

UVIC HUMANITIES

*Annual Report 2020*



# 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

### 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

### 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

### 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 with respect the ləkʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day

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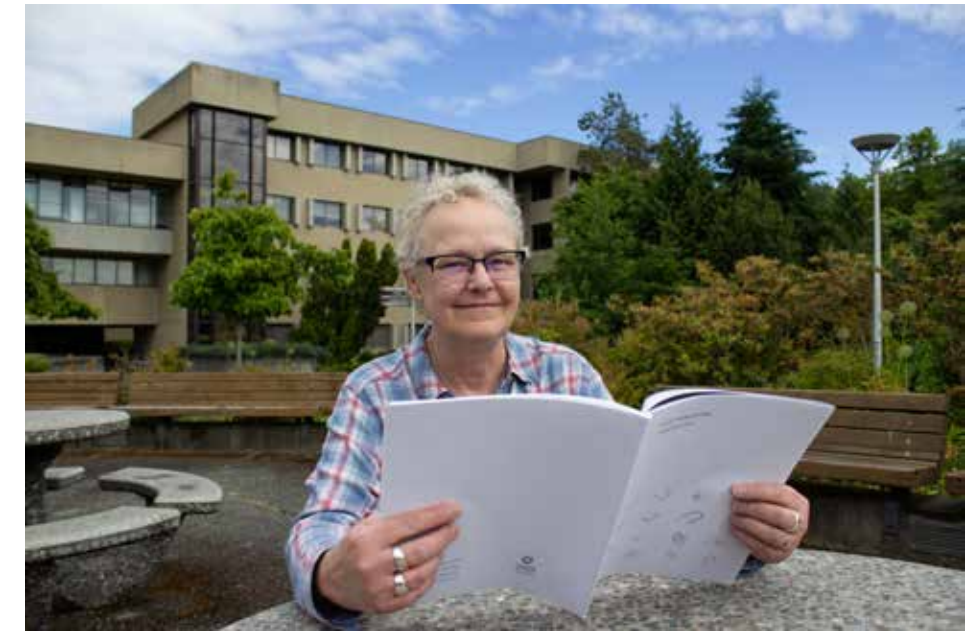
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# From the Dean's desk



2020 will long be remembered as the year of COVID-19. I vividly recall Friday, March 13 at around 6:00 pm, when UVic's then-President Jamie Cassels announced that, in an effort to prevent the spread of the virus, more than 5,000 classes taught on campus would move from in-person to online instruction as of the following Monday. Like other instructors across the Faculty of Humanities, I spent the weekend feverishly adjusting my course syllabus and connecting with my students, informing them about my plans for the completion of the course and reassuring them that I would do everything possible to make sure they finished it. In the following weeks, staff members in the Humanities packed up their computers and office plants and transitioned to remote work, setting up offices in bedrooms, basements and at dining room tables. In time, we learned that classes in the summer session and then the fall term would be taught mostly online, which meant that instructors had to learn to use new technologies and adjust to remote interactions, whether in classrooms or in meetings. It was the first time in the history of the University that spring graduation was not held in person, which necessitated finding creative ways to celebrate the accomplishments of undergraduate and graduate students.

There is no question that 2020 was an uncertain, challenging and taxing year for everyone in the Faculty – chairs and directors, faculty members, sessional lecturers, staff, and graduate and undergraduate students. I want to express my deep gratitude and admiration for their perseverance, adaptability, commitment and hard work, and for keeping the Humanities strong and vital under these trying circumstances. I also want to acknowledge the custodial staff and other service providers who worked tirelessly

to keep us safe in the Clearihue building over the course of the pandemic year.

Despite the many challenges, the pages of this annual report also tell the story of the Humanities' collective achievements and its many incredible successes for which our remarkable community can and should be very proud. Included are features documenting major research and scholarly achievements, teaching innovation and mentorship, and the accomplishments of award-winning faculty and staff. There are stories of award-winning graduating and co-op students whose passions, social engagement and activism are truly inspiring.

In reading features like “#ScholarStrike and anti-racism in the Humanities” and in reflecting on how the racialized communities of Indigenous, Black, Asian and people of colour have been disproportionately impacted by the pandemic in a myriad of ways – including the escalation of racism against them – we are also reminded that the collective commitment, in words and actions, to the projects of truth, reconciliation, anti-racism and social justice in all its forms remains as pressing as ever. The four pillars of the Humanities' mission – enrich human dignity, provoke critical inquiry, inspire innovative expression and engage myriad voices – offer important principles to guide this hard but necessary work.

Wishing you all the very best in 2021,

Annalee Lepp, Acting Dean

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*“I don’t normally watch the news this much, but January has been so weird in world events. I can’t wait for things to get back to normal.”*

# Keeping Coast Salish languages strong



Agnes Violet Sharon Seymour practices her pronunciation using ultrasound technology with her son, Luke, and UVic linguist Sonya Bird. Image: UVic Photo Services.

## Technology plays an important role in helping Hul'q'umi'num' learners improve their fluency

Agnes Violet Sharon Seymour's desire to learn Hul'q'umi'num' stretches back to when she was a girl, listening to her father and uncle talk in the Coast Salish language.

"I wanted to be able to communicate and understand them," she says.

Seymour wants that same generational bond for her son, Luke Jarrett Spaal' Seymour, who is learning Hul'q'umi'num' at school. Seymour, from Kwa'mutsun, a member of the Quw'utsun' tribe, is among seven students gathered at the Shhwulmuhwqun Language House in Duncan this morning for a science of speech class. By day's end, Seymour, whose Hul'q'umi'num' name is Ts'i'y'a lhaat, will have had the chance to use ultrasound, acoustic speech analysis and palatography to hone her pronunciation.

University of Victoria professor Sonya Bird leads a team of linguists using these technologies to help Hul'q'umi'num' learners like Seymour improve their fluency in one of the most complex languages

in the world. Bird says Hul'q'umi'num' has 37 consonants, 24 of which don't occur in English, making authentic pronunciation difficult for second-language learners.

University and community-based partners, including the Hul'q'umi'num' Language and Culture Society and Simon Fraser University, are involved in the project funded by the Social Sciences and Humanities Research Council. They are working against time to transmit knowledge of Hul'q'umi'num' to younger generations. Few first-language speaking Elders remain.

*"Our research is showing us what features of Hul'q'umi'num' pronunciation are most challenging for learners, and how best to overcome these challenges. Our project meets an urgent need for resources to support language revitalization efforts."*

– UVIC LINGUIST SONYA BIRD

After students finish listening practice with Kwa'mutsun Elder Ruby Peter, known by her Coast Salish name Sti'tum'at, they shift into smaller groups to use the technology. At one station, Bird presses an ultrasound wand underneath Peter's chin so that an image of her tongue appears on a large monitor. She slowly pronounces difficult words, such as *hwyuxwut*, which means "open it" in English.

UVic PhD student Tess Nolan, who will write their dissertation based on their research here, manages the equipment while Bird points out the different ways Peter's tongue moves on screen to help students better articulate sounds.

Elsewhere, students wear headphones and compare the acoustic waves they made saying certain Hul'q'umi'num' words against the recorded pronunciation of Elders. Next, Nolan offers to paint the tongues of willing students in charcoal. The practice, called palatography, reveals where the tongue presses against the palate, another way to "see" the pronunciation of tricky sounds. Violet Seymour tries it, and a fellow student takes a photo of the inside of her mouth reflected on a mirror, preserving the



Luke Jarrett Spaal' Seymour, who is learning Hul'q'umi'num' at school, uses an ultrasound wand to see how his tongue moves when articulating certain sounds. Image: UVic Photo Services.

record for later comparisons.

Shhwulmuhwqun founder Sally Hart says UVic researchers are helping blend new and traditional ways of learning.

*"If we don't have the language, we won't understand the depth and meaning of our culture and traditional ways."*

– SHHWULMUHWQUN FOUNDER SALLY HART

Bird says students are aware they have limited time to learn from Elders, and that the responsibility of carrying the language forward has fallen on them.

It is for this reason that, when Seymour's son returns home from school, they speak to each other in Hul'q'umi'num'. "My goal is to keep our Hul'q'umi'num' strong," Seymour says.

## EdgeWise

BC is home to more than half of the about 60 Indigenous languages in Canada. And

Indigenous communities are working hard to ensure the survival of their ancestral voices.

March 31 marks National Indigenous Languages Day. Bird says it's a time to celebrate the incredible diversity of languages and cultures in the land we now call Canada, while supporting the efforts of Indigenous communities to reclaim and revitalize them.

The research team for the pronunciation project reaches beyond traditional academic boundaries to include linguists from SFU, UVic and the University of Toronto, as well as Elders and teachers, who are the language experts, and learners, who are experts in the experience of learning their ancestral language.

Students attending the class at Shhwulmuhwqun Language House are enrolled in bachelor and master's studies at SFU. SFU linguist Donna Gerdts says the students have greatly improved their knowledge of Hul'q'umi'num' sounds through the UVic partnership.

Bird says Indigenous language revitalization work is a team effort.

"Partnerships like this one allow us to move the work forward in incredibly positive ways."

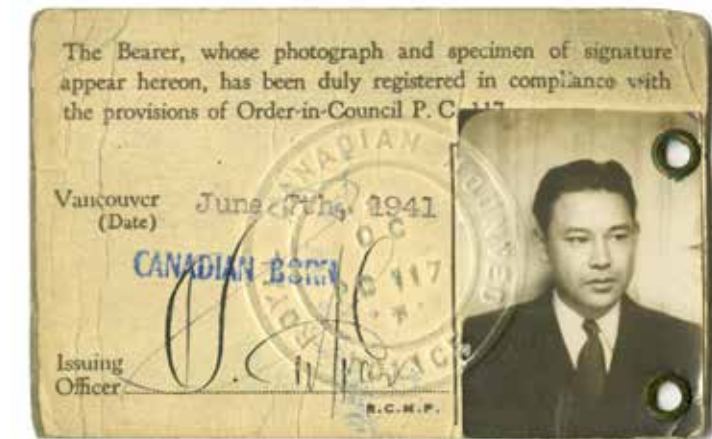
# National exhibit shares untold stories of Japanese Canadians



The Murakami Family in Greenwood in BC's Interior: (Murakami, Kimiko, Richard, Mary, Rose, Violet and Alice). Image courtesy of Salt Spring Island Archives. 2004-005-038.



An RCMP officer posting a notice in 1942 prohibiting male Japanese Canadians aged 19 to 45 from entering a "protected area" within 100 miles of the coast in BC, except by special permission of the government. Image courtesy of Japanese Canadian Cultural Centre. 2001.3.59.



A registration certificate, numbered 10333, issued to Hiroshi Okuda of 306 Jackson Avenue, Vancouver, on June 7, 1941. The certificate reads "Canadian Born" and includes Hiroshi's photograph. Image courtesy of Nikkei National Museum & Cultural Centre. NNM, 2018.3.1.1.6.

Thousands of Japanese Canadians experienced profound loss in the 1940s, following their permanent displacement and the total liquidation of their property. This spring, in a time of growing anti-racism movements and reckoning with Canada's past racist policies, the Landscapes of Injustice project – launched six years ago and led by the University of Victoria – unveiled a new national exhibition on the lesser-known aspects of Japanese Canadian internment in the 20th century.

The untold stories of more than 22,000 Japanese Canadians involve dispossession and multi-generational trauma as a direct result of a sustained federal campaign initiated by the Canadian government eight decades ago.

"Broken Promises," officially launched in September at the Nikkei National Museum & Cultural Centre in Burnaby, BC, is the culmination of six years of award-winning research by the Landscapes of Injustice project team. It shares the truth about dispossession in the 1940s through the personal stories of seven Japanese Canadian families who lost their homes, personal possessions and livelihoods, along with their civil and human rights, despite government guarantees of protection.

Using a wealth of previously unreleased photographs, personal interviews, official documentation and letters of outrage and protest to explore this disturbing past, "Broken Promises" invites the public to grapple with the complicated legacies of racism in Canada. Also unveiled was a new website ([loi.uvic.ca/narrative/](http://loi.uvic.ca/narrative/)) that complements the exhibit and presents the findings of Landscapes of Injustice in an accessible, compelling narrative format.

*"We are all heirs to landscapes of injustice. This exhibition launches in the midst of long overdue conversations about racism in Canada. It is a time for excavating how our present realities are shaped by past inequalities."*

– HISTORIAN AND PROJECT DIRECTOR JORDAN STANGER-ROSS

"Broken Promises" will be on display at the Nikkei National Museum & Cultural Centre until spring 2021. It is then scheduled to travel to the Japanese Canadian Cultural Centre in Toronto in May 2021, and to the Royal BC Museum in Victoria in early 2022, with dates in Halifax and other regional locations yet to be announced.

Begun in 2014, this multi-faceted project is supported by a \$2.5-million grant from the Social Sciences and Humanities Research Council and \$3 million in matching contributions from institutional partners. The exhibition received an additional grant of \$285,000 from Canadian Heritage. Based at UVic, the project involves 15 other partners including four other universities, two government agencies, four major Japanese Canadian organizations, one provincial and one federal museum, and three historical societies and learning associations.



Impounded vessels at Annieville Dyke, Fraser River, BC. Japanese Canadian boats from across the west coast were rounded up by the Canadian Navy immediately after the bombing of Pearl Harbor in December 1941. Kishizo Kimura notes in his memoir that the vessels were held at this location prior to being reconditioned for sale. Image courtesy of Nikkei National Museum & Cultural Centre. NNM, 2010.4.2.1.11.a.



Building K, Men's Dormitory – (formerly forum); Hastings Park, Vancouver. Image courtesy of Nikkei National Museum & Cultural Centre. NNM, 1994-69-3-18.

# Three graphic novels frame lasting lessons of the Holocaust

Artists are transforming the vivid stories of Holocaust survivors into graphic novels as part of an international project led by the University of Victoria. The initiative – which launched its first meetings this winter between survivors and graphic novelists – will teach new generations about racism, anti-Semitism, human rights and social justice while illuminating one of the darkest times in human history.

Charlotte Schallié, a Holocaust historian and the current chair of UVic’s department of Germanic and Slavic Studies, is leading the project that brings four survivors living in the Netherlands, Israel and Canada together with accomplished graphic novelists from three continents.

The Anne Frank House in Amsterdam, the Canadian Museum for Human Rights in Winnipeg and the Vancouver Holocaust Education Centre are three of the many partners in this global collaboration, which Schallié says will highlight the connection between instruction about the Holocaust and broader human rights education.

*“Given the advanced age of our survivors, our project takes on an immediate urgency. And what makes the survivors’ participation especially meaningful is that all of them continue to be human rights and social justice activists into their 80s and 90s. They are role models for how we can integrate learning about the Shoah into broader questions of human rights protection.”*

– HOLOCAUST HISTORIAN AND PROJECT DIRECTOR CHARLOTTE SCHALLIÉ

Visual artists Miriam Libicki, an American-Israeli currently based in Vancouver, Germany’s Barbara Yelin and Israel’s Gilad Seliktar will work closely with the survivors to produce three original works of graphic art. When completed, Schallié says the graphic novels will be accompanied by teachers’ guides and instructional material tailored for schools in Canada, Germany, Israel, the Netherlands, the United Kingdom and the United States.

Libicki met David Schaffer for the first time in Vancouver in January, the same month as

International Holocaust Remembrance Day (Jan. 27), to learn how he survived the Holocaust as a boy in Romania. In 1941, Schaffer was deported by cattle car with his family to Transnistria, on the border of current day Moldova and Ukraine, where they suffered starvation and inhumane living conditions.

For Libicki, whose paternal grandparents are also Holocaust survivors, Schaffer’s story echoes that of her grandmother, who was interned in Soviet-occupied territory. Libicki, an artist already known for her autobiographical comic series *Jobnik! An American Girl’s Adventures in the Israeli Army*, says graphic novels are a smart way to reach young people.

“The more stories, the better. The wiser we can be as people, the more informed we can be as citizens and the more empathy we can have for each other,” she says. “Graphic novels are not just a document in the archives, they’re something people will be drawn to reading.”

Schaffer, meanwhile, says he hopes the finished works will educate people beyond the Jewish community.

*“The most important thing is to share the story with the general population so they realize what happened and to avoid it happening again. It’s very simple. History has a habit of repeating itself.”*

– DAVID SCHAFFER, VANCOUVER RESIDENT AND HOLOCAUST SURVIVOR

The other three Holocaust survivors involved in the project are Emmie Arbel in Kiryat Tiv’on, Israel, and brothers Nicole and Rolf Kamp in Amsterdam, Holland.

The project, [Narrative Art and Visual Storytelling in Holocaust and Human Rights Education](#), is supported by the Social Sciences and Humanities Research Council. In addition to the Anne Frank House in Amsterdam, the museum in Winnipeg and education centre in Vancouver, there are project partners from the University of Haifa in Israel, the Stanley Burton Centre for Holocaust and Genocide Studies at the University of Leicester in the UK, the Ravensbruck Memorial in Germany and Pennsylvania State University in the US, among others.

UVic offers a master’s stream in Holocaust studies, the only one of its kind in Canada, and the I-witness Holocaust Field School, the first of its kind for undergraduate students at a Canadian university.

Schallié says the graphic novels will be available digitally in 2022.



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



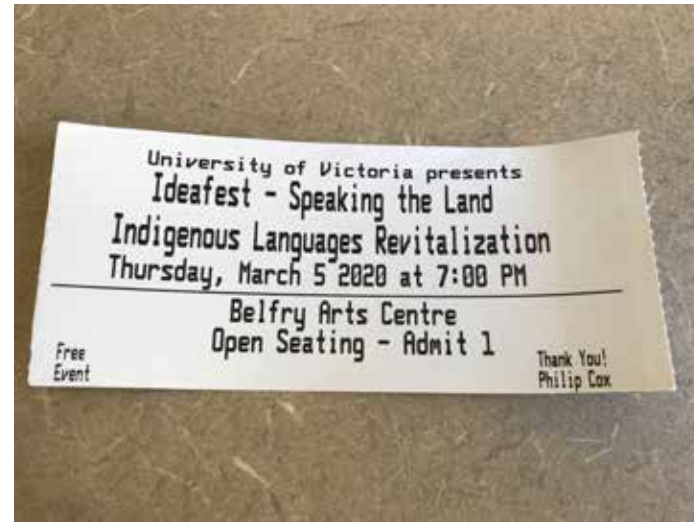
Early sketches by Miriam Libicki (December 2019), in advance of the meeting with David Schaffer.

# Great success at Ideafest

How does climate change affect the sustainability of our food, water, energy supply and ways we create healthy cities? What is the vital role of Indigenous languages in maintaining the history, knowledge and wisdom of a people? These questions and many more were answered at the University's ninth annual Ideafest, which ran from March 2nd to 7th. UVic's extraordinary thinkers, innovators and artists explored topics ranging from how to move beyond plastic, to using technologies and game-based apps for better family health, to developing and using nano-sized solutions to address global problems.

"Public engagement is a vital part of research. Ideafest is a celebration of UVic research, and our faculty, students and staff put on events to connect with local community and share knowledge in different ways," says Michael Masson, Acting Associate Vice-President of Research.

This year's festival proved once again to be a highly anticipated event in the UVic calendar, attracting 4600+ audience members to 35 events organized by over 490 staff, faculty and students!



The Speaking the Land: Tâ' sqaqwél? laâ Ta' Tè ŋ'ex<sup>w</sup> ? event, hosted at the Belfry Theatre on March 5, before the pandemic ended in-person events in Victoria for the year. Image: Murray Wu.

## Serious comics

*March 2 @ UVic, Clearihue building*

Graphic literature has developed in many different directions, but the use of it for serious themes and even "comics journalism" are among the most fascinating. With English professor Sheila Rabillard as emcee, Christopher Douglas (English), Alana Sayers (English), Marina Bettaglio (Hispanic and Italian Studies) and H  l  ne Cazes (French) shared what they had learned in reading, researching and teaching some of these graphic works – exploring what happens when contemporary "comics" get serious.

## The digital apocalypse and the antique data roadshow

*March 3 @ UVic's Digital Scholarship Commons*

Technologies evolve. Data decays. How much outdated technology is in your closet or on your computer? Organized by Claire Carlin (French) and Stewart Arneil (Humanities Computing and Media Centre), this event explored the precarity of digital history through a series of presentations from UVic's digital preservation experts Stewart Arneil (HCMC), Ewa Czaykowska-Higgins (Linguistics), John Durno (Libraries) and Janelle Jenstad (English). The audience then remained for the "antique data roadshow," which invited the public to ask the experts how to protect their data.

## What has truth got to do with it?

*March 4 @ Victoria City Hall, Council Chamber*

In this age of post-truth and "truthiness," Truth seems to have lost a lot of its former friends. The challenge to the idea of truth is not new: populist leaders have long told people the "truths" they want to hear, intellectuals let the air out of the tire when they embraced post-modernism, and society has always had to reckon with the challenge of reconciling truths grounded in different cultural foundations. Hosted by John Lutz (History) and Alex D'Arcy (Humanities Associate Dean Research, Linguistics), presenters Kristin Semmens (Germanic and Slavic Studies, History), Jason Colby (History), Colin MacLeod (Philosophy) and Val Napoleon (Law) were asked hard questions by the event hosts and audience, with aim to get at the truth once and for all.

## Speaking the land: T  ' sqaqw  l? la   Ta' T   ŋ'ex<sup>w</sup> ?

*March 5 @ The Belfry Theatre*

Here in BC and around the globe, Indigenous peoples are continuing their work to ensure languages are thriving. Hosted by Vice-President Research Lisa Kalynchuk, this event centred around an intimate and enlightening conversation between celebrated broadcast journalist and University Chancellor Shelagh Rogers and language champions Wanosts'a7 (Lorna Williams), Professor Emerita of Indigenous Education, S  D  FELISIYE (Renee Sampson), language revitalizationist, co-founder of the LE,NO  NET SCUL,  UTW Immersion school, and Leslie Saxon (Linguistics). The audience learned the vital role of Indigenous languages in maintaining the histories, knowledge and wisdom of a people, and how language holds the key to heal people and the land.

## #Focus on Research: David Zimmerman

Known for his encyclopedic memory and gentle humour, David Zimmerman has been with the department of History since 1988.

For the last 15 years he has served as president of the Victoria Holocaust Remembrance and Education Society, which organizes memorial events and engages with local schools and community groups to teach about the history and manifestations of anti-Semitism.

David is also the author of 5 books and over 20 articles on various aspects of naval and military history, the early history of the Society for the Protection of Science and Learning, and academic refugee crises in Europe and Canada.

When we sat down for a chat with him, he was writing the final chapter of a new book, entitled *Ensnared Between Hitler and Stalin: Academic Refugees in the USSR*.

“The book that I’m writing traces the lives of 36 German scholars who were forced to flee Nazi Germany and made the disastrous decision to seek refuge in the Soviet Union.

By the end of 1937, at least 1,500 scholars had been displaced from Nazi Germany, soon to be joined by hundreds more from Austria, Czechoslovakia, Hungary, Italy, and elsewhere in Europe. Within a year, all but one of the scholars that I focus upon in my work were either arrested, murdered, or forced to flee again. Some of those who managed to escape the Soviet Union were then recaptured by the Nazis and murdered in the Holocaust. It is a sobering tale that counters the triumphant narratives that focus on the few refugee scholars who managed to continue their careers elsewhere.

My work shows that while a minority



David Zimmerman (History) Image: Philip Cox.

of scholars seeking refuge in the Soviet Union went for ideological reasons, the overwhelming majority went as a desperate last resort after all other avenues of escape were closed to them. Many of the refugee scholars included in my study did not survive the Second World War because they were younger than those assisted by the organizations helping to relocate academic refugees. These young scholars were also actively discriminated against by Western universities, who feared that hiring them would stir anti-Semitism among local graduate students.

Sadly, my study is still relevant today, as both the British and American academic rescue organizations continue efforts to assist an ever-growing number of displaced scholars from countries such as Turkey, Syria, the Cameroon, Iraq,

Yemen, and Venezuela. It’s impossible to know what world-changing contributions scholars can make. Hans Hellman, for instance, was the pioneer of quantum chemistry and would likely have received a Nobel Prize for his work. He fled to the USSR in 1934, was arrested in 1938 on false charges of espionage, and summarily executed a few months later. My book provides an important reminder of what may be lost when scholars can no longer work in safety or when they are forced to seek refuge and are unable to resume their academic careers.

My project broadens the range of recorded experiences of academic refugees in flight than is available in the existing historiography, focusing on those who did not survive the Second World War.”

– HISTORIAN DAVID ZIMMERMAN

## #Focus on Research: Neilesh Bose

As the Tier II Canada Research Chair in Global and Comparative History at the University of Victoria, Neilesh Bose is always on the move.

When he isn’t travelling for research, writing or outreach throughout South Asia, the UK, southern Africa, Europe or North America, Bose can be found on campus, organizing initiatives such as the Global South Colloquium, which is a seminar series about the histories, politics and aesthetics connected to the Global South.

His most recent research has focused on Taraknath Das (1884–1954), an Indian revolutionary figure who is little-known here in Canada, despite having lived and organized in and around the Pacific Northwest region, including Victoria.

With a book-length biography on Das in the works, Bose has just completed an edited volume on the history of globalization, which includes his own writing on the movements of this 20th-century activist, scholar and publisher as he organized his fellow Asian Indian immigrants to support the Indian independence movement.

Due out in December 2020 from Bloomsbury Press, [South Asian Migrations in Global History: Labor, Law and Wayward Lives](#) features original research about South Asian migrations to various regions in North America, Africa and other areas along the Pacific, in the context of 19th- and 20th-century globalization.

“I think there is a detailed and compelling story to be told about migrants in North America who don’t easily fit into any established narrative of history. Taraknath Das is not quite only a part of the history of Indian nationalism, though he is a part of that history. He is not quite only a part of the history of North American immigration law, though he is a part of that



Neilesh Bose (History). Image: Philip Cox.

history. He is not quite only a part of the history of inter-racial relationships and legal debates about citizenship, though he fits into those histories as well. Rather than learning from his story a model to emulate (because I don’t think he presents such a model), I think he can teach us a great deal about the globalized nature of the early 20th century.

That century held the promise of so much change and betterment, yet it did not necessarily deliver on those promises for many people. Tracking the lives of people like Das tells us a bit more about a common but less-known side of the globalizations of the 20th as well as our current century. Such globalizations are not about larger-than-life, powerful leaders or activists with a vast following, nor subaltern and less visible populations unknown to the world outside of their

homes.

I think an important part of the mission of historical work lies in bringing attention to voices and actions of those who made a key difference in the past, but remain outside the standard narratives of a particular place or period.

What Das helps us understand is the experience of many who committed to causes bigger than themselves and ended up living lives they never expected, affecting areas they never imagined. It is these lives and these traces of lives outside the big or little histories that resonate, I think, with a large swath of today’s world.”

– HISTORIAN NEILESH BOSE





Chase Joynt (Gender Studies). Image: supplied.

## Chase Joynt film premieres at TIFF

Gender Studies assistant professor Chase Joynt is a man of many talents. In addition to being an accomplished researcher and instructor at UVic, he is also a moving-image artist, writer and director whose films have won broad acclaim and a shelf full of international awards.

This August, his feature-length documentary *No Ordinary Man* premiered at the Toronto International Film Festival and was then selected for their Canadian Top Ten of 2020 list. The doc went on to win several notable awards, including Best Canadian Feature at the Inside Out Film and Video Festival, and the New Visions Award at the Montreal International Documentary Film Festival.

Co-directed with Aisling Chin-Yee, *No Ordinary Man* is a smart, touching and eye-opening tribute from the trans-masculine community to one of its own. The documentary rescues the life story of 20th century jazz artist and trans cultural icon Billy Tipton from tabloid tragedians, restoring his legacy as a loving father and talented musician.

Joynt's earlier short film, *Framing Agnes*, premiered at the 2019 Tribeca Film Festival and won the Audience Award at Outfest in Los Angeles, and is being developed into a feature film with support from Telefilm Canada's *Talent to Watch* program.

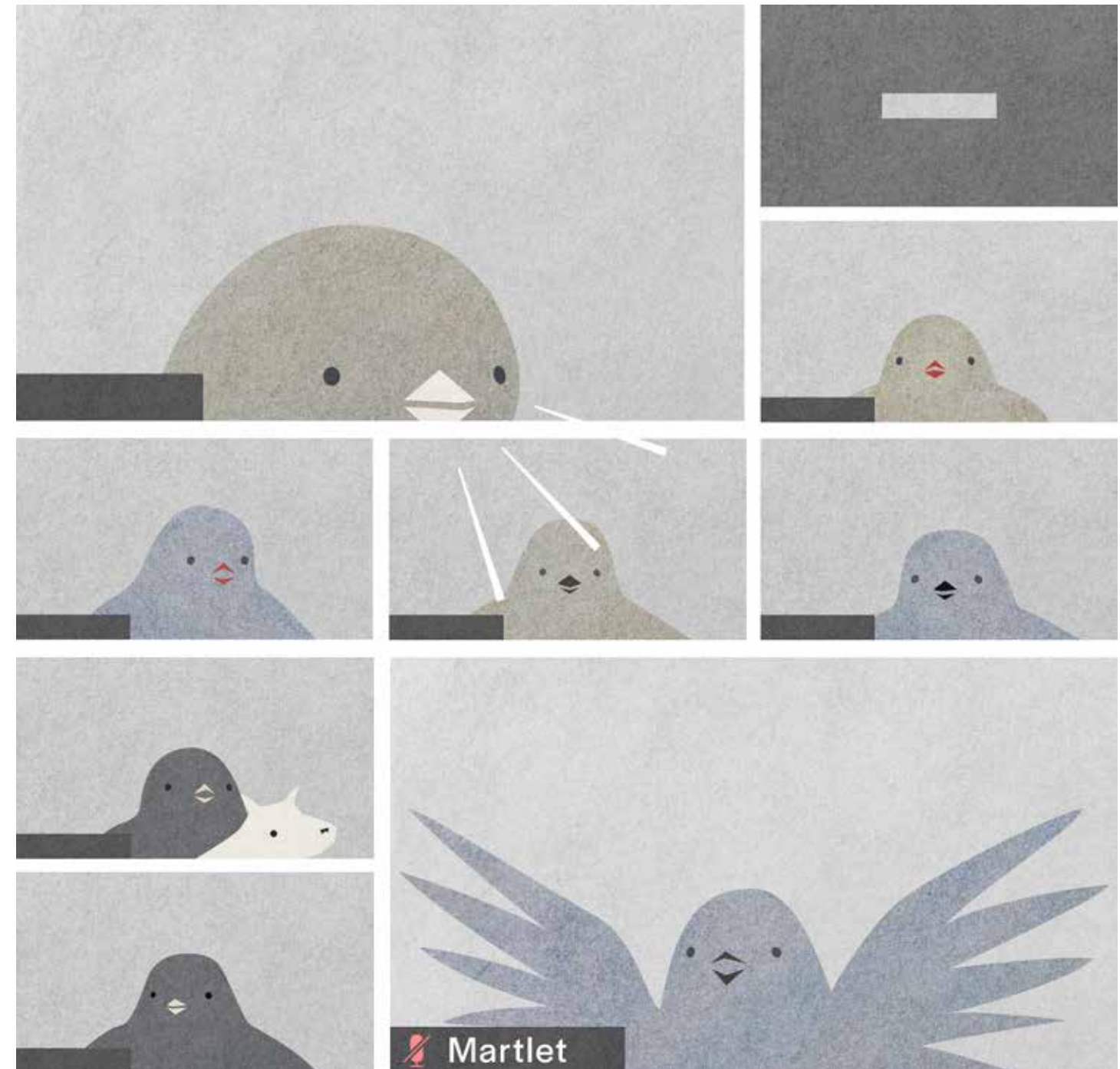
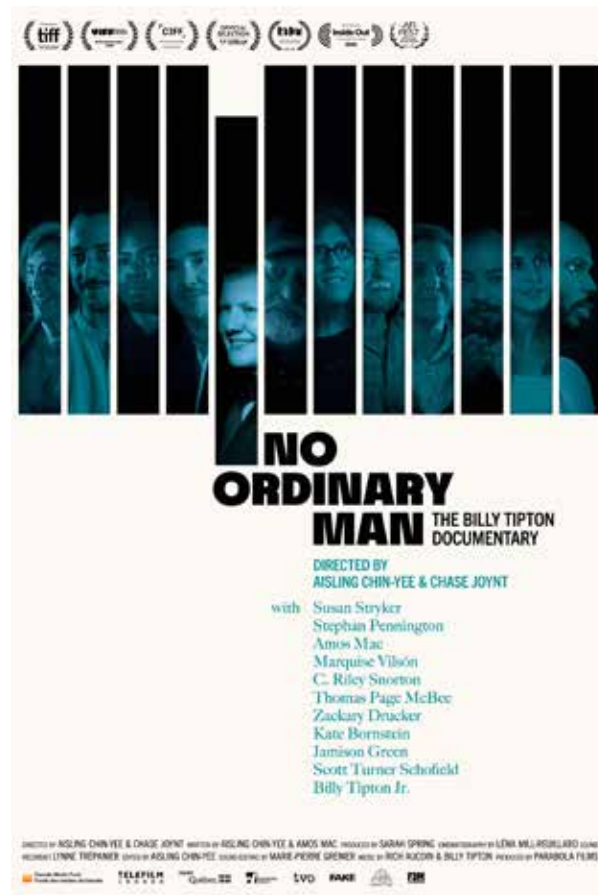
Whether Chase is a filmmaker immersed in gender theory or a gender studies theorist who expresses himself through film is a debate for another day. In the meantime, we follow his films, publications and courses with an equal measure of enthusiasm and pride.

*“No Ordinary Man is vibrant and alive...  
Moving and empowering”*

– ROGER EBERT.COM

*“Tender, topical and well-crafted”*

– GLOBE & MAIL



*“Martlet, you’re on mute. We can’t hear you, Martlet....  
Click the button, Martlet. Bottom-left. The unmute button  
is on the bottom-left of your screen, Martlet.”*

# Pandemics in perspective: A Q&A with historian Mitchell Hammond

*The COVID-19 crisis has shown that pandemics belong as much to the present as the past. From Ebola to HIV/AIDs to Zika, historian Mitchell Hammond says disease has played an increasingly significant role in global affairs in recent decades.*

*Hammond, an assistant professor in the department of History, explores in his new book, Epidemics and the Modern World, how diseases such as the plague, tuberculosis and the Spanish flu have shaped modern societies. As governments were beginning to grapple with how to contain the coronavirus, Hammond shared with us what we can learn from the pandemics of the past.*

## Why do you suggest in your book that we live in an era of “emerging infections”?

That term refers both to new diseases and to diseases that aren't new but that have increased in their incidence or geographic range. Tuberculosis is an example of an old disease that resurged in the mid-1980s, in part because millions of people

living with HIV contracted it. Our new diseases include Ebola and the coronavirus diseases SARS and COVID-19. These threats remind us that we've made some progress against diseases with medical science and public health, but the conditions of modern life also create new opportunities and conditions for disease to spread.

## Is there a big difference between how we respond to pandemics now versus how they've been handled in the past?

There are some similarities. During the influenza pandemic of 1918, communities argued over quarantines, “social distancing” measures, and the effectiveness of masks. COVID-19 is a respiratory disease like influenza, and we're still having similar debates today. I think one distinctive aspect of this pandemic is that we are experiencing it through statistics. Public health officials are using the concept of “flattening the curve,” to encourage us to slow the rate of infection and avoid over-

burdening hospitals. They use numbers to relate coronavirus illness and individual behavior to the disease's impact on health resources. No previous pandemic was discussed so extensively in terms of statistics.

## The so-called Spanish flu of 1918–19 is often used as an analogy for the COVID-19 pandemic. Is it a good comparison?

In some ways it is a good comparison. Before COVID-19, the “Spanish flu” was the last pandemic to circulate globally and cause high mortality. Both influenza and coronavirus diseases are respiratory infections. That influences how they spread and shapes how individuals and governments respond to them. People debated the utility of masks and various forms of “social distancing” a century ago just as we do today. But in other respects, our 21st-century landscape is very different. We now have widespread air travel, bigger cities and denser exchange networks. All these things influence the potential for various pathogens to spread. Other changes are conceptual. In 1918, most Western people knew about germs but they didn't think about them as a cause of disease to the same degree that we do now.

## Can history tell us how and when the coronavirus pandemic will end?

I don't think we can expect the COVID-19 crisis to have a tidy conclusion. Written histories of epidemics often create a rise and fall narrative: warnings and early cases, alarm and deaths that rise to a peak, and then decreasing cases and sober reckoning. But our world is so densely connected that individual communities cannot live out this kind of story. We don't know how the crisis will resolve and we should be prepared for some uncertainty.

# Give us a sign



Nigel Howard (right) has earned thousands of fans for his expressive interpreting during the BC government's daily COVID-19 briefings. Image: BC Government.

Nigel Howard is sheepish when you mention his fan clubs.

Since the American Sign Language (ASL) interpreter and instructor at the University of Victoria started interpreting for the BC government's daily COVID-19 updates, several social media pages have sprung up in appreciation, the largest of which has 3,700 followers.

“It has been a big surprise and very unintentional. I'm here to provide a professional service,” Howard says in a telephone interview through fellow interpreter Sara MacFayden.

“My goal is that everything the speaker is trying to deliver to the people of BC is accessible to deaf people who are ASL users.”

Howard emphasizes that teamwork is essential. During the daily updates, Howard relies on his co-interpreter, MacFayden, whose first language is English, to accurately sign spoken information from government officials to Howard.

It's then the job of Howard, who was born deaf and whose first language is ASL, to use visual grammar and tone to convey a culturally and linguistically nuanced interpretation to ASL users who are deaf throughout BC.

While many fans are enamoured by his animated interpreting and facial expressions, Howard says it's important to understand that Deaf people experience the world visually.

*“That's a big difference between us and hearing people. Hearing people live a more audio-based life. Deaf people's communication with each other is from one visually orientated person to another.”*

– NIGEL HOWARD, ASL INTERPRETER AND UVIC INSTRUCTOR

Born in Vancouver, Howard studied psychology at UBC and travelled to England for graduate studies at the University of Bristol's

Centre for Deaf Studies. A deaf colleague coaxed Howard into enrolling in a course for ASL instructors. Howard has been teaching for the 30 years since, including as faculty at Douglas College for 24 years and in linguistics at UBC.

In 2009, Howard started teaching ASL courses at UVic. Last year, the university celebrated ten years of offering the popular courses, which are delivered by UVic's department of Linguistics in partnership with Continuing Studies.

Close to 1,900 students have completed ASL courses over the years, and Howard hopes that UVic will one day offer them as a minor.

ASL course coordinator Sandra Kirkham said Howard and fellow instructor Tim Lane are known for creating a strong sense of community in the classroom.

“Nigel's enthusiasm, and positivity in the classroom, is infectious,” Kirkham says.

Besides teaching at UVic, Howard has served as the deaf interpreter for plays at the Phoenix Theatre, starting with *The Wind in the Willows* in 2007. He usually interprets for at least one play each season – except that time he was called away to interpret for the Vancouver Olympics' closing ceremonies – and has extensive experience in theatre across North America.

A strong advocate for his community who also has interpreted in court and medical settings, Howard wants to dispel the myth that people who are Deaf are deficient because they cannot hear.

“I want to do my part to educate people that deaf people are a linguistic and cultural minority. We are not inferior in any way to other people,” he says.

Next time you see Howard's interpreting, remember you are watching a person fighting for a language he believes deserves better recognition.

“People need a language that is accessible to them in order to develop an identity as a human being,” he says. “Language is what connects us to the world and to other people.”



Mitchell Hammond (History). Image: UVic Photo Services.

## #Focus On Research:

# Environmental philosopher Thomas Heyd

An endlessly active and engaged researcher and author who has been with the department of Philosophy since 1993, Thomas Heyd is also a polyglot who is fluent in English, German, Spanish and French, and semi-fluent in Portuguese and Italian.

Equally numerous is the list of organizations to which Heyd contributes: he is a founding member of the Canadian Society of Environmental Philosophy, a regular member of the European Network for Environmental Ethics and of the International Society of Environmental Ethics, and a sitting member of the editorial board of the peer-reviewed journal *Environmental Ethics*, to list but a few.

More locally, Heyd works with [UVic in the Anthropocene](#), an interdisciplinary group that engages the University community to creatively and effectively address the challenges of the Anthropocene, the new geological period defined by humanity's overarching impact on the earth's systems.

Heyd's current research primarily focuses on environmental philosophy in the context of the Anthropocene and the human dimensions of climate change.

His most recent article, "[COVID-19 and climate change in the times of the Anthropocene](#)," which was originally published in the fall by the esteemed journal *The Anthropocene Review*, is being re-published in January 2021 because of its continued relevance for the present moment.

### What is the value of seeing climate change and COVID-19 in relation to the Anthropocene?

The concept of "the Anthropocene" points toward a fertile field of explo-

rations that may help us weather the increasingly rapid changes in our natural environment.

The present COVID-19 pandemic offers us an occasion to better grasp what the Anthropocene stands for – namely, an imbrication of causal processes, such that otherwise innocent behaviours may provoke events with disastrous outcomes.

In this pandemic we can clearly observe that through human interactions and factors that magnified the reach of the virus, which is in part due to globalization, human commerce with animals destined for the dinner table sadly became a very significant source of illness and death in large sectors of vulnerable human populations worldwide.

A parallel pattern can be seen in relation to climate change, albeit slower in speed but all the more wide-ranging and long-lasting. Take fossil fuels, for example. The naturally occurring combustion of fossil carbons becomes much amplified by human usage. The resulting carbon dioxide is then transmitted across great distances to far-away places like the Arctic or equatorial Africa, where hardly any fossil fuels are used, causing havoc among vulnerable populations like the Inuit, Haitians and Kiribatians.

Understanding these concepts in relation to one another may help us to determine what course of action to take to avoid some significant future harms.

### Do you believe that climate change should be treated with the same urgency as the pandemic?

Climate change deserves at least as much quick and effective engagement as the COVID-19 pandemic. Some may

be confused in thinking that only "fast events" require a fast response. However, it is not only the speed but also the size of events that must be considered: while the speed of COVID-19 events has spurred us to quick and effective action, the immensity of the size of climate change events should spur us to equally quick and effective action.

Since climate change over time will be immeasurably more impactful than this pandemic, it is urgent that we address it in a coordinated, quick and efficient manner, without further delay!

### What do you see as the biggest obstacles to confronting climate change? Why were these obstacles not a factor in our response to the pandemic?

When thinking of impediments to confronting climate change, the size of certain obstacles may be less important than their type.

Notably, the type of obstacle that was not significantly present in the pandemic but is very importantly present in the case of climate change is corporate resistance motivated by profit expectations.

The pandemic has caused an economic slowdown, but not the elimination of whole industrial sectors. Addressing climate change would likely require eliminating the immensely-invested fossil fuel extraction and combustion sector. For the corporate sector, their loss would be permanent and final.

In contrast, because addressing the pandemic does not undermine corporate interests (at least not a particular, well-defined, economic sector) there is no coordinated effort to undermine the containment of the pandemic.



Thomas Heyd.  
Image:  
Philip Cox.

### How can philosophy help us to navigate the pandemic, climate change and/or the Anthropocene?

Philosophy can help us navigate through the pandemic and climate change in these times of the Anthropocene because it constitutes an explicit practice of reflection on our basic capacities and activities: distinguishing one thing from another (metaphysics), understanding when we have reason to claim knowledge (epistemology), and alerting us to the need for certain actions (ethics).

Concerning the pandemic and climate change, the physical and social sciences develop responses to questions concerning what is happening from their disciplinary points of view. Philosophy asks us whether our sciences and professions have the concepts required to comprehend the issue, whether they can adequately develop the knowledge that is needed to confront it, and whether there are actions that we ought to be engaged in.

### What role do you see your research, and environmental philosophy generally, playing in environmental action?

Environmental philosophy asks how humans may find a place within the wider natural environments in which we are embedded, and proposes ways to re-situate ourselves so as to lessen the disturbances that we cause and achieve greater harmony in our relationship with the earth.

My own research explores some of the key points of human-environmental interaction, to help in determining factors that support the integrity of the natural systems on which we depend, and to help develop resilience in the face of the concerning natural phenomena that humans provoke.

With regard to climate change, part of my present endeavour is to track moments in geo-climatic history when humanity has already confronted significant climatic changes. My view is that our long-term experience gives us warrant to

take confidence in our ability to live with the transformation of climates, even as we make our best possible effort to slow down the generation of further greenhouse gas emissions.

In my article that you mention above, "COVID-19 and climate change in the times of the Anthropocene," I suggest that emerging threats in the Anthropocene may exhibit patterns that, once understood, would allow us to better determine which actions may help us achieve increased resilience in our societies. I further argue that such resilience can be gained by finding ways to make room for natural, non-human processes, and that we can draw confidence from historical antecedents regarding our species' capacity to achieve the necessary self-containment that goes hand in hand with supporting the integrity of natural ecosystems.

# Staying connected through the pandemic



The Faculty of Humanities' virtual townhall for prospective students (June 2020).

When it was announced in May that the vast majority of fall courses and programs would be offered online, many students, staff and faculty speculated about how exactly that might look.

The simple fact is that this move online was virtually unprecedented. Courses had been taught online before, but not all of these courses and certainly not all at once. So much of university life had traditionally taken place on campus, in classrooms or at the BiblioCafé; in the McPherson library or around the Petch fountain outside its main entrance; on the field or upon a bench – that is, in person. With those opportunities suddenly limited, many wondered: how would we stay connected with one another?

Our first glimpse into the “new reality” brought about by the pandemic came in June during a series of virtual town halls for prospective students, spearheaded by our Associate Dean Academic, Lisa Surridge. As a parent of university-aged children herself, Lisa was quick to recognize that students and parents felt a great deal of uncertainty about the upcoming year online. She therefore organized a series of nine virtual events designed to address these questions or concerns directly, with invaluable assistance from Acting Dean Annalee Lepp, Associate Dean Research Alex D’Arcy, Academic Advisors Megan Wurster and Sherri Williams, and a team of representatives from each of our academic programs and departments.

These town halls were in many ways a first for the Faculty of Humanities – public events such as these had traditionally and invariably been in-person affairs. We wondered: would anyone show up? Would they find the experience valuable? Despite our trepidations, the turnout was high and the interest was palpable. 95 students came to the first event, ready to share their excitement and their fears; to ask questions and engage meaningfully

with our answers. It was a chance for us to welcome them by name and for them to learn more about who we are and what we represent. The lesson, for us, was this: no one chose the circumstance that necessitated this move online, but that would not stop anyone from connecting with one another in whatever way they could.

Of course, students were not the only ones facing uncertain circumstances as they prepared for the new academic year. Transitioning away from face-to-face instruction was – and continues to be – a tremendous and demanding feat for our course instructors, who rose to the challenge with grace and professionalism. Crucial to their collective success were the efforts of the many individuals who supported others in ways big and small. Joel Hawkes (English) and Michael Reed (Medieval Studies), for instance, offered several zoom presentations on best practices for teaching online; Janni Aragon (Gender Studies) and Sara Humphreys (English) became Faculty Mentors, developing and supporting strong pedagogical practices in online environments; and Elena Pnevmonidou (European Studies) created a community forum for faculty and instructors with children to share resources, strategies and personal experiences. For every name mentioned here, there are a dozen more of you unnamed whose individual efforts contributed to the betterment of us all.

This, to us, is the stuff of community: helping one another out, raising one another up and taking the time to open new channels for dialogue. This year will not be “business as usual” by any means; but by staying connected in this way we can face all challenges together and ensure that everyone will thrive in the times to come.

# Role-playing brings history lessons into 21<sup>st</sup> century



Rachel Cleves (History). Image: Philip Cox.

It is January, 1349. The deadly plague sweeping through Europe has just appeared in Norwich, a bustling English town of 25,000 inhabitants. The local Bishop insists that the illness is caused by sin and calls for daily prayer at the church. Prominent physicians counter that the plague is spread by proximity and filth; the city gates must be closed, surfaces must be cleaned and physical distance must be maintained. Tradesfolk worry about the economic impact of it all and push for a business-as-usual approach. Which faction will have the final say?

This is one of the questions that students of a history course taught online in the summer of 2020 by historian, award-winning author and Royal Society Fellow Rachel Hope Cleves must settle for themselves as they use role-play to learn about and navigate the complex social problems created by the spread of the bubonic plague in Medieval England.

Using a combination of web platforms and technologies like Slack, Zoom and Brightspace to organize and communicate, the students in Cleves’ “History to 1750 through Role Play” course are assigned historically-based characters and provided with original source materi-

als – helping inform their choices as they consider vital (but virtual) decisions like whether or not to quarantine from the plague.

It’s easy to see how the lessons learned in this course resonate today.

*“When the pandemic struck, I decided to teach the history of disease as a way of giving historical context to what we were going through in the present. Students are fascinated to see which issues arose then as now, such as how to treat the disease medically and whether or not to quarantine and shut down the economy.”*

– HISTORIAN RACHEL HOPE CLEVES

The games that Cleves is using are called “Reacting to the Past” (RTTP), which is an approach to active learning developed at Barnard College, Columbia University

and now used in universities and colleges across North America. With close guidance from an instructor, RTTP games prompt students to become more actively involved in their own learning process as they engage with the course materials.

“The character research and strategy component of Reacting to the Past gives us a deeper and richer understanding of what it was actually like to be alive in the past,” says third-year history and theatre student Al Wheeler. “These are real people, just like you and me. They had rich and complex lives and personal motivations that informed their actions. This course leads you to examine these motivations and determine how they influenced their decisions.”

When third-year Medieval Studies student Ashley MacInnes was asked how she felt about the course, she noted that “in a lot of ways it has exceeded my expectations. The games really let you get into character, which has led to some amazing moments in class. If I had to pick only one course to do this entire semester, it would be this one. I’ve consistently found myself not wanting class to end.”

# The Digital Humanities Summer Institute – Online Edition

By Randa El Khatib



Members of the Digital Humanities Summer Institute and Electronic Textual Cultures Lab in a pre-COVID-19 group photo. Image: supplied.

In early 2020, the Digital Humanities Summer Institute (DHSI) team began preparing for our 20th anniversary in June. As usual, we planned a series of conferences, seminars, panels and presentations that would take place on the UVic campus.

Then the COVID-19 pandemic reached the west coast of Canada.

While countless in-person events were being cancelled all over the country, the DHSI team decided to create a virtual gathering instead, in order to foster and preserve our regular scholarly engagements with the digital humanities community. And so DHSI 2020 – Online Edition was born.

Organized by the Electronic Textual Cultures Lab (ETCL) and partners under the direction of Distinguished Humanities Professor Ray Siemens, DHSI events typically draw up to 900 participants to discuss and learn about new technologies and how they influence teaching, research, creation and preservation in different disciplines.

This year, DHSI 2020 – Online Edition attracted over 1200 participants from across the globe, with approximately half of participants attending a DHSI event for the first time.

“Conferences are valuable as spaces for sharing ideas and as opportunities for engaging with colleagues,” says Siemens. “The isolation most of us are experiencing now as a result of the pandemic has only increased the need for this kind of dialogue and connection. Although virtual events can’t replace meeting and working with colleagues in person, they are still an important way of connecting as a community.”

DHSI 2020 included the long-standing Digital Humanities Conference and Colloquium and the Alliance of Digital Humanities Organizations Pedagogy Special Interest Group Mini-Conference, organized by Lindsey Seatter (Kwantlen U.) and Arun Jacob (UofT); the Right to Left (RTL) conference, organized by David Wrisley (NYU Abu Dhabi) and Kasra Ghorbaninejad (UVic); and the Project Management in the Humanities conference, organized by Lynne Siemens (UVic), which was held for the first

time.

Creative events such as #GraphPoem, organized by Chris Tanasescu (UCLouvain), invited transnational participation in a virtual audiovisual piece created for DHSI.

The event format and schedule attempted to replicate the experience of an in-person conference, but with certain enhancements. Pre-recorded presentations were made available for participants ahead of time, complimented by scheduled Twitter discussions on the day of the conference. Tweets highlighting the major points of each presentation were followed by a period of time set aside for questions and discussion.

“The support and sense of community that developed, where all presenters watched the work of their colleagues and were eager to ask questions and contribute to the discussion, was a highlight of DHSI 2020 for me,” says Caroline Winter, INKE Partnership Postdoctoral Fellow in Open Social Scholarship and DHSI 2020 co-organizer.

Since Twitter allows for synchronous and asynchronous communication, participants were also able to continue discussions after the event had formally ended. All tweets were then collected using the event hashtag #DHSI20 for future reference.

Recordings of the DHSI 2020 – Online Edition events were also compiled and made available on the group’s website, at [dhsi.org/dhsi-2020/](https://dhsi.org/dhsi-2020/).

*“One of the highlights of DHSI 2020 was the enthusiasm of the community and their commitment to coming together over shared interests, even if it couldn’t be in person.”*

– RANDA EL KHATIB, ASSISTANT DIRECTOR, OPEN KNOWLEDGE INITIATIVES, AND DHSI 2020 ORGANIZER

# Inspiring fresh post-pandemic perspectives

By Alina Sobolik

A new collective created by four UVic students and two European Studies instructors is generating fresh research on contemporary and emerging issues facing the planet, with aim for creating a better world after the COVID-19 pandemic. Called the COVIDA collective, the group formed during the final class of EUS 300: European Integration from Above and Below, when instructors Pablo Ouziel and Keith Cherry asked if any of the 23 students enrolled in the course would like to continue their weekly meetings to explore post-pandemic politics and the potential for effecting positive changes in the areas of human rights, sustainability, civil liberties, democracy and equality.

Undergraduate students Noah Hathaway, Ethan Quilty, Javi Dichupa and Alina Sobolik all agreed.

*“We approach the classroom as a horizontal space where all participants co-create knowledge together. This approach de-centres the professor and recognizes that learning is an interactive process where students exercise important agency. In recognition of this, this course is co-designed, in that students and professors choose class topics collectively, and dialogically, through participatory discussion circles. This model is based on respect for the students, making room for them to take charge of their own learning and follow their own passions.”*

– PABLO OUZIEL AND KEITH CHERRY, EUS 300 INSTRUCTORS FOR SPRING 2020

This approach to teaching taken by Ouziel and Cherry inspired

students not only to actively engage with the course content, but also to reach beyond the boundaries of the course to establish a collaborative working group based on this horizontal model. The students were able to engage in meaningful discussion and develop complex research interests as a group.

In a co-authored statement, the students note that it’s “not quite right to ask how instructors ‘got the students involved’ – COVIDA is a creation of our own, in horizontal dialogue with each other and our instructors. It’s just one example of how ambitious, capable and driven students can be when our agency is centered in the classroom.”

*“Rather than creating a strict ‘teacher/learner’ dynamic, the instructors encouraged us to teach them as well and to learn from one another. This gave us the motivation and agency to think more critically and creatively than traditional course settings, and inspired us to take action.”*

– EUS 300 STUDENTS NOAH HATHAWAY, ETHAN QUILTY, JAVI DICHUPA AND ALINA SOBOLIK

In Latin, COVIDA means “living together.” This sentiment reflects the group’s focus on solutions and on how citizens, governments and the environment can live peacefully together.

Since its creation, COVIDA has already collaborated with UVic’s Centre for Global Studies and EUCANet to produce a series of policy memos on the impact of COVID-19 in the European Union. It also assisted the BC Office of the Human Rights Commissioner to gather information regarding human rights abuses within BC.



# #ScholarStrike and anti-racism in the Humanities

By

**Audrey Yap**  
PHILOSOPHY

**Shamma Boyarin**  
ENGLISH

**Janni Aragon**  
GENDER STUDIES, TECHNOLOGY & SOCIETY

**Gillian Calder**  
LAW

**Heidi Tiedemann Darroch**  
CAMOSUN COLLEGE, ENGLISH/ACCESS

Throughout the 2020 US Open tennis tournament, Naomi Osaka, the world’s number three-ranked player on the WTA tour, wore a different face mask to each of the seven rounds she played in. Each mask bore the name of a Black American who had faced police violence: Breonna Taylor, Ahmaud Arbery, Trayvon Martin, George Floyd, Elijah McClain, Philando Castile and Tamir Rice. On the last day of the tournament, a journalist from ESPN asked her what message she had wanted to send by wearing masks with these names. Her response came in the form of a question: “What was the message you got?”

In the wake of anti-racist movements across North America, including the direct action on September 9th and 10th associated with the US-led #ScholarStrike and its Canadian counterpart #ScholarStrikeCanada, we might also ask: “What was the message you got?”

This is an academic year like no other, as the pandemic forced us to move our teaching to the online environment. But, in other ways, our circumstances have not changed. We still live in a settler state that has prospered as a direct result of racism and discrimination. And we still share a responsibility to make things better. Our students are from several dozen countries and speak a range of home languages; they have a variety of racial and ethnic identities. As educators, we need to teach this diverse student population with care and respect, and be attentive to the long history of racist exclusions in British Columbia.

#ScholarStrike was a call to attend to the ongoing brutality experienced by Black and Indigenous people. To strike is to reject the status quo; to insist on transformation. It is about collective responsibility for change, in our crucial role as educators. A strike is an opportunity for us all to pause and reflect on what underlies this moment, and on what can and should be done next.

We, the authors of this article, are current and former UVic faculty members who share a commitment to decolonizing and anti-racist pedagogy. Our group formed when several of us participated in a 2016 Learning and Teaching Centre session chaired by English department graduate student Tiffany Chan, where we considered how UVic could move beyond “diversity and inclusion” as necessary, yet not sufficient, aspects of institutional transformation. Gillian Calder and Rebecca Johnson’s reconciliation blog for law professors has helped us think through the ways in which teaching and learning are connected to anti-racist commitments. We value and have benefited from the many colleagues who are committed to this work and whose writing has shaped our thinking.

By going on strike, our goal in early September was to share teaching resources and get the word out to our colleagues working on Vancouver Island and beyond. Despite the pressures of returning to the classroom in a pandemic, we felt this was a

moment to stop and take stock in order to ensure that we are continuing to work against the racism and colonialism that has prompted such movements as Black Lives Matter and Idle No More. We connected with Toronto colleagues who hosted virtual teach-ins on YouTube, which are still available on the Scholar Strike Canada channel.

The reaction, response and uptake to the strike varied across institutions, departments and faculties. We particularly appreciate the support of the UVic and Camosun Faculty Associations, who helped publicize this initiative and the many colleagues who have reached out through our website and via email. And we are encouraged that many instructors committed to addressing in their courses continued racism against people of colour in our communities.

## Why we chose to strike

Academia, where we research, analyze and teach about race, violence and the law, has not always kept pace with the activism and protest movements in our communities. State violence against Indigenous and Black peoples, as well as people of colour and other marginalized communities, both at the individual and community level, has helped constitute settler colonialism in Canada and the United States. Such violence includes incidents of police brutality and a background of over-policing in both countries, as well as ongoing systemic violence against Indigenous persons like Colton Boushie, Tina Fontaine and Cindy Gladue, whose deaths the settler legal system struggles to address. Indeed, the 2019 Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls states unambiguously that Canada has engaged in a deliberate, though sometimes covert, campaign of genocide against Indigenous peoples.

In the wake of the murders of Breonna Taylor and George Floyd in the United States, Dr. Anthea Taylor and Dr. Kevin Gannon called for academics, under the banner of #ScholarStrike, to follow the example of community activists, athletes and many others – including UVic students and alumni [like Vanessa Simon, Pamphinette Buisa and Asiyah Robinson](#), who have done so much to draw attention to anti-Black racism – to show our support for Black Lives Matter and to protest against the failure of authorities to treat racialized citizens with care and respect.

## What we can do next

Here at UVic, where there have been similar calls to action for years, and where precarious employment makes collective and

individual action risky for many of us, we pose this question: how much did (or would) it take for us to adopt an anti-racist and anti-colonial stance towards our work? How do we extend the University’s important Indigenization and reconciliation commitments to consider our roles as educators with responsibilities to our students, our colleagues and our communities? How do we demonstrate these efforts in our teaching environments?

For some, these questions are unsettling in the throes of the pandemic and all the upheaval it has brought to our work and personal lives. However, it is also important to recognize that these kinds of worries often result from institutionalized training that views equity, anti-racism and anti-colonialism as afterthoughts to the main work of pedagogy. This is the kind of institutionalized training due to which, all things being asserted as equal, job searches still lead to inequitable results. This is the same institutional training that reminds us to read out a land acknowledgement before official events, but does not suggest any concrete ways of taking responsibility for our presence on this land. And this is the same institution where instructors attempting to diversify their syllabi frequently struggle with the question of which “core” readings to omit so that they can include materials like the ones at the heart of #ScholarStrike. In short, academic institutions too frequently work to maintain the very systems of oppression that need to be dismantled to achieve true equity, to abolish racism and to transform.

Crises like our current pandemic tend to amplify existing conditions of injustice; not all of us are challenged to the same extent or in the same ways. As we think through our efforts to engage in excellent online pedagogy, we can also re-imagine how and why we teach in light of long histories of racial injustice and settler colonialism. This is why the language of a “strike” was useful; it suggested on some level ceasing “business as usual” and engaging in something different. It is a pause and a disruption, because business as usual was not working for many people.

## What message did you get?

is a question to keep asking, within our classrooms and without.

The year ahead is unsettlingly uncertain. Our argument here, however, is that this can and ought to be a moment of radical transformation. The new normal will not have to perpetuate the injustices of the old normal. But the only way that we can ensure this is by centering practices of equity and inclusion in our research, our teaching and our commitments to each other. Even as we navigate our new environment, we can use the energy of #ScholarStrike to transform, reimagine and change.

## The faculty mentors who helped the Humanities pivot to online instruction



Humanities online teaching mentors Sara Humphreys and Janni Aragon.

Two Humanities instructors received wide praise for supporting the Faculty through the difficult transition to online instruction necessitated by the pandemic this spring.

With over a decade of online teaching experience between them, Assistant Professors Janni Aragon and Sara Humphreys developed a robust mentoring initiative that offered Humanities instructors one-on-one support, on-going tutorials, and access to an online repository of teaching resources.

Although online teaching and research initiatives are not new to the Faculty of Humanities – English Professor Emeritus Michael Best launched the esteemed Internet Shakespeare Editions website in 1996 and former Humanities Dean Chris Goto-Jones designed and operates one of Coursera’s top 20 MOOCs (or, Massive Open Online Courses), for instance – the size, scope and context of the transition this year was completely unprecedented.

“Every single course offered in the Humanities at that time had to move online at a moment’s notice,” says Surridge. “It was difficult to support all of our instructors because our entire staff was transitioning to remote working conditions and grappling with the then-unknown aspects of the pandemic.”

Recognizing the challenges ahead, it was then that Humphreys and Aragon stepped up and volunteered to share their knowledge and experience with in-

structors preparing for the next semester, which would start just a few short months later in July.

As part of a series of virtual teaching workshops organized by Surridge, the two e-aficionados provided faculty with a carefully guided tour of course sites that were already up and running, offering suggestions for best practices and providing a valuable hands-on experience for instructors.

After receiving overwhelmingly positive feedback from across the Faculty, along with a commitment for financial support from the Office of the Vice President Academic and Provost (VPAC), the Dean’s office nominated Aragon and Humphreys to work in collaboration with Learning and Teaching Support and Innovation (LTSI) on a mentorship program that would enable all Humanities faculty members to thrive online.

Formally launched in August, the pilot program they developed offered teaching strategies and resources that saved time for faculty and promoted students’ learning and growth.

Resources that Aragon and Humphreys developed and compiled for this program invariably adopted a student-centered approach. A technology survey intended for the first day of class, for instance, ensured that all students had the technology required to fully participate in the course throughout the pandemic.

Humphreys and Aragon also offered

personalized services to instructors such as audits of their online course setup, giving the instructors confidence that their course site was organized effectively and enabling them to maintain focus on the course’s content, structure and delivery.

Such broad and privileged access to the Faculty’s collective efforts gave these two mentors a unique vantage point from which they could identify problematic patterns and trends, which they could then report to the university’s central administration so that adjustments could be made and solutions found proactively.

The importance of such efforts during such a period of uncertainty is hard to overstate.

*“Janni Aragon and Sara Humphreys are really blazing a trail by guiding us through this period of change and helping us to see the possibilities that it created. I believe their legacy will reside in the many ways that students and instructors will have benefited from their leadership.”*

– HUMANITIES ACTING DEAN  
ANNALEE LEPP



# #Class of 2020

The completion of a university degree is a major accomplishment in any circumstance. This year, however, COVID-19 forced the class of 2020 to pivot quickly to an online learning environment in the final months of a years-long journey. We recognize the uncertainty that this unanticipated move caused for our students. We admire the tenacity, flexibility, dedication and perseverance that they have demonstrated throughout their degree.

In this section, we share a few photos and stories from the class of 2020, acknowledging that there are so many more equally worth of inclusion on these pages. We hold our hands up high and celebrate each and every one of them.



Lee Whitehorne (MA, Linguistics).

## Cultivating BIPOC community on campus



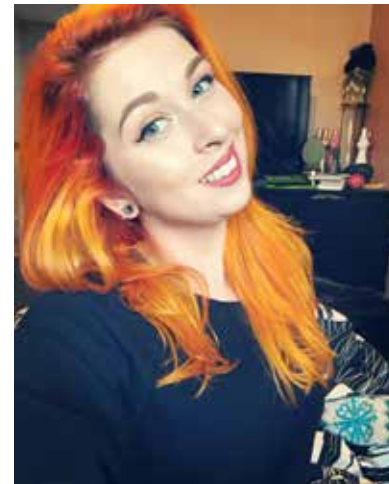
Amy Tang (PhD, English). Image: supplied.



Lyssa Pearson-Porter (BA, Slavic Studies).



Sonja Pinto (BA, English).



Courtney Ayers (BA, Germanic Studies and Applied Linguistics).



Dimitrios Messinezis (BA, Greek and Roman Studies).



Mikhail Busch (MA, Germanic Studies).

*\*All the images on this page were supplied by the graduates.*

It's hard to believe that when she arrived at UVic from Xian, China, in 2013 to pursue an MA in English, Amy Tang's biggest challenge was making friends.

Tang, who graduated with her PhD in English this summer, is now well-recognized as a researcher, visual artist and community organizer. She was hired straight from her PhD to a tenure-track position with the department of English at the University of Fraser Valley – an increasingly rare and impressive feat, made all the more notable for occurring at the height of the pandemic, when few employers were hiring at all.

The choices she made, in recognizing and responding to the environment she first found herself in at UVic, have played a defining role in her success.

"When I first came to UVic, the majority of my cohort was Canadian. Because we had different cultural references and lifestyles, I found it very hard to make small talk and enter into conversations," she says. "It felt like people were reluctant to talk with someone with a heavy accent or who wasn't from their culture."

Tang began to notice that other members of her program were having experiences similar to her own. "I felt like all the international students, and especially students of colour, were marginalized. They sort of disappeared after class, having fewer coffees or dinners with friends from the department. They were never there because they didn't feel comfortable going, because they weren't really friends. Do you know what I mean?"

The turning point in Tang's experience came during her second year, in a course with her future PhD supervisor Stephen Ross (this year's winner of the REACH Award for Excellence in Graduate Supervision and Mentorship). "Stephen Ross really opened up dialogue among us students and broke down structural barriers that existed outside of the classroom. I felt more able to participate in the class."

By the time she started her PhD two years later, she had a broad, supportive network on campus and was thriving academically. "Without such support, I would not be where I am today. During my time at UVic, all the mentors, colleagues and friends I met were exceptionally smart, professional and kind," Tang says. "The most important thing I learned from Dr. Ross is that aca-

demia is so much more than scholarship."

The support and kindness that Tang received inspired her to pay it forward by supporting other students in a position similar to her own. Along with another English PhD student, Alana Sayers, she then co-founded the BIPOC English Grad Student Support Group, which aims to combat systemic racism at UVic and build long-term community for Black, Indigenous and other English graduate students of colour at the university through social events and regular online meetings.

"I really wanted to make a change – even a small change," Tang explains. "Alana and I wanted to start with something pretty small, like meeting to have a coffee or just saying 'hi.' I think those daily experiences, those small conversations, make a big difference for people. It makes them feel more comfortable and welcome."

Tang had already found success with this model in another group that she co-founded a year earlier with English PhD student Kevin Tunnicliffe, The Mod Squad. Open to students from all programs and disciplines, the group has met regularly since 2018 to talk about modernist literature and poetry outside of disciplinary constraints, breaking down barriers to interpersonal and intellectual exchange by building communities focused on commonality and the sharing of personal experiences.

Several faculty members have noted that they consider themselves lucky to have worked with Tang during her time on campus, citing her wide-reaching intelligence, good humour and generosity of spirit.

*"Amy brought a real energy to the Faculty of Humanities and helped expand its possibilities. Her advocacy on behalf of BIPOC students and faculty came as part of a matched pair with her formidable intellect and remarkable work ethic. She both modelled for other students how to be successful and nudged our department as a whole to be better. We were very lucky to have her."*

– STEPHEN ROSS, ENGLISH PROFESSOR AND GRADUATE ADVISER



# Supporting Indigenous student activism & engagement

## #Class of 2020: Sage Lacerte

When recent Gender Studies graduate Sage Lacerte speaks, she chooses her words with great care.

“There’s an ailment in our country, which is violence and oppression. And the healing medicine of that is talking about it with each other, being in relationships with each other and showing each other love,” she says.

As the National Youth Ambassador for the Moose Hide Campaign, a grassroots movement started by her father and sister in 2011 to engage men and boys across Canada to stand up against violence towards women and children, Lacerte has carried this message across the country and back again, addressing audiences large and small.

Over the last several years, for instance, she has spoken in Manitoba following the murder of Tina Fontaine, presented before political organizations such as the Union of BC Indian Chiefs and traveled to Ottawa to lobby the Prime Minister, Justin Trudeau, on Parliament Hill.

“This work requires a lot of emotional labour,” Lacerte notes, “so I’m grateful to the Gender Studies and Indigenous Studies departments at UVic, because they teach you how to manage emotional labour, how to engage ethically with survivors and community members, and how to talk about violence in a way that is accessible. This empowered me. It made me feel like I could actually use my knowledge for good.”

Among her influences at the university, which include Gender Studies professor waaseyaa’sin Christine Sy (“I’ve been known to reference her doctoral work during public speeches,” Sage laughs), Lacerte identifies Métis Canadian filmmaker and Associate Professor Emerita Christine Welsh as one mentor she found particularly inspirational (“I think of her as an auntie – as somebody that I look to for teachings”).

Although Welsh had retired before Lacerte started her degree, Lacerte knew of the documentarian from some of her locally produced works, such as *The Story of the Coast Salish Knitters* (2000). The two later met at community gatherings such as those hosted in the First Peoples House, where Welsh has met with students as a Métis Elder in Residence for several years.

“There’s an important linkage between Christine Welsh, my family and our work with the Moose Hide Campaign,” Lacerte points out. “All of Christine’s films include themes of anti-violence and the question of what it would look to live a life free of violence. They gave me more clarity in my goal with the campaign to end violence towards women and children in Canada.”

Imagine Lacerte’s surprise, then, when she received the Christine Welsh Scholarship for Indigenous Gender Studies Students in the third year of her degree.

According to Lacerte, the scholarship was particularly significant for the financial support it provided. “My experience is

similar to many of my Indigenous peers,” she says. “My family wasn’t in a position to cover all the costs of my education, so I often struggled to make ends meet while focusing on my studies. I had to work really hard to receive as many awards and scholarships as I could.”

Among the awards that Lacerte did receive during her degree are a Jamie Cassels Undergraduate Research Award (JCURA) for her research on Indigenous pedagogy at UVic and a Provost’s Advocacy and Activism Award for her anti-violence work and advocacy for the economic empowerment of women. The Christine Welsh Scholarship stands out for its advancement of the University’s commitment to removing historical and continued barriers that Indigenous peoples face in accessing and participating in postsecondary education.

“Both my parents went to residential school and church-run day school. They left the Lake Babine and Nadleh Whut’en First Nations in central BC and came to UVic because they saw opportunity here. As young Indigenous people in the 1980s, they didn’t have the same opportunity to receive financial support that I had during my undergrad,” Lacerte explains.

*“Being able to receive a scholarship specifically for Indigenous students in my field was just outstanding.”*

– SAGE LACERTE, UVIC CLASS OF 2020

Now that she’s graduated, Lacerte is paying this support forward with the Sage Initiative, an all-Indigenous womxn’s investment collective launching in 2021 that aims to revitalize the Indigenous economy in Canada by investing in Indigenous-owned social enterprise and building the financial literacy skills of participants through close mentorship.



Sage Lacerte (BA, Gender Studies). Image: UVic Photo Services.

# Study what you stand for

## #Class of 2020: Simone Blais

Simone Blais’s Afro-Trinidadian and Métis roots have been a major source of inspiration and pride in her life. So when, in 2016, the University of Victoria student was invited to attend a summit in Toronto for Indigenous and racialized students at the start of the Black Lives Matter movement, she jumped at the opportunity.

It was a profound experience, one that compelled Blais to question the usefulness of post-secondary education. “I came back and was having a hard time integrating back into school work; it felt so theoretical and I was wondering what I was doing,” she recalls.

Blais, who graduates in July with a bachelor’s degree in Gender Studies and a minor in Indigenous Studies, sought help from her professors, including professor Georgia Sitara, who encouraged Blais to write a reflection about her time in Toronto as an alternative to an assignment she was struggling with. “She worked so hard to see me succeed,” says Blais. “It’s professors like that who

helped me get through the degree and prevented me from dropping out.”

From then on, Blais used her experiences outside of the classroom to build on her studies. After taking a course on the medicalization of sex, for instance, in which she learned about the poor health outcomes pregnant women from racialized communities in Canada and the US face, Blais trained to become a doula, specializing in care for Black and Indigenous women and people of colour over their pregnancies.

*“My degree has been really complimentary to the work I do outside of the academy. I genuinely feel I was able to study what I stand for.”*

– SIMONE BLAIS, UVIC CLASS OF 2020



Simone Blais (BA, Gender Studies and Indigenous Studies). Image: supplied.

In her third year, Blais was one of the first students to receive the Christine Welsh Scholarship for Indigenous Gender Studies Students, an award designed to remove barriers for Indigenous students and support them while they pursue their studies. Created in 2016 at the time of her retirement, the scholarship honours Métis filmmaker, feminist and Associate Professor Christine Welsh, who was the first Indigenous instructor in UVic’s Faculty of Humanities.

### Breaking barriers in dance

After resuming dance classes while studying at UVic – Blais has danced her whole life and was a nationally competitive Irish dancer until age 13 – she applied for funding to the Telus Storyhive competition. She won \$50,000, beating out nearly 400 other applicants, to produce a documentary that follows the experiences of three Black dancers in Victoria.

The documentary, *Dance Like Everybody’s Watching*, will screen locally in August at pop-up drive-ins. The film examines issues around cultural appropriation in dance, as well as celebrates the achievements of Black dancers who have all faced tokenism, stereotyping and racism in Victoria.

“I wanted it to be a conversation starter. I made it primarily in my heart for the dance community,” Blais says. “I also made it for the Black community in Victoria. I see a lot of Black youth and young families these days and I want them to have a document to refer to in years to come.”

She ultimately wants to see the barriers in dance for people with different body sizes, abilities and backgrounds broken down: “What I would love to see is an increase in access for marginalized people to really good quality health care. I think that’s a huge area that needs work.”

## 3M National Student Fellowship profile: 3rd-Year Gender Studies student Hanna Jacobsen

Model student. Independent thinker. Industrious. Creative, caring, kind and generous. Quietly confident. Humble. Funny. Committed to making positive change in the world.

These are just a few of the ways that Hanna Jacobsen has been described by faculty members in support of their nomination for the 3M National Student Fellowship, which they received in May.

“Hanna wants to use all of their gifts to make life better for marginalized people who are struggling to find their strength and dignity in a world that has little regard for them. I have the utmost respect for Hanna,” says Aaron Devor, chair in transgender studies and professor in sociology.

As a director of QVic Life, Jacobsen works with a tightly-knit group of LGBTQ+ students to run events designed to create safer spaces for their community on campus.

“My work with QVic Life is one way that I help create space for LGBTQ+ youth to develop healthy networks of chosen family, practice supporting one another while taking care of ourselves, and honour our own resilience and courage with self-compassion,” says Jacobsen.

This work was directly influenced by their time working at Pride events and operating an information and referrals phone line for QMUNITY, a Vancouver-based non-profit organization that works to improve queer, trans and two-spirit lives.

“I witnessed individuals’ faces light up as they proudly took a photo with their chosen identity flag, affixed a pronoun sticker to their Pride outfit, and felt the comfort and safety of being in an all-LGBTQ+ space,” Jacobsen recalls.

Jacobsen has also made changes big and small in the lives of others through their work as a student leader in the student life leadership program, a peer-based education program that empowers

students to effect positive change at the university.

In the classroom, Jacobsen is equally formidable. As a straight-A student, they have received a plethora of scholarships and awards for academic achievement, including a 2019-20 Jamie Cassels Undergraduate Research Award (JCURA) for their research on transnormativity in transgender online communities.

The real-life stakes of Jacobsen’s work points also to their ability to connect academic theory with their own lived experiences. During an interview for a co-op placement at the Ministry of Advanced Education, Skills and Training, Senior Policy Analyst Jennifer Girard recalls that Hanna “immediately stood out. They connected their experiences with the work we do and made a clear case for their contributions in the provincial policy arena.”

As a research assistant focusing on Indigenous education, sexualized violence prevention and first-generation post-secondary student experience, one



Hanna Jacobsen (Gender Studies/Sociology). Image: supplied.

such contribution included the drafting of a policy recommendation for the ministry’s response to the final report of the Missing and Murdered Indigenous Women, Girls and Two-Spirit People Inquiry.

“What makes me most excited about Hanna’s future career is their commitment to both outward change and inward authenticity. Hanna has demonstrated not only the desire to create social change, but the willingness to start from within” says Ms. Girard.

This is a sentiment reiterated time and again when speaking with those who have witnessed Jacobsen’s leadership on and off campus. As Georgia Sitara (Gender Studies/History) summarizes it, “Hanna’s work in community, in residence, with non-profits and for government amply demonstrates Hanna’s versatility in bringing their critical practice, academic skills and activism across the spectrum – working carefully and lovingly to make the world better, safer, inclusive and equitable.”

## 3M National Student Fellowship profile: 4th-Year Philosophy student Madeleine Kenyon

Through empathy, courage and a keen intellect, 4th year philosophy student Madeleine Kenyon has turned her own vulnerabilities into a superpower that has propelled her to the forefront of student-led mental health initiatives at UVic and earned her a prestigious 3M National Student Fellowship.

After grappling with mental health issues herself, as we all do at some point in our lives, Kenyon discovered the importance of community- and peer-support networks for healing and personal growth.

“For myself, healing started with being vulnerable. The day I finally asked for help was the start of a new life for me,” she wrote in her submission to the award’s selection committee. “By being honest about my own experiences, at school and beyond, I gained access to a new community of support at UVic.”

It was when working with UVic Bounce, a student mental health initiative founded and directed by English professor Rebecca Gagan, that Kenyon also helped to build a community of support for others.

“Since September [2019], Madeleine has contributed endlessly to the development of UVic Bounce. It is not an exaggeration to say that the future direction of this initiative has become clearer

because of her contributions,” wrote Gagan in support of Kenyon’s award. “In every meeting, Madeleine not only advocates for her peers, but also strategizes ways to develop programming that will support them.”

During this same period of time, Kenyon was also enrolled in a course taught by philosophy professor Audrey Yap at the Vancouver Island Regional Correctional Centre, a maximum security jail and remand facility in Saanich. “Every week, the UVic students attend class with men currently living in the Right Living Unit at the jail. We talk about philosophy, poetry, literature and our own views on life and what it means to be human,” Yap explains. “Every week, Madeleine shows up and supports the other students in the class, regardless of their background or personal history, by being present, vulnerable and compassionate.”

On Kenyon’s natural abilities as a leader, Yap is unequivocal: “This is the kind of leadership that produces lasting effects – by understanding what people hope for and trying to create an environment in which they can thrive. I cannot think of a student who better exemplifies this kind of leadership practice than Madeleine.”

Academically, Kenyon is top-notch. This straight-A student was the only undergraduate accepted to present a paper, on the topic of the philosophy of medicine, at a University of Cincinnati conference last fall. Earlier in the year, she received a 2018-19 Jamie Cassels Undergraduate Research Award (JCURA) for her research on gendered violence and forgiveness – a topic that Kenyon also explores in her podcast, [New Sincerity](#), which received national attention last summer when it was published to the *Alternatives Journal* website.

After finishing her undergraduate degree, Kenyon hopes to pursue a career teaching and researching feminist philosophy, with a special focus on protecting vulnerable bodies from violence and systemic medical discrimination.

That she would connect her research so directly with her practice is no surprise to philosophy professor Eric Hochstein, with whom Madeleine undertook an independent study last year. “What makes Madeleine such an outstanding leader is that her interest is never about being in a leadership role, says Hochstein. “Her first concern is always to take what she has learned and apply it in a way that can bring about change and help others.”

Along with another Humanities student, Hanna Jacobsen (Sociology and Gender Studies), Madeleine Jacobsen is one of ten students in all of Canada to receive a 2020 3M National Student Fellowship Award, which recognizes full-time diploma and undergraduate students who have demonstrated outstanding leadership in their personal lives and at their post-secondary institution.



Madeleine Kenyon (Philosophy). Image: supplied.

# Aspiring teacher has passion for French culture and language

#Class of 2020:  
Pamela Fraser



Pamela Fraser (MA, French). Image: Geneviève Arsenault.

A year living in a Francophone village in Quebec instilled a life-long love of French language and culture in UVic graduate Pamela Fraser.

Fraser, who graduates in July with a master's degree in French, credits her parents, especially her dad, for passing along an enthusiasm for French culture and language. Although she was enrolled in French immersion classes as a child, Fraser's father discovered she could attend Victor-Brodeur, Victoria's French first-language school, if she lived in a Francophone community for a year.

Off the two of them went. Fraser spent fourth grade at a school in Chicoutimi. "It was a big experience and a good memory that we share," Fraser says. "I have a strong passion for the French language and I would trace it back to that year."

Fraser won an Andy Farquarson Teaching Excellence Award for Graduate Students this year in recognition of her work as a teaching assistant in the department of French, specifically for the skill and enthusiasm she showed guiding new French learners. Her teaching efforts

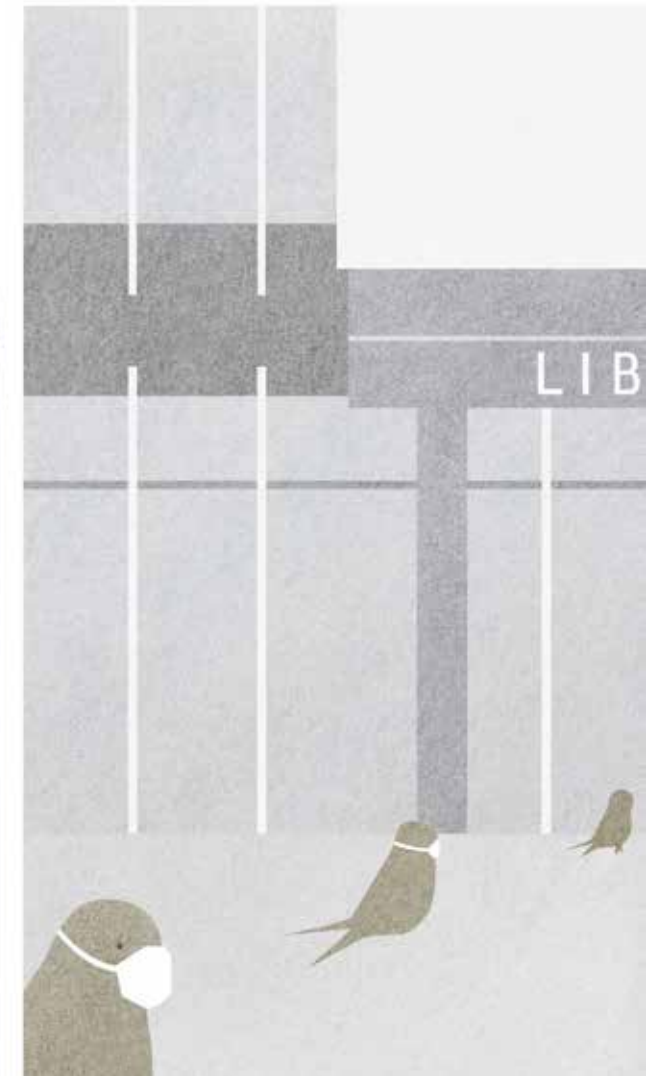
included playing music videos at the start of class to pique students' interest in French culture, creating fun games to practice verbs and fostering a safe space for students to practice their speaking skills. French Chair Catherine Caws says Fraser stands out as one of the best teaching assistants the department has ever had.

*"Students are typically very shy about speaking another language, and so it takes a lot of support and creativity in encouraging students to take risks and to understand that making mistakes is a natural process when learning."*

— FRENCH CHAIR CATHERINE CAWS ON FRASER'S SUPPORT FOR HER STUDENTS

Fraser also advanced to the finals of UVic's Three-Minute Thesis competition. There, she spoke about her research on

theatrical representations of the École Polytechnique massacre in which 14 women were killed by a male gunman in 1989 in Quebec. Called "Misogyny & antifemism: Why theatrical representations of the polytechnique massacre matter," Fraser found that the plays she studied tended to focus more on a "crisis of masculinity" and men's feelings about the massacre, rather than the experiences of the women affected. Fraser plans to take her experience as a graduate student into a career as a secondary school teacher. She's enrolled in UVic's post-degree professional program in teacher education in the Faculty of Education. As for her dad, Fraser says he's proud of her accomplishments. Fraser hopes she'll be able to teach French immersion in the city where she grew up, helping pass on her love of French language and culture to other Anglophones: "I love Victoria. I think it would be really interesting experience to teach French immersion here. I like teaching Anglophones. I can really relate and understand the issues that may come up."



# Co-op 2020: adapting to the COVID-19 context

By Allison Benner, Humanities and Fine Arts Co-op Coordinator

Few people suspected 2020 would be so successful for the Humanities Co-op and Work Experience programs when COVID-19 took hold in Canada this spring.

Foreseeing the challenges ahead at that time, our department took immediate action to address barriers to student placements, ensuring they could continue to gain hands-on professional experience while completing their degree.

We created new resources to help students and employers pivot to a remote working environment, adapted our placement requirements on a case-by-case basis, and helped employers to secure additional funding from the provincial and federal governments to hire our students. Careful collaboration with employers enabled students to work from home or on-site when physical distancing and appropriate safety measures could be preserved, giving a few students the option of dividing their time between remote and on-site work.

These measures allowed Humanities students to complete 99 work place-

ments in 2020 – 93% of the total for 2019.

“In the context of the pandemic, we consider 2020 a major success for Humanities co-op programs. The ingenuity of co-op staff, flexibility of employers, and enthusiasm of students is a testament to the value of this program,” says Associate Dean Academic, Lisa Surridge. “We are grateful to all who worked hard to ensure that it could continue during such a tumultuous, uncertain time.”

Hannah Gentes, a fourth-year student with a double major in Indigenous Studies and Environmental Studies, started her summer co-op working remotely for Two Worlds Consulting, an Indigenous-owned company in Victoria. Halfway through the term, the company’s downtown office reopened with social distancing measures in place, giving Hannah the valuable opportunity to work in the same space with her colleagues – a rare privilege in 2020.

In her work as an Environmental and Social Analyst, Hannah gained important

experience supporting the company’s professional environmental and social consultancy, which provides advice to government, Indigenous groups and industry in environmental assessments.

“I am so glad I worked this co-op term, because now I have a clearer understanding of what I want to do with my degree. I know I am meant to be working on the land and in community. Having strong, meaningful connections is a requirement for me; I am always dedicated to maintaining those relationships,” says Gentes.

One unforeseen opportunity that COVID-19 opened up for our students was the possibility of working for organizations across Canada without the need to relocate. Fourth-year Religion, Culture and Society student Molly Munro completed a fall work term with The Prosperity Project, a new, Toronto-based non-profit society created to mitigate the impact of the pandemic on Canadian women. Molly contributed her research, writing and organization skills on the organization’s Marketing and Communications team, while learning to work as part of a virtual team – a skill that is likely to prove useful long after COVID-19 has passed.

“My dream after completing university is to work with a non-profit organization, so I was thrilled when I saw this co-op posting. This placement led me to realize that many professionals don’t always have the answers, but they can use their knowledge and connections to find them. I was afraid to graduate and not be adept enough to enter the workforce, but what I learned is that working in the ‘real world’ is about finding solutions,” says Munro.

All in all, this year marks an important milestone in our work to provide Humanities students with significant work-integrated learning opportunities in today’s labour market. We look forward to continued success in 2021!

# Faces of the Humanities: Stacey Greig

*If you recognize this friendly face, it’s probably because you’ve spent a bit of time in the Clearihue building, where for the last 8 years, Stacey Greig has worked in Custodial Services.*

*Following in the footsteps of her father, who worked at UVic for 35 years, and her brother, who worked here for 30, Stacey has done her family name proud through her formidable work ethic and unwavering attention to detail.*

*In her own 22 years of service at the University of Victoria, she has gained a reputation as a dedicated employee with a warm presence and cordial nature. We sat down with Stacey for a long-overdue conversation to learn a bit about her and her work at the University.*

**Let’s start with the big question: has the pandemic affected your job?**

Oh yes, definitely. Our priorities are way different. Our major concern is sanitization, so everything is sanitized a lot more frequently than what it was before. And when the campus was closed we were able to do a lot more long-term projects that are hard to get to when people are around, like re-waxing the floors. It’s been a while since we’ve been able to do that. Normally, there are so many people walking through the building. You can’t say “no, no, no – you can’t come down here. We’re waxing!”

**Would you say there’s been more work, then, because of the pandemic?**

I wouldn’t say there’s more work. There’s less in some areas and more in others. We have to sanitize a lot more now, but we also have people whose only job is to go around and sanitize. It’s a balance.

**You’re known among our community for being consistently thorough and meticulous. What’s your secret?**

I love my job. A lot of people are cleaners, but not everyone takes pride in their work. I am a person who likes to clean so, for me, I find it rewarding if I see something dirty, clean it to the best of my ability, and then see how other people appreciate it. It can take a lot of effort, but when we’re finished, it looks beautiful and it puts smiles on people’s faces because it’s a healthy environment!



Hannah Gentes (Indigenous Studies and Environmental Studies). Image: supplied.



Molly Munro (Religion Culture & Society). Image: supplied.



Stacey Greig (Facilities Management). Images: Philip Cox

## Not your average year for Humanities Summer Day Camps



Running a summer camp for children is a complex operation even the most normal of times. The trick, we find, is to keep the campers from realizing they are learning while they play.

This summer, however, was not a normal summer – with a global pandemic to keep at bay and a new program to run, the Humanities Summer Day Camps (SCAMPS) crew really had their work cut out for them.

To ensure the safety of all 160 registered campers throughout July and August, SCAMPS management worked closely with the office of Occupational Health, Safety & Environment to establish an effective COVID-19 protocol that could be consistently maintained by all staff, parents and campers. This included physical distancing and sanitation measures, mask use, and regular temperature-taking of staff and campers at the start of each day, among others. As the situation changed, so too did their safety measures, which required an adjustment of protocols on almost a weekly basis, according to evolving provincial and federal health guidelines.

“Our team grew so much this year through health and safety training, learning adapted games and activities, and by literally expanding the size of our team by taking on additional staff and volunteers to adjust to new requirements,” says Deia Kupchanko-Tropf, programme coordinator for SCAMPS. “I am so pleased with the programming we were able to provide to our campers’ families throughout these challenging times.”

Over a 7 week period, SCAMPS did not have a single case of COVID-19 among their staff or campers.

This year was also significant for the creation of a new Indigenous-centered camp, entitled Where I’m From. Run by four

Indigenous leaders and designed by an Indigenous student, the camp emphasized local Indigenous place names, histories and traditional practices. Campers learned how local Indigenous people have lived in harmony with the plants and animals native to Victoria for tens of thousands of years. Although the pandemic prevented the organizers from hosting Elders at the camp as planned, we received tremendous feedback and witnessed incredible enthusiasm from the campers.

Every year, the SCAMPS’ goal is to provide a safe and welcome space where children learn as they play. In 2020, despite the challenges of responding to the ever-changing circumstances of the pandemic, the Humanities Summer Day Camps staff were able to achieve that goal through hard work and creativity, making this year an above-average success.

*“SCAMPS have really helped give UVic Humanities a boost in public perception. We went from three weeks of camps with about 40-50 participants to six full weeks of camps with nearly 200 participants before COVID-19 hit. There is a real appetite out there for summer camps that let kids learn about art, culture, language and literature, and SCAMPS is meeting that need.”*

– STEPHEN ROSS, SCAMPS DIRECTOR AND PROFESSOR OF ENGLISH

## Introducing the Churchill Foundation Vancouver Island Barry Gough Scholarship in English

On the 146th anniversary of Winston Churchill’s birthday, November 30, 2020, the Faculty of Humanities announced the creation of the Churchill Foundation Vancouver Island Barry Gough Scholarship in English. This scholarship will support academically outstanding undergraduate English students in their upper years of study who have demonstrated leadership, innovation and determination in their academic work and through community engagement.

*“This new scholarship is really important for students in the 21<sup>st</sup> century because it recognizes innovation in both academic and public spheres. It’s a powerful combination. The world needs more smart, innovative and determined leaders right now.”*

– HUMANITIES ASSOCIATE DEAN ACADEMIC LISA SURRIDGE

Created in memory of Sir Winston Churchill, the scholarship was made possible by the generosity of the Churchill Foundation Vancouver Island and renowned historian, biographer, author and UVic alumnus Barry Morton Gough.

Born in Victoria and educated at Victoria College, UVic’s predecessor, Gough completed an undergraduate degree at the University of British Columbia and a PhD at King’s College London. He was awarded a Doctor of Letters (D.Litt) from the University of London for distinguished contributions to Commonwealth history. Gough’s distinguished career includes teaching at Western Washington University and Wilfred Laurier University,

where he was founding director of the Canadian Studies program, Assistant Dean of Arts and an instructor for 32 years. His many achievements include being named fellow of the Royal Historical Society, fellow of King’s College London, and Life Member of the Association of Canadian Studies. In 2019, he received the Distinguished Alumni Award for his contributions to the UVic community.

A prolific author with more than twenty books and several hundred articles on Canadian and British maritime and naval history, Gough has long been fascinated with Sir Winston Churchill. In addition to having served as president of the Winston Churchill Society of Vancouver Island and as member of the board of academic advisers of the Churchill Centre in Chicago, Gough published the widely acclaimed book *Churchill and Fisher: Titans at the Admiralty* in 2017, which examined the individual roles played by Churchill and First Sea Lord Admiral Sir John Fisher in the administration of the Royal Navy during the First World War.

At the University of Victoria, Barry Gough has generously supported the creation of eight scholarships, including the Barry Gough Scholarship in History and the new John Gough Scholarship for Studies in the History of the Environment, both of which are endowed.

“The English department is very grateful to Barry Gough and to the Churchill Foundation Vancouver Island for creating this opportunity for our students,” said Michael Nowlin, Chair of the department of English. “This scholarship recognizes the social value in a literary education and will encourage our best students to make engaged citizenship an integral responsibility of humanistic knowledge.”



Distinguished Alumnus Barry Morton Gough. Image: UVic Photo Services.

# Launching the Academic & Technical Writing Program



Image: UVic Photo Services.

It was with no small amount of jubilation that the Faculty of Humanities announced the creation of the new Academic and Technical Writing Program (ATWP) this summer.

Spearheaded by inaugural director Associate Professor Erin E. Kelly and a team of dedicated colleagues, the ATWP now oversees the university’s writing-focused Academic Writing Requirement courses, as well as all Engineering communication courses, providing UVic undergraduate students with the advanced skills they need to succeed in university-level courses.

“Even renowned researchers often find academic writing challenging,” says Kelly. “Effective writing requires a complex set of skills, practices and strategies to respond to shifting situations. ATWP courses help students understand, reflect on and practice the kinds of flexible, varied writing they will do throughout their degree and in their future careers.”

Since its founding, UVic has required degree-seeking undergraduate students either to take a first-year English course or to show evidence of university-level English writing proficiency upon admission. In 2012, this requirement was dubbed the Academic Writing Requirement, or AWR, to more clearly denote the university-wide requirement that all students must have strong reading, writing and research abilities in order to receive an undergraduate degree.

Until now, the courses that fulfill the AWR were primarily administered and staffed by the English department, with some responsibilities delegated to an AWR Adviser. It became clear over a number of years, however, that the initiative was outgrowing its home department – in 2018/19, for example, 4,648

students completed one of the courses overseen by the English department’s AWR Adviser, 79% of whom were enrolled in an AWR course. After extensive consultation, the faculty decided that writing-focused AWR courses should be managed by an independent, interdisciplinary program, with literary-focused AWR courses remaining under the auspices of the English department. This enables both English and the ATWP to streamline administrative processes and ensure the AWR course curriculum continues to meet the needs of the university’s ever-changing undergraduate population.

Currently the ATWP oversees UVic’s largest AWR-designated course, ATWP 135: Academic Reading and Writing, and a course for first-year Engineering students, ENGR 110: Design and Communication 1. For students not yet ready for these or other AWR courses, the ATWP offers ATWP 101: Fundamentals of Academic Literacy, which focuses on strengthening foundational competencies through increased individual support.

“While many of us write every day – and might label ourselves as ‘good’ or ‘bad’ writers – not everyone gets a chance to study writing through a research-based curriculum designed by experts in academic writing studies,” Kelly notes. “The ATWP offers students an opportunity to refine their intellectual, academic and practical skills in written communication. We look forward to deepening our partnerships with departments, programs and service offices across campus, and to developing new course offerings to help students become more confident, effective writers.”

# Humanities Grants 2020

**54.8%**

Application success rate for new SSHRC grants (compared to 50.6% national average for 2019)

**56.4%**

Application success rate for all external grants announced in 2020

**19**

Number of new SSHRC grants awarded (including 2 sub-awards)

**25**

Total number of new external grants awarded

**\$3.4 M**

External contributions (including matching funds) raised for new grants

**\$3.8 M**

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

**\$3.6 M**

Value of SSHRC funds awarded for new grants

## 53 NEW GRANTS AWARDED

- 2 Insight
- 4 Insight Development
- 7 Connection
- 1 Partnership
- 2 Partnership Development
- 1 Partnership Engage
- 2 SSHRC sub-awards to co-applicants
- 12 Internal Research Grants
- 1 Strategic Framework Impact Fund
- 6 Book Subvention Grants
- 8 LTSI Grants
- 1 Humanities Faculty Fellowship
- 6 Miscellaneous external grants

## 38 NEW GRANT RECIPIENTS

- |                        |                           |
|------------------------|---------------------------|
| Martin Adam            | Mary Elizabeth Leighton   |
| Trish Baer             | Patrick Lozar             |
| Sara Beam              | Megan Lukaniec            |
| Marina Bettaglio       | John Lutz                 |
| Hélène Cazes           | Eric Miller               |
| Jason Colby            | Cody Poulton              |
| Ewa Czaykowska-Higgins | Mike Raven                |
| Misao Dean             | Michael Reed              |
| Moustapha Fall         | Dan Russek                |
| Rebecca Gagan          | Jentery Sayers            |
| Chris Goto-Jones       | Charlotte Schallié        |
| Joe Grossi             | Ulf Schuetze              |
| Lisa Kahaleole Hall    | Ray Siemens               |
| Sara Harvey            | Alejandro Sinner          |
| Sara Humphreys         | Jordan Stanger-Ross       |
| Janelle Jenstad        | Helga Thorson             |
| Chase Joynt            | Suzanne Urbanczyk         |
| Pierre-Luc Landry      | Adrienne Williams-Boyarin |
| Sujin Lee              | Audrey Yap                |

# #This is UVic Humanities

## Faculty awards & honours



Image: UVic Photo Services.

### REACH AWARD

#### Stephen Ross (English)

*The REACH Awards honour the extraordinary teachers and researchers who lead the way in dynamic learning and make a vital impact at UVic, in the classroom and beyond.*

An internationally recognized leader in the field of modernist studies, Stephen Ross has mentored over 50 graduate and post-doctoral students. He has the ability to engage with students in all facets and stages of their careers. As shown through his weekly “Write Club,” Ross finds every opportunity to engage students, including conferences and publishing opportunities. “Nobody has contributed more time, energy and generosity of spirit to my intellectual and professional development,” shares a student. He enacts his role as a supervisor and mentor by supporting the whole person, creating meaningful paths to achievement and a community for his students.



Image: Indspire.

### ORDER OF CANADA

#### Wanosts’a7 Lorna Williams (Linguistics/Education)

*The Order of Canada is one of the highest national honours, recognizing the outstanding merit or distinguished services of those who make a major impact to the nation over the span of their lifetime.*

With pride and respect, we extend our heartfelt congratulations to Dr. Wanosts’a7 Lorna Williams, Associate Professor Emerita of Indigenous Education, for her formal appointment to the Order of Canada in December. A member of the Lil’wat Nation, Dr. Williams has devoted her life to promoting and revitalizing Indigenous culture and language. She worked as an Indigenous educator and language specialist for more than 50 years in diverse settings, including Indigenous communities, public schools and adult education programs. In 1993, she was appointed to the Order of British Columbia. In 2013, Dr. Williams retired from UVic as Canada Research Chair in Indigenous Knowledge and Learning, co-appointed with the Faculty of Education and department of Linguistics. In the first-ever virtual investiture of the Order of Canada, Williams received her medal from her daughter.



Image: UVic Photo Services.

### ROYAL SOCIETY FELLOWSHIP

#### John Archibald (Linguistics)

*The peer-elected Royal Society Fellows are chosen for academic excellence and for making “remarkable contributions in the arts, humanities and sciences and Canadian public life.”*

A prolific, groundbreaking and internationally recognized scholar of second-language phonology, Archibald has made major contributions to multiple areas in the field of linguistics, and shaped government policy and provincial curricula on second-language learning in Canada. He has been a professor in UVic’s department of Linguistics for the past decade, while also an affiliated researcher in the Bilingualism Research Lab at the University of Illinois in Chicago. His previous posts include Dean of the Faculty of Humanities at UVic and president of the Canadian Linguistic Association. The co-editor of the classic introductory textbook, *Contemporary Linguistic Analysis*, published in multiple editions in Canada and the US, Archibald has supervised over 75 honours and graduate theses during his career.



Image: UVic Photo Services.

### PROVOST’S AWARD

#### Jordan Stanger-Ross (History)

*The Provost’s Award in Engaged Scholarship celebrates outstanding scholarship, teaching and community engagement.*

Jordan Stanger-Ross has made community-engaged scholarship the hallmark of his research, teaching and public service. As the founder of the Landscapes of Injustice – a seven-year, multi-partner research project that explores the forced dispossession of Japanese Canadians in the 1940s – Stanger-Ross has fostered connections with local schools, museums, community members and Japanese Canadian cultural institutions. This fall, Landscapes launched its capstone knowledge mobilization products: the “Broken Promises” museum exhibit, eponymous book (McGill-Queen’s), and complementary narrative website. Previously, Stanger-Ross co-founded The City Talks, an ongoing series that unites public audiences with university scholars in thought-provoking discussions about the challenges and opportunities of urban life. Throughout his work, Stanger-Ross has remained committed to serving the public interest as he breaks boundaries and strengthens communities in BC.

# Honouring outstanding Humanities staff and faculty

*Enrich, engage, provoke, inspire. These four values are not only the pillars of our mission to open minds and transform the world. They also describe several ways in which this year's Humanities Faculty Award winners have uplifted the UVic community over the last year.*

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## *Engaged Scholar Award*

### **Ewa Czaykowska-Higgins (Linguistics)**

“My research was carried out in Indigenous spaces, with Indigenous colleagues, and informed by my colleagues’ wisdom and teaching. The work that is being celebrated today is therefore a collective achievement.”

– Ewa Czaykowska-Higgins



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## *Research Excellence Award*

### **Christopher Douglas (English)**

“Our Faculty has such a strong research record that it’s a real honour to be singled out.”

– Christopher Douglas



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## *Staff Excellence*

### **Chris Cookson (Desktop Support Services)**

“I love working in the Humanities and it’s great to be recognized and feel appreciated for the work I do.”

– Chris Cookson



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## *Internationalization Award*

### **Neilesh Bose (History) \* Inaugural recipient! \***

“Hopefully this award brings greater visibility to the study of globalization and encourages future scholars and students to instill global and comparative perspectives into their work.”

– Neilesh Bose



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## *Hauistəŋ Award*

### **Christine O’Bonsawin (Indigenous Studies + History) \* Inaugural recipient! \***

“I see this award as innately attached to our relational and collective ways as Indigenous people. It is less about me and more about the relationships we have built and small collectives we have established, which I see as responsible for carrying this important work forward.”

– Christine O’Bonsawin



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## *Teaching Excellence Award*

### **Kristin Semmens (History + Germanic and Slavic Studies)**

“I am thrilled and honoured to win this award because there are so many incredibly gifted teachers in the Faculty of Humanities. This pushes me to live up to the expectations for excellence in the future!”

– Kristin Semmens



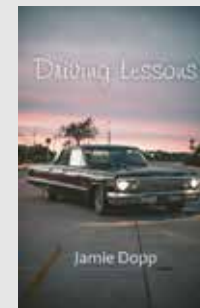


# Books published by our faculty in 2020

Digital Pedagogy in the Humanities  
Concepts, Models and Experiments

**Digital Pedagogy in the Humanities: Concepts, Models and Experiments**  
Co-edited by Jentery Sayers (English)

A peer-reviewed, curated collection of reusable and remixable resources for teaching and research.  
Publisher: Humanities Commons.



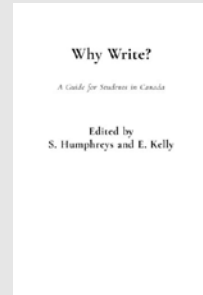
**Driving Lessons**  
by Jamie Dopp (English)

A beautifully written coming-of-age novel set in Waterloo, Ontario in the 1970s.  
Publisher Ekstasis Press.



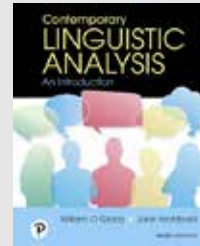
**An Echo in the Mountains: Al Purdy after a Century**  
Edited by Nicholas Bradley (English)

A candid new look at the career and legacy of one of Canada's most beloved poets.  
Publisher: McGill University Press.



**Why Write? A Guide for Students in Canada**  
by Sara Humphreys (English/ATWP) and Erin Kelly (English/ATWP)

An open-source writing guide for students, released under a creative commons license.  
Publisher: Academic Writing Program, University of Victoria.



**Contemporary Linguistic Analysis, 9th edition**  
Co-edited by John Archibald (Linguistics)

The most-used introductory text of its kind in Canada enters its 9th edition. This classic Linguistics textbook has an ongoing American edition as well.  
Publisher: Pearson.



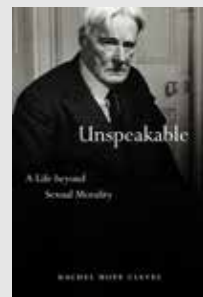
**Pourquoi l'Oulipo?**  
by Marc Lapprand (French)

This book concerns the Oulipo group, formed in Paris in 1960, with the goal of applying mathematics and algorithms to the creation of new writing protocols to inspire future writers.  
Publisher: University of Laval.



**Radically Rethinking Copyright in the Arts: A Philosophical Perspective**  
by James Young (Philosophy)

A philosophical look at copyright regimes and how they seldom encourage work, but rather benefit the wealthy.  
Publisher: Routledge.



**Unspeakable: A Life beyond Sexual Morality**  
by Rachel Hope Cleves (History)

A history of shifting attitudes towards intergenerational sex, told through the life of the notorious British writer Norman Douglas (1868–1952), a friend of Joseph Conrad, D.H. Lawrence and Aldous Huxley.  
Publisher: University of Chicago Press.



**Picturing the Page, Illustrated Children's Literature and Reading Under Lenin and Stalin**  
by Megan Swift (Germanic and Slavic Studies)

A vivid exploration of illustrated children's literature and reading under Lenin and Stalin – a period when mass publishing for children and universal public education became available for the first time in Russia.  
Publisher: University of Toronto Press.



**The Routledge Handbook of Metaphysical Grounding**  
Edited by Michael J. Raven (Philosophy)

This handbook surveys the state of the metaphysical concept of “ground” as well as its connections and applications to other topics. The central issues of ground are discussed in 37 chapters, all written exclusively for this volume by a wide range of leading experts.  
Publisher: Routledge.



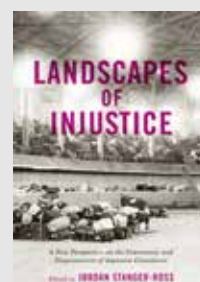
**The Christian Jew and the Unmarked Jewess: The Polemics of Sameness in Medieval English Anti-Judaism**  
by Adrienne Williams Boyarin (English)

Focusing on how medieval Christians could identify with Jews and even think of themselves as Jewish, Boyarin explores polemics of sameness through a broad range of theological, historical and literary works from medieval England.  
Publisher: University of Pennsylvania Press.



**Poetas italianas contemporaneas en la Querella de las Mujeres** (“Contemporary Italian Women Poets in the Querelle des femmes”)  
Co-authored by Marina Bettaglio (Hispanic and Italian Studies)

Reclaiming women's voices and translating them for a Spanish-language public, this poetry anthology explores how a group of twentieth- and twenty-first-century feminist Italian poets approached traditionally male territory.  
Publisher: Dykinson Press, Madrid.



**Landscapes of Injustice: A New Perspective on the Internment and Dispossession of Japanese Canadians**  
Edited by Jordan Stanger-Ross (History)

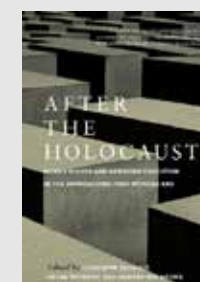
The definitive statement of a major national research partnership, *Landscapes of Injustice* reinterprets the internment of Japanese Canadians by focusing on the deliberate and permanent destruction of home through the act of dispossession and displacement.

Publisher: McGill-Queen's University Press.



**Unter Schweizer Schutz. Die Rettungsaktion von Carl Lutz während des Zweiten Weltkriegs in Budepest** (“Under Swiss Protection. Carl Lutz's Rescue Mission in Budapest during WWII”)  
Co-authored by Charlotte Schallié (Germanic and Slavic Studies)

This volume retraces Carl Lutz's diplomatic wartime rescue efforts in Budapest, Hungary, through the lens of 45 eyewitness testimonies. This book shines a light on the extraordinary scope and scale of Carl Lutz's humanitarian response.  
Publisher: Limmat Verlag.



**After the Holocaust: Human Rights and Genocide Education in the Approaching Post-witness Era**  
Co-edited by Charlotte Schallié (Germanic and Slavic Studies), Helga Thorson (Germanic and Slavic Studies) & Andrea van Noord (English)

Bringing together some of the last Holocaust survivor stories in living memory, this collection shares Jewish scholarship, activism, poetry and personal narratives.  
Publisher: University of Regina Press.

# “On our own terms:” the ongoing legacy of Christine Welsh



Left to right: Jeannine Carriere (Social Work) and Christine Welsh (Gender Studies) standing inside of the First Peoples House. Image: UVic Photo Services.

When Associate Professor Emerita Christine Welsh joined the department of Women’s Studies (now Gender Studies) in 1996, she became the first Indigenous instructor in our Faculty and the first in a Women’s Studies program in Canada. Her legacy, however, neither starts nor stops there.

## In Film

Trained as a documentary filmmaker, Christine wrote and produced her first film, *Women in the Shadows*, in 1992. She then went on to write, direct and produce three major films that documented the experiences, struggles and resistances of Indigenous women in Canada. These included *Keepers of the Fire* (1994), *The Story of the Coast Salish Knitters* (2000) and *Finding Dawn* (2006), a feature-length documentary on missing and murdered Indigenous women in Canada that won a Gold Audience Award at the Amnesty International

Film Festival that year. She also wrote and co-directed *Kuper Island: Return to the Healing Circle* (1997), which examined the experiences of Kuper Island residential school survivors.

Christine’s films have been broadcast nationally on CBC, CTV and APTN and have been featured at major film festivals in Canada, the US, France, Australia and New Zealand, as well as at the 51<sup>st</sup> United Nations Commission on the Status of Women in New York. In addition to winning numerous regional, national and international awards, her body of work was honoured with the Women in Film and Television Vancouver Artistic Achievement Award in 2009.

Most recently, Welsh has worked with UVic historian Elizabeth Vibert to direct and produce *The Thinking Garden* (2017), a documentary about the resilience of three generations of older women in a South African village who came together to achieve a measure of food security in the face of severe drought, climate change and structural poverty. This do-

cu-short was named an Official Selection at over one dozen film festivals across the globe.

Currently, Welsh is collaborating with Jeannine Carriere and Trish Pal in the department of Social Work on *Lii Michif Niyannan* (“We Are Métis”), a documentary film about Métis identity.

*“I worked as Christine Welsh’s research assistant during her first term at UVic, and then asked her to supervise my undergraduate honours thesis, which I completed in 1999. As an Indigenous student, it was a dream come true to work with a Métis filmmaker and educator who was so skilled at telling Indigenous women’s stories on our own terms.*

*Christine is a powerful storyteller who carries her gifts with humility. As an educator and filmmaker, she draws out the truths of Indigenous communities and colonial realities in a subtle way that, in its intimacy, speaks volumes. Through her films and the tenacity and drive it took to make them, Christine has not only changed the way Indigenous people are understood globally, she has created pathways for the current and future generations of Indigenous filmmakers to represent our lives in all their vibrancy.”*

– SARAH HUNT, CANADA RESEARCH CHAIR IN INDIGENOUS POLITICAL ECOLOGY, SCHOOL OF ENVIRONMENTAL STUDIES, UVIC (BA ’99, MA ’07)

## At UVic

Already a renowned documentarian when she arrived at the Faculty of Humanities, Welsh began teaching a wide range of Gender Studies courses while continuing to produce her now-classic films. Cours-

# A Record Year for Giving!

On December 1st, 2020, we raised 136% more money for Giving Tuesday than in the year before, thanks to generous donors and a committed team of fundraisers who see the value of supporting student scholarships!

In a single day, 49 individuals contributed over \$7,500 to the Christine Welsh Scholarship for Indigenous Gender Studies Students - the highest number of donors out of all the Faculties. This puts us just short of our goal to endow this scholarship, ensuring that it can be given out in perpetuity.

We are deeply grateful to everyone who contributed and participated in this incredible event!

## The Christine Welsh Scholarship for Indigenous Gender Studies Students

Established in 2016 on the occasion of her retirement, this scholarship enshrines Welsh’s legacy as a filmmaker, teacher, mentor and role model, and honours her exceptional contributions to Women’s/Gender Studies, the University, and Indigenous students, colleagues and communities.

es she designed and taught included Indigenous Women in Canada, Indigenous Women Writing Resistance, and Indigenous Women’s Autobiographies, all of which counted toward the Indigenous Studies minor as well.

Over a period of 20 years, Welsh earned a reputation on campus as an outstanding instructor and exceptional undergraduate and graduate student mentor. In 2013, her gifts as a teacher were formally recognized when she was awarded the Faculty of Humanities Teaching Excellence Award.

Welsh’s “classrooms,” however, extended well beyond her Gender Studies courses. In recognition of her strong vision and determined work in promoting Indigenous educational, support and mentorship programs at UVic, and her deep commitment to knowledge mobilization, public education and giving back to Indigenous communities outside of the campus, she also received the UVic



Awarded to an academically outstanding Indigenous undergraduate Gender Studies student in their upper-years of study, the Christine Welsh Scholarship for Indigenous Gender Studies Students supports accomplished, outstanding students by removing financial barriers to their success. You can read about the vital impact the award had for its first two recipients, Sage Lacerte and Simone Blais, both of whom are featured in our #Class of 2020 section.

To help us reach our goal of endowing this scholarship, contact our Development Office by phone at 250-472-4924 or by email at [giving@uvic.ca](mailto:giving@uvic.ca).

Provost’s Advocacy and Activism Award in 2014.

When she retired in 2016, a celebration was hosted in her honour at the First Peoples House. This included a blanketing ceremony, the presentation of gifts by former students and colleagues, and the screening of excerpts from her award-winning films that traced her remarkable career as an Indigenous documentary storyteller.

A scholarship was also created in her name (see above) by her colleagues at that time to acknowledge the gifts that she brought to the Indigenous students of the Gender Studies program in particular, and to celebrate the lasting impact that she had on the lives of so many Indigenous and non-Indigenous people throughout her tenure.

*“I learned about Christine Welsh when I watched one of her films in Camosun’s Indigenous Studies program. At the time I was preparing to move to Montreal for the Sociology program at McGill, but once I was exposed to Christine’s work, I changed my mind and came to UVic instead.*

*About a year later, Christine offered to be my honours thesis supervisor. She taught me that I was capable of great things and showed me that, if I applied myself, I could achieve any goal that I set out for myself. She taught me that I deserved respect in the academy and that my voice had a place there. Truthfully, I owe so much of my post-grad success to Christine and all of her teachings. I can say with certainty that I would not be where I am today without her mentorship.”*

– BLAISE FONTAINE (BA ’13)

## Distinguished alumnus Lucky Budd stays true to his vision



Robert 'Lucky' Budd (BA '00, MA '05). Image: supplied.

Robert "Lucky" Budd could claim any number of titles to describe his eclectic career – musician, audio preservationist, digital archivist, oral historian, producer, author and storyteller.

Regardless of the project he's working on, a desire to tell stories has been central to his work.

"The more we can share our stories, the more we learn about one another," Budd says.

The Philosophy, Greek and Roman Studies and History alumnus received the 2020 Distinguished Alumni Award for the Faculty of Humanities on February 4th, during UVic Alumni Week.

Budd considers himself an unusual candidate for the honour. His career has been circuitous, with a dash of the luck his brother gave him at birth. (The youngest of four children, Budd says his brother called him "Lucky" because he was happy to have a baby brother. The name stuck.)

After graduating in 2000 with a double minor in Philosophy and Greek and Roman Studies, Budd's break came when the Royal BC Museum and BC Archives hired him as a digital archivist. At the time, Budd played in a rock band and had become known around town as "the guy good at recording things."

Budd was tasked with digitizing CBC Radio journalist Imbert Orchard's collection of 998 interviews with First Nations and first-generation British Columbians,

recorded from 1959 to 1966.

"I started working on one of the largest oral history collections in world," Budd recalls. "I got an education on the history of BC that nobody will ever have again."

It took four-and-a-half years to listen to 2700 hours of material. Budd was so captivated by the interviews, he wanted to share them beyond the archives. He felt he needed training as a historian to do justice to the collection, and so applied for a MA in History at UVic.

"The whole focus of my [master's] work was how to bring this material to as many people as possible, not to be an academic historian," he says. "My whole thing is how to bring storytelling back into the teaching of history. To me, facts and values are always embedded in the narrative of a good story."

Ahead of the curve – UVic introduced the MA in Public History in 2017 – Budd focused on honing his academic skills but remained committed to his goal of writing a book that would have popular appeal.

"Without incredible teachers, mentors, professors and colleagues there is no way I would have been able to achieve my degree," he says. "There were many at the university who believed in me and trusted in my drive and vision."

In 2010, Budd released his first book, *Voices of British Columbia*, which became a national bestseller, followed four years

later by a companion volume, *Echoes of British Columbia: Voices from the Frontier*, both of which explored the remarkable stories contained within the Orchard Collection. The latter book was awarded second prize for the 2015 Lieutenant-Governor of British Columbia's Historical Writing Award.

A slot on CBC Radio led to an unexpected connection with BC artist and storyteller Roy Henry Vickers. The two became friends. Since 2013, Budd and Vickers have collaborated to produce a series of nine illustrated children's books, including *Hello Humpback*, *Orca Chief* and *Cloudwalker*. The books have been nominated for 30 awards (winning 14) and have become national best-sellers.

Budd, meanwhile, launched his own company, *Memories to Memoirs*, which helps people record and preserve their stories. He has worked on other high-profile projects, including the oral history collection of the Nisga'a First Nation and the Grateful Dead's audiovisual archive.

For Budd, his career has focused on remaining faithful to what he is passionate about.

"I encourage people to do what you love and stay true to your vision. If you have the drive and passion, don't stop," he says. "There have been lots of obstacles along the way but I've always kept going."

## What's happening in the Humanities?

Subscribe to our newsletter to find out:

[www.uvic.ca/humanities/newsletter/](http://www.uvic.ca/humanities/newsletter/)





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