“It was sort of on a whim,” says Martin-Damman. “But the semester studying in Greece totally changed my life.”

Returning to Greece this year to take part in the Eastern Boeotia Archeological Project not only required patience—with the pandemic putting field schools on hold—and planning, but also a lot of saving to cover the costs of the experience. She saved money from summer jobs and working part time during the school year, but when this was not enough, she also applied for financial awards like the Elias Mandel Prize for Study Abroad, an endowed fund available to Faculty of Humanities students for travel-based or experiential study.

“I would not have been able to afford this opportunity without receiving funding from UVic,” says Martin-Damman, with no hint of exaggeration.

Professor Trevor Van Damme, who recently took over the leadership of the Eastern Boeotia field school from Burke, emphasizes that donor support for student travel awards, as well as philanthropic infusions towards field schools directly, can significantly lower barriers to participation.

“The main barrier is the cost associated with the program in terms of student tuition, travel expenses and lost summer job revenue as well as the program fees, which are dependent on the cost of housing, food and transportation during the six-week period in Greece,” says Van Damme. He also notes that this year has been particularly costly due to increased energy costs and inflation.

Experiential learning opportunities offered by the Department of Greek and Roman Studies include the Semester in Greece, the Eastern Boeotia Archeological Project and an archaeological program at Ilduro in Catalonia, Spain, led by Professor Alejandro Sinner. These are a few among many Faculty of Humanities field schools that are challenged by inflation and rising costs of travel.

“Even with carried-over travel funds accumulated when field schools were not operating during the pandemic, we are still deluged with requests for financial support from our students,” says Lisa Surridge, Humanities Associate Dean Academic. “It is clear that we will require at least a tripling of support funds to be able to meet student demand.”

Sally Martin-Damman can attest to the power of the hands-on experience gained while studying abroad. The Eastern Boeotia Archeological Project at Eleon provided experiences documenting a previously unknown fortification wall, washing and identifying pottery, working with GIS, photographing artifacts and data management—all skills transferrable to Martin-Damman’s studies back in Canada.

“I’ve taken so many courses about archeological methods and theory as well as classes about Ancient Greece, but this is the first time I’ve been able to put what I’ve learned in the classroom into practice like this!” she says.



The 2022 Eleon field school team. Credit: Brendan Burke and Trevor Van Damme.



Sally Martin-Damman (foreground) and the team in action, cleaning the site of Ancient Eleon after three years of it being covered. Credit: Brendan Burke and Trevor Van Damme.

Faculty of Humanities field schools— At-a-glance

Alcalá de Henares, Spain, Field School

Hispanic and Italian Studies

A partnership with the [Universidad de Alcalá](#). Students are immersed in culture, language and literature through both coursework and immersive experiences.

Canada’s Internment Era—a Field School

History

Students spend two weeks learning about Canada’s internment history in the places where it happened: Victoria, Vancouver, Hope, Greenwood, Kaslo, New Denver and the Slocan Valley in a tour co-organized and co-led with the Nikkei National Museum.

Colonial Legacies Field School in South Africa

History

Students spend three weeks in South Africa learning about impacts of colonial histories in everyday life and on rural and urban landscapes; sustainable rural development; apartheid and reconciliation; grassroots anti-poverty initiatives; community responses to HIV/AIDS; gender and development; land, labour and global economy; modes of historical memory.

Cuenca, Ecuador

Hispanic and Italian Studies

Students spend a semester in Cuenca, a UNESCO World Heritage Site 2,500m above sea level. Curriculum and experiential visits and field trips are offered in partnership with the Universidad de Cuenca.

Ethnohistory Field School

History

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

European Union Study Tour and Internship Program

European Studies

A two-part field school and internship experience offering exposure to EU institutions, organizations and representatives, followed by optional summer internships based in the EU.

I-Witness Field School

Germanic & Slavic Studies

Students spend three weeks in Central Europe exploring how the Holocaust is memorialized with a view to current context, offering a deeper understanding of antisemitism, racism, religious intolerance, homophobia and the stigmatization of the mentally and physically disabled communities.

Paris on Stage

French

Two weeks of cultural, theatrical and linguistic immersion in Paris.

Japan: Empire

Pacific and Asian Studies

Two weeks of lectures at UVic, followed by fourteen days in Osaka, Japan, with excursions to Nara, Kyoto and Hiroshima following the origins, development, consequences and continuing influences of the Japanese empire, from the earliest times to the present day.

Medieval Studies Field School

Medieval Studies

Ten days of site visits abroad, featuring field trips to cathedrals and castles, object lessons on stained glass, stone monuments and manuscripts and trekking part of a Medieval pilgrimage route.

Recanti, Italy

Hispanic and Italian Studies

An immersive four-week program featuring intensive language courses, cultural activities and tours at the Scuola Dante Alighieri in Recanati, near the Adriatic Sea.

Toyooka City International Cultural Exchange Program:

Advanced Communication in Japanese

Pacific and Asian Studies

A two-week Japanese language study field school, held in a small town in Japan and designed to develop students’ linguistic, sociolinguistic, cultural and intercultural skills.

UVic in Paris Field School

French

Offered every two years, this immersive three-week experience (two weeks in Paris) explores theatres and museums as well as French language.

The happy return

By Philip Cox

Twelve years and three children after completing a second master’s degree, Lucie Kotesovska fulfilled her long-held dream of returning to the academy to begin a PhD in literary studies.

Now a highly acclaimed researcher with a stellar record of success, one might not believe that she had ever doubted it was possible at all.

“Deciding to pursue a doctorate was not straightforward for me, because I am a full-time mom with three kids under the age of nine,” Kotesovska explains. “It had been quite a few years since completing my master’s, during which I spent most if not all of my focus on my children—their interests, their education, their personalities. I had to put my own ambitions on hold for that time.”

With two masters’ degrees and a professional certification in pedagogy under her belt already, Kotesovska was able to put her education to great use during this period nonetheless, working in the Czech Republic as a language instructor and translator. The work was interesting, she says, but not the path that she’d envisioned for herself.

As her children grew and became less dependent upon her, Kotesovska began thinking about going back to school once again, yet several barriers remained.

“I didn’t really feel confident that I could go back to school. I didn’t know if there would be interest in my research, and maintaining a home for my kids required so much time and resources,” she states.

Even without children in tow, Kotesovska knew first-hand the challenges of trying to earn an income while pursuing an advanced degree, having worked in the service industry during her final year at the University of Northern Iowa when funding provided by the university had run out.

“It is exhausting and chaotic trying to combine studies and work. It creates an immense, day-to-day stress about finances,” she says.

When Kotesovska finally did apply for a PhD in English at the University of Victoria in 2019, she was pleasantly surprised to receive with her letter of acceptance an offer for a Murray Dawson Fellowship, which is awarded to academically outstanding students entering or enrolling in any graduate program in the Humanities.

“Receiving the Murray Dawson Fellowship in Humanities really helped me return to my studies, which I had dreamed of for some time,” she states. “Awards like this one are important because they help different people in different ways, giving students the space they need to focus on their studies.”

Kotesovska moved with her husband and three children from the Czech Republic to Victoria in 2020, after working remote-

ly overseas during her first year of coursework because of the pandemic. Although this period was far from idyllic and not quite what she had envisioned, she remains grateful for the opportunity.

“I stayed with my kids during the day while my husband worked, which left me evenings and nights for my studies. I would then work from about 5 p.m. until midnight or 1 a.m.,” she recalls.

“Maybe this is not how I would choose to do it, but I was just so grateful for the opportunity to do my PhD while raising my family, because of that award. This was my biggest feeling—of gratitude.”

Since that time, her hard work has paid off in spades. In July, she was named a Vanier Scholar—winning Canada’s top graduate scholarship, designed to attract world-class doctoral students who have demonstrated leadership skills and a high standard of scholarly achievement.

“I hope my story can inspire other women who wish to pursue an advanced graduate degree while raising children on the side. Being able to support my family and work on my research is totally unexpected for me and unheard of in my community back home in the Czech Republic. I still feel like I’m dreaming or that it’s not really happening. But it is.”

– LUCIE KOTESOVSKA, VANIER SCHOLAR AND 2019 RECIPIENT OF THE MURRAY DAWSON FELLOWSHIP IN HUMANITIES



Kotesovska. Credit: UVic Photo Services.

The Faculty of Humanities, University of Victoria

Open your mind, transform our world.

OUR MISSION:

Enrich human dignity

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

Provoke critical inquiry

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

Inspire innovative expression

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

Engage myriad voices

Fundamental research and teaching about the interaction between time, place and knowledge, including its expression through language, and a commitment to a decolonized and diverse global society

We acknowledge and respect the ɫəkʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day



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