ANNUAL REPORT
OF THE
JACKMAN HUMANITIES INSTITUTE
2018-2019

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TABLE OF CONTENTS

1. The Jackman Humanities Institute in 2018-2019 1
   1.1. Annual Theme: Reading Faces, Reading Minds
   1.2. Art at the Institute: “Reading, Again”

2. Message from the Director 3

   3.1. Humanities at Large
       3.1.1. Toronto Writing Workshop (27-31 May 2019)
   3.2. Communications initiatives
   3.3. Wiegand Lecture

4. Research Communities 11
   4.1. Aesthetic Education: A South-North Dialogue
       4.1.1. JHI-Mellon Early Career Faculty Fellows
       4.1.2. JHI-Mellon Graduate Fellows
   4.2. Digital Humanities Network
       4.2.1. JHI-DHN Postdoctoral Fellow
   4.3. Scholars-in-Residence

5. UT-Mississauga and UT-Scarborough 23
   5.1. JHI-UTM Annual Seminar
   5.2. JHI-UTSC Digital Scholars Fellowship

6. Fellows 30
   6.1. Jackman Humanities Institute Circle of Fellows
   6.2. Distinguished Visiting Indigenous Faculty Fellow Alex Wilson
   6.3. Distinguished Visiting Fellow Philippe Schlenker
   6.4. Artist in Residence David Rokeby
   6.5. Faculty Research Fellows
   6.6. Postdoctoral Fellows
   6.7. Graduate Fellows
   6.8. Undergraduate Fellows
   6.9. Research presentations from 6-month Fellows alumni

7. Program for the Arts 62
   7.1. Overview of Activities and Chronological List of Events
   7.3. Robert Fones: Signs, Narratives, Forms (exhibition, May-July 2018)
   7.4. Narrative Performances (performance & panel discussion, August 2018)
   7.5. Reading Frankenstein (symposium, exhibition, reading, 26 October 2018)
   7.6. Women in Song: A Week with the Open Program (artist residence, 3-10 November 2018)
   7.7. Hosokawa Opera Double Bill (performances and panel discussion, 17 January 2019)
   7.9. Out at School (performance, 21-29 June 2019)

8. Additional Activities 79
   8.1. Marquee event with the Faculty of Information
   8.2. Funding workshops with Suzanne Jaeger

9. Working Groups 82
   9.1. Overview of Activities and List of Public Events
   9.2. Afterlives: Institutionality, Survival, Pedagogy
9.3. Bridging Disciplines in Manuscript Studies
9.4. Building Environmental Humanities at the University of Toronto
9.5. Critical China Studies
9.6. Entitlement
9.7. Latin American Racial Technologies through the 21st Century
9.9. Postsecular or Postcritique? New Approaches to Reading Religion
9.10. Practices of Commentary
9.11. Refiguring Iranian Studies
9.12. Simmel Discussion Group

10. Looking Ahead
   10.1.1. New themes for 2020-2021, 2021-2022, and 2022-2023
10.2. Humanities at Large
10.3. Art at the Jackman Humanities Institute: Reading, Again
10.4. Research Communities
10.5. JHI-UTM Annual Seminar and JHI-UTSC Digital Humanities Faculty Fellow
10.6. Fellowships in 2019-2020
10.7. Jackman Humanities Institute Program for the Arts
10.8. Marquee Event with the Ontario Institute for Studies in Education
10.9. Wiegand Memorial Foundation Lecture
10.10. Jackman Humanities Institute Working Groups

11. Governance
11.1. Jackman Humanities Institute Governance
11.2. Advisory Board Members
11.3. Council of Humanities Institute Deans
11.4. International Humanities Advisory Board
This was an interesting year that will be a turning point in the history of the Jackman Humanities Institute, because it saw the design and implementation of a number of the pieces that will shape JHI activities for the next several years. A successful application to the Andrew W. Mellon Foundation brought us Humanities at Large, a major new public humanities initiative. This was the result of many previous activities that came into focus in when the proposal was written in the fall of 2018. The grant was announced in December 2018, and the spring months have seen preparations for Humanities at Large on a number of fronts including two new fellowships, new staffing arrangements, and six new pillar activities (see section 3.1. for details).

Alongside the excitement of seeing a new piece of the Institute take shape, the year also brought interesting conversations that connected the cognitive turn in philosophy and linguistics, and developments and issues in artificial intelligence into play with performance art, mirrors for princes, prophecy and discernment, and listening to the land. As things got underway, the annual theme appeared to have found its form in a deeply divided group of scholars and initiatives that might be described as the past vs. the future. But the conversation was idea-driven and soon the fellows found ways to think themselves across their disciplines and learned deeply from each other with often-unpredictable and enormously fruitful results. The presence of three new kinds of fellowships this year was transformative: journalist Maggie Reid, digital humanities expert Chris Young, and Artist in Residence David Rokeby each offered perspectives that widened the conversation. The Marquee event held at the Faculty of Information brought art, ethics, and weaponized information into conversation, and proved a perfect finale for this year on Reading Faces, Reading Minds.

This year’s Program for the Arts was both smaller and larger: although fewer proposals than usual were funded, many were very far-reaching, and the audiences that they touched were much larger than the Program for the Arts has recorded in previous years. The Working Groups were, on average, larger groups than we have seen in past years, with a typical group size of nearly twenty participants, and they generated a record 18 public events that reached over 800 people.

2081-2019 was the third year for each of our Research Communities: having reached their full projected size, the next challenge is to plan for the futures of the Digital Humanities Network, Aesthetic Education: A South-North Dialogue, and Scholars-in-Residence; each is now engaged in a longer-term planning process that will move their activities ahead in coming years. The JHI will continue to provide some support as necessary, but in most ways, these are now fully-fledged initiatives that will continue to develop in the ways that work best for each. Their impacts on the University of Toronto have been powerful.

Finally, this was the year when we selected a new suite of themes that will focus our activities in 2020-2021, 2021-2022, and 2022-2023. The University of Toronto community at large provided about 40 suggestions, out of which the Advisory Board chose Collectives, Pleasure, and Labour: all three themes will draw applications from a wide range of disciplines in the humanities and social sciences, and will speak to current events and current scholarship (see section 10.1.2. for details).

1.1. Annual Theme: Reading Faces, Reading Minds

What does it mean to read—a face, a text, an object, another mind? Human beings use a variety of intuitive and deliberate techniques in an effort to gauge what others feel, want, mean, and know, a sort of ‘mindreading.’ But are the faces we see and voices we hear always representational? While face-to-face encounters have exceptional social significance, the ways in which people encounter each other on stage, in print, and on screens are not transparent. What access to other minds do the humanities afford, and how do the humanities connect to developments in cognitive science and neuroscience? How do notions about reading minds transform what we think we do in reading texts? What is it to recognize the face and to know the mind of another?
1.2. JHI Exhibition of Art

Reading, Again
21 September 2018—30 June 2019

Curator: Lillian O'Brien Davis

This exhibition seeks to complicate how we think about perception. Works in a diversity of media confront the viewer with perceptual and conceptual disorientation. Some works highlight the way vision is imbued by memory and/or anticipation. How can we think about what is silenced by perception? Others illuminate the way in which legibility is muddled when something is uncoupled from an original framework or context. There are also works that focus on permeable and delicate structures of looking, such as lenses, filters and screens. When perceptual fibrillations cause cognition to stall, there is an opportunity to explore looking and the conundrum of sight. With this in mind, the exhibition asks visitors to look, yes, look again, and longer this time.

Artists
Nadia Belerique
Laurie Kang
Katherine Knight
Wanda Koop
Colin Miner
Henri Vergé-Serrat

Presented with support from the Canada Council for the Arts, Hart House, and University College.
2.

MESSAGE FROM THE DIRECTOR OF THE JACKMAN HUMANITIES INSTITUTE

ALISON KEITH
PROFESSOR OF CLASSICS
Message from the Director of the Jackman Humanities Institute
Alison M. Keith

Reading (of faces, minds, landscapes, and art) and renewal (of our fellowships and programs) have been the twin foci of this year’s activities at the Institute. In 2018-2019, we hosted the final three Mellon Postdoctoral Fellows of the 36 we have had over the last ten years, funded by the Andrew W. Mellon Foundation’s generous postdoctoral fellowships program. The Jackman Humanities Institute is addressing the loss of this fellowship demographic in a variety of ways.

One approach is the establishment of new fellowships at the JHI. In 2016, we inaugurated the Distinguished Visiting Indigenous Faculty Fellowship, expressed in the Anishinaabemowin language in the character set of the language; in Roman-character syllabics; and in an English translation: “Sharing with others, wisdom and knowledge, about who we are.” The position brings a senior Indigenous scholar into the JHI’s Circle of Fellows each year and is also supported by Massey College. This year, Dr. Alexandria Wilson joined us from the University of Saskatchewan, where she is the Academic Director of the Aboriginal Education Research Centre. Dr. Wilson is Neyonawak Inniniwak from the Opaskwayak Cree Nation in northern Manitoba, and her research focuses on building and sharing knowledge about two spirit identity, history and teachings; Indigenous research methodologies; and the prevention of violence in the lives of Indigenous peoples. She is an organizer with the Idle No More movement, integrating radical education movement work with grassroots interventions that prevent the destruction of land and water. Her research with us this year has explored ‘reading the land’, as part of her long-term project of integrating land-based education into the curriculum.

New this year are three more Fellowships tenable at the Institute. The New Media and Humanities Journalism Fellowship supports journalists at the beginning of their careers who seek to bring humanities research out of the classroom and academic monograph into a broader public discussion across multiple media platforms. The fellowship is also supported by CBC Radio: Ideas. Our first NMHJ Fellow has been Dr. Maggie Reid, who earned her doctorate in journalism from the combined York/Ryerson program in July 2019. She has focused her work this past year on the role of the humanities within the public university, putting together a weekly public podcast for us called lower case truth.

Also newly housed in the circle of fellows this year is our Digital Humanities Network Postdoctoral Fellow. The DHN postdoctoral fellowship focuses on Digital Cultures and Computational Approaches to Humanities Research, and our inaugural fellow in this role at the Institute was Dr. Chris Young. He earned his doctorate in Information from the University of Toronto’s Faculty of Information in 2017, with a thesis that traced the emergence of Toronto’s game developer scene out of a local hobbyist game making culture.

Our third new fellowship this past year has been an Artist-in-Residence. Through the Artist-in-Residence program, the JHI partners with another humanities unit at the tri-campus UofT, to recognize and offer financial support to working artists across the visual, performing, and literary arts. In 2018-2019 we partnered with the Centre for Drama, Theatre and Performance Studies to bring to the Institute David Rokeby, an internationally renowned new media, electronic, video, and installation artist. His work explores human relationships with digital machines, as his interests range from the issues of digital surveillance to critical examination of the differences between human and artificial intelligence.

The holders of all these new fellowships were all selected on the basis of the alignment of their research with this year’s annual theme, our “cognitive” turn. This year the Institute also undertook a survey to design a slate of new themes for the academic years 2020 to 2023. Each year’s residential fellowships and events in the JHI Program for the Arts are aligned with the year’s annual theme, chosen by the Institute’s Advisory Board after consultation with the University of Toronto community at large. After an extensive process, we have selected three new themes that will take us through the academic year 2022-2023s: Collectives (2020-2021); Pleasure (2021-2022); Labour (2022-2023). Each theme reaches across multiple disciplines and offers foci to leading research in the Humanities.

Another way in which the Institute is addressing the completion of the Mellon postdoctoral fellowship program is through the establishment of a Public Humanities program, under the title of “Humanities at Large.” Under this name, we have launched a weekly JHI Blog, which describes the research conducted by our residential fellows on the annual theme, and a monthly Newsletter to advertise the Jackman Humanities Institute’s competitions and events.
In our new Public Humanities programming, which has received generous support from the Andrew W. Mellon Foundation, we intend to emphasize the Institute’s ongoing commitment to developing a research network of public-facing, community-engaged humanities scholars; to fostering humanities research in collaboration with Indigenous peoples; and to supporting public humanities programming across a broad array of media and technologies. Looking ahead to 2019-2020, we are excited to welcome two more new fellowship holders at the Institute, with the support of the Andrew W. Mellon Foundation: a mid-career Visiting Public Humanities Fellow and an early career Fellow in Community-Engaged Humanities Research. Both these new fellows will participate in the initiation of some new public-facing activities to foster knowledge exchange between the academy and the publics that invest in university research.

Not only have we already begun planning for these events, but in the last week of May 2019, we actually hosted our first cohort of participants in the Mellon-funded “Humanities at Large” writing workshop on creative non-fiction writing for academics, under the direction of Professors Eva-Lynn Jagoe (Spanish & Portuguese/Comparative Literature, University of Toronto) and Gretchen Bakke (Anthropology, McGill University/Visiting Fellow, Humboldt University, Berlin). While the majority of non-fiction writing courses focus on the memoir, this innovative workshop undertakes to work with humanities scholars employing new, non-memoir, long-form prose strategies for humanities scholarship. Our first cohort was drawn largely from the Greater Toronto Area, with participants from McMaster, OCAD, Ryerson, the University of Waterloo, and the University of Toronto, but we were also delighted to host a scholar from Australia in the group.

The goal of all of our new programs and fellowships is to investigate new ways to communicate academic research and to collaborate with difference audiences and publics in the creation of academic research. To that end, we plan to host three annual day-long Social Media workshops to train humanities scholars at the U of T across three different constituencies (grad students, non-tenured faculty and postdocs, and tenured faculty) in the principles, practices, techniques and technologies of communicating to niche and broad audiences across the variety of social and multi-media platforms. Universities have never been more connected with the “world at large” than now. But how do experts get their ideas to a wider public and engage their communities? A series of two annual day-long Community-Engaged Public Humanities Workshops will deliver targeted training to scholars (one each to faculty/instructors and to graduate students) considering diversified academic careers in knowledge transfer, community-engaged research, and taking specialized research and research training public, outside of the academy, in conjunction with community partners.

We are also working with the Dean’s Office in the Faculty of Arts and Science, and with a range of humanities departments in FAS, to develop a flexible Outreach & Placements Program in conjunction with local school boards to identify, train and place in the schools a cohort of graduate students and high-performing undergraduate students to give public presentations about aspects of their research in high school humanities classes. Students will gain experiential learning credits and communications skills and make invaluable connections in the educational sector. At the same time, high school students will discover how to understand the study and relevance of humanities in the higher education context and be inspired to pursue a humanities education at university.

In addition, we are designing an unusual “book club” experience for the public, “Reading Books,” that will feature humanities scholars in conversation about contemporary “must-reads” and literary anniversaries. In preparation for this new initiative, we supported an event celebrating the 200th Anniversary of the publication of Mary Shelley’s Frankenstein through the Jackman Program in the Arts, with funding for a scholarly symposium, an arts exhibit, and a public reading of the novel, in conjunction with the Toronto Public Library.

This past year also saw our biannual meeting of the International Humanities Advisory Board, on 10 May. Leading humanities scholars, cultural theorists and public writers from the US, Europe, and Toronto joined us to meet with our residential fellows, administrative staff, Advisory Board members, the Directors of our research communities, and members of the Office of the Dean in the Faculty of Arts and Science. They toured our facilities and discussed forms of fellowship and the experiences of fellows over the past two years. I am pleased to report that the day was a resounding success and engaged the whole of the JHI community to showcase the research strengths and public initiatives underway at the Institute. My thanks to everyone who participated. It is a privilege to serve this community as Director of the JHI and I am especially grateful to our outgoing Dean, David Cameron, for his superb leadership, and to our donor, the Honourable Henry N.R. Jackman, for his generosity and vision in creating such a vibrant humanities research institute.
3.

New Activities
3.1. Humanities at Large

The Jackman Humanities Institute is committed to creating a community of public-facing community-engaged humanities scholars, to fostering humanities research in collaboration with Indigenous peoples, and to supporting public humanities programming across a broad array of media and technologies.

In the Fall of 2018, an application to the Andrew W. Mellon Foundation for the Humanities was prepared. This application was invited by the Foundation in recognition of the fact that their ten years of support for the Andrew W. Mellon Postdoctoral Fellows in the Humanities ended this year, with Danielle Taschereau-Mamers, Mark Anthony Geraughty, and Amir Khadem completing their second and final year of fellowship.

The new funding application sought to bring together a range of activities that the Jackman Humanities Institute has initiated over the years to support community partnerships and knowledge exchange into and outside the university. Five years ago, President Gertler outlined his three priorities for the University of Toronto (leverage our urban location; strengthen and deepen international partnerships; and reimagine undergraduate education). Humanities at Large was designed to speak especially to the first of these goals with trainings and events and fellowships designed to support greater interaction with cultural institutions and communities in the Greater Toronto Area, as well as improved communications models for the Jackman Humanities Institute.

Humanities at Large will focus on six kinds of pillar activities that will happen in each of the next three years. Each is designed to create a body of scholars at all levels who can communicate the excitement and potential of humanities research, and who can partner effectively and ethically with communities outside the University of Toronto.

Six Pillar Activities

I Creative Non-Fiction Workshops for Academics: each year, the JHI will host a one-week workshop that will build long-form prose strategies for scholars who wish to publish in non-academic forms and venues, in order to allow their voices to reach a wider and more inclusive reading audience.

II Social Media Workshops for Faculty, Instructors, and Graduate Students: each year, the JHI will host three workshops (one at each level) to teach humanities scholars the principals, practices, techniques and technologies of communicating across all forms of social media platforms, in order to develop a cohort of confident speakers who can reach new audiences.

III Community-Engaged Humanities Workshops: two workshops each year will target training to faculty and instructors and to graduate students in the humanities considering diversified academic careers in knowledge transfer, community-engaged research, and taking specialized research and research training public, in conjunction with community partners.

IV Connecting with High Schools: a flexible outreach and placements program developed in conjunction with the Toronto District School Board will identify, train and place a cohort of graduate and undergraduate students to give short presentations about their research to high-school classes in subject such as English, foreign languages, history, social sciences, music, and art.

V Talking Books: each year, the JHI will organize two public workshops around a literary anniversary or best-selling author that will include public presentations, facilitated conversations, and public readings.

VI Public Radio: the JHI will be partnering with CBC Radio Ideas to showcase humanities researchers at the University of Toronto in order to create an audio and video archive of profiles

The news came in December 2018 that the Mellon Foundation had awarded three years of support to Humanities at Large, for activities in 2019-2020, 2020-2021, and 2021-2022. Planning got underway immediately: the first Visiting Public Humanities Faculty Fellow (Daniel McNeil) and Community Engaged Postdoctoral Fellow (Khaled Abu Jayyab) were selected by competition in the spring of 2019 for one-year terms in 2019-2020. A part time Communications Officer, Sonja Johnston, joined the staff in May 2019.

While our activities in 2018-2019 were more focused on planning than execution, we did run the first Humanities at Large event at the end of May 2019: the Toronto Writing Workshop (pillar I).
3.1.1. The Toronto Writing Workshop: Creative Non-Fiction Writing for Academics
27-31 May 2019

Organizers
Eva-Lynn Jagoe, FAS Spanish & Portuguese and Comparative Literature
Gretchen Bakke, Anthropology, Humboldt University Berlin

Overview
The Toronto Writing Workshop (TWW) was a week-long intensive workshop designed for post-Ph.D. academic writers who wish to reach a broader public. Participants were given strategies for writing for different audiences and for disseminating their work in non-academic channels. They also learned strategies drawn from creative non-fiction, such as narrative structure, character development, voice, and point of view. The workshop was planned and convened by two scholars committed to engaging non-academic audiences with their research and writing: Prof. Eva-Lynn Jagoe and Prof. Gretchen Bakke.

Eva-Lynn Jagoe is an Associate Professor of Comparative Literature and Spanish at the University of Toronto. She is the author of Take Her, She’s Yours, a forthcoming nonfiction memoir. She teaches courses on critical and creative nonfiction. She has been co-organizer of this workshop, as well as of the Banff Research in Culture.

Gretchen Bakke is a professional editor and writer with extensive experience writing for both academic and non-academic readership. Author of The Grid: The Fraying Wires between Americans and our Energy Future (a 2016 Bill Gates pick) Bakke is currently a Visiting Professor of Anthropology at Humboldt University in Berlin. Both scholars taught this workshop because they have found that there are few places where academic writers can go to learn new prose strategies for humanities and social sciences research. Therefore, building on the success of a similar workshop offered in 2016, they instructed this workshop with a specific audience in mind: research-focused faculty scholars and scholars who have completed a book or dissertation.

Planning
We issued a call for applications late in the year (24 March 2019) because that is when the Mellon funding came through. The deadline for applications was 27 April 2019. Our scholars came from Canada, the U.S., Mexico, and Australia. We accepted 15 workshop participants, 10 of whom were from the University of Toronto. The faculty attendees’ research areas ranged across the humanities with a few faculty also from the social sciences.

Execution
The workshop was intense and action packed. We met for each of the five days from 9:30 AM to 4:00 PM. The only exception was Thursday, when we ended our meeting at 2:00 PM to give attendees enough time to complete an assignment. The instructors split each day into 2 or 3 topics, teaching some together while at other times having one or the other take the lead. The themes covered included: identifying narrative elements and relationships such as topics, themes, scenes, data, commentary, reflection, metaphors, units; understanding the narrator (voice/persona); the situation vs. the story; narrative arc and engine; essay and book structure; style and syntax; the abstract and the concrete; research and imagination; revision process. Each topic included in-class writing exercises, as well as animated discussions. In addition, we had two guests: Scott White, Editor of The Conversation Canada and Chris Bucci, a non-fiction literary agent and co-owner of Cooke McDermid Literary Management Agency in Toronto.
Benefits
The workshop was an astonishing success, as evidenced by the effusive attendee feedback. They were unanimous in their evaluations of the quality of instruction from both instructors, and thought that Eva-Lynn and Gretchen work well as a team. In terms of overall evaluation, one anonymous participant wrote: “I got more excited about writing that I have been in quite a while and it really expanded how I am thinking about the goals I have and the craft I want to develop.” Another enthused “This workshop was the best thing I did all year! [...] Nothing we did was not productive.” A third one wrote that the workshop "exceeded my expectations because I am leaving excited to write and work on this new project." Another evaluator offered: “This workshop is a fine example of JHI’s mandate to ‘enable humanities research to reach outside the university walls and engage with the wider public.’ By supporting 15 scholars in their efforts of public engagement not only do you increase the chances of our individual projects reaching the wider public but also we will be bringing our learning back to our home departments and universities so that we can spread the learning to others. THANK YOU!” Another said, “It was transformative and eye-opening.”

Participants and Projects

Katherine Bullock, UTM Political Science
  Experiencing Islamophobia in Canada: Muslim Stories

Jill Carter, FAS Drama, Theatre & Performance Studies
  Story-ing Indigenous Survivance, Weaving Indigenous Futurity: Spiderwoman Theatre and the Project of Re-worlding

Gretchen Coombs, Design, RMIT University (Australia)
  The Law of the Social: Encounters with Contemporary Artists

Angelica Fenner, FAS German and Cinema Studies
  From the Mimeograph to the Macintosh: Archaeology of an Academic Life

Catherine Grise, English & Cultural Studies, McMaster University
  Modern Lessons from Medieval Mystics: Release, Restore, Reconnect

Matthew Hoffman, UTSC Political Science
  Escaping the Carbon Trap

Amir Khadem, Comparative Literature; JHI Postdoctoral Fellow 2017-2019
  The Yankee in Persia: One American’s Impossible Mission to Save Iran

Ksenya Kiebuzinski, UT-Libraries, Eastern European and Slavic Literature specialist
  A Wolf Story, or Murder in Wilce

Margaret Kohn, UTSC Arts, Culture & Media
  The Saved and the Drowned and Who Owns Public Space?

Seven Logan, UTM Communication, Culture, Information & Technology
  Broken City? Counter-Visions of Infrastructure Repair and Maintenance

Vinh Nguyen, English, University of Waterloo
  Refuge(e)

Ruth Panofsky, English, Ryerson University
  Finding My Father in Mordicai Richler’s Novels

Carol Percy, FAS English
  100 Women in the History of English: Mothers of the Tongue?

Sarah Sharma, UTSC Arts, Culture & Media
  The sExit

Sean Smith, Studio Art, OCAD University
  Nautilus Atlantis: Radio Screenplay and Local Area Network
3.2. Communications Initiatives

3.2.1. JHI Website
The original website, which was launched in 2009, was custom coded in php code and had undergone three phases of additional programming in the years since. It was slow, increasingly insecure, and did not conform with regulatory guidelines for accessibility or viewability on mobile devices. Working in partnership with the Internet Technology Services (ITS) office at the University of Toronto Libraries, where it was hosted, it was decided that it should be replaced with a new site in Drupal 8, which will be the standard technology for content management systems at the University of Toronto. During the summer and fall of 2018, the new site was built and tested, and it launched in January 2019 at https://humanities.utoronto.ca. The interface is similar to the look of the old website, but the administrative backside is more powerful and flexible. The new site permits rapid development of new content types such as event listings, announcements, and exhibitions of art; it searchable, and most importantly, it is secure for the management of confidential funding competition materials. We are grateful for the oversight of this major project by the ITS office, and in particular, for the hard work of Marc Lalonde and Gordon Belray, and for the research of Professor Olivier St.-Cyr’s graduate students in User Experience at the Faculty of Information, who helped to identify trouble spots and to recommend solutions.

3.2.2. JHI Newsletter
The JHI newsletter was launched in September 2017, and grew substantially in the past year from a print into an electronic campaign in MailChimp. It now goes out ten times yearly and has a subscriber base of 546 people, who interact with its content nearly 60% of the time – a very good result. Since May 2019, the newsletter has been compiled and edited by Communications Officer Sonja Johnston. The archive of issues is located at https://humanities.utoronto.ca/newsletter

3.2.3. Social Media
The Institute has worked with several popular social media platforms in the past two years with varying results. The most successful account has been on Twitter (https://twitter.com/JHIevents), which now has nearly a thousand followers, and regularly generates positive interactions. Facebook (https://www.facebook.com/JackmanHumanitiesInstitute/) has proven to be a useful platform for events promotion. Instagram has not turned out to be helpful. In the coming year, we will be concentrating on posting regularly to Twitter.

3.2.4. JHI Blog
The JHI blog is hosted on the JHI website at https://humanities.utoronto.ca/blog, and has been active since October 2017. It was originally conceived as a way for each fellow’s Thursday lunch research presentation to be presented in a capsule format to the public, but because these essays appeared at random intervals and in widely varying formats, it will be undergoing an overhaul in the coming year to generate a more consistent voice for the Institute.

3.3. The Wiegand Memorial Foundation Lecture
In 2018-2019, the JHI assumed fiscal and intellectual responsibility for the Wiegand Memorial Foundation Lecture Series, an annual event previously administered by the Advancement Office of the Faculty of Arts and Science. The purpose of the Lecture is to facilitate the encounter and advance the dialogue between science and the non-rational in the modern world as understood by, but not limited to, intuition, the spiritual dimension in life, poetry, art, literature, music, symbols, belief and faith. The 2018 Lecture was presented by Michael Thaut, Faculty of Music, titled “Neurologic Music Therapy: Defining the foundations of clinical music neuroscience and applications” on 29 October 2018. This event is not tied to the annual theme of the Jackman Humanities Institute, but responds to the humanistic mandate of the Wiegand Foundation.
4. Research Communities

*The Resemblage Project: A Digital Intergenerational Storytelling Initiative*

Andrea Charise leads her team of Scholars-in-Residence at UT-Scarborough, May 2019
4. Research Communities in 2018-2019

Overview
In 2018-2019, all three of the longer-term research communities established in 2015-2016 completed the final year of their initial planning cycles and began the process of consideration of how to continue their activities in the coming years. All three have successfully met and exceeded their original goals. The Jackman Humanities Institute is proud to have had the opportunity to initiate such fertile research endeavours, and will continue to support each of them in ways appropriate to their structures. Please see section 10 Looking Ahead for information about forward planning in each of the following research endeavours.

4.1. Aesthetic Education: A South-North Dialogue

Director Neil ten Kortenaar, UTSC English
Project Manager Melissa Levin, New College African Studies program

Overview
“Aesthetic Education: A South-North Dialogue,” the collaboration between the Jackman Humanities Institute (JHI) at the University of Toronto and the Centre for Humanities Research (CHR) at the University of the Western Cape generously funded by the Andrew W. Mellon Foundation, began in April of 2016. The wager of the collaboration was that the mutual engagement of scholars from the two institutions would open new possibilities for research into aesthetic education, that is, into the ways that artistic endeavours can add to knowledge and that Humanities scholars can learn from artistic endeavours. The second year of the program provided ample proof of how abundantly the wager has paid off in the form of intellectual synergies, high-impact knowledge transfer, and research training.

The project is run in Toronto by the director, Professor Neil ten Kortenaar, and the project coordinator, Melissa Levin, who is responsible for keeping accounts and coordinating activities both in Toronto and in South Africa (in conjunction with the CHR). The project has a steering committee of eleven members at the University of Toronto to which the director reports and which has met three times over the course of
the year. We also report to the CHR and the Advisory Board of the JHI. The collaboration was originally divided into four quadrants, each with distinct participants, with the intention of providing fora for people at the two institutions to discover and develop common research interests. As we had foreseen might happen, the quadrants have changed shape and are now five sectors.

4.1.1. Sector Reports

**Truth and Reconciliation in Canada and South Africa (TRC)**

**Sector Coordinators:** Courtney Jung, FAS Political Science; Cheryl Suzack FAS English; Rinaldo Walcott, OISE Social Justice Education and FAS Women & Gender Studies Institute; Nicki Rousseau and Heidi Grunebaum, University of the Western Cape

The TRC sector has assumed a broader focus on decolonization in Canada and South Africa. Papers from the October 2016 workshop at the Woodland Centre in Six Nations territory were published in a special issue entitled “Truth and Reconciliation Practices in a Comparative Perspective” in the *Canadian Journal of Comparative Literature* 45.4 (2018), edited by Cheryl Suzack and Neil ten Kortenaar. Papers from the February 2018 workshop on Missingness and the Missed were published in *Kronos* 44.1 (2018). The TRC sector held a workshop in Toronto 13-15 May 2019 on the theme of Futurities to complement last year’s workshop on Missingness. This was a writing workshop intended to pair Canadians and South Africans, professors and graduate students.

**Museums and Public History**

**Sector Coordinators:** Cara Krmpotich, Faculty of Information Museum Studies; Silvia Forni, FAS Anthropology and Royal Ontario Museum; Elizabeth Harney, FAS Art History; Ciraj Rassool and Nicky Rousseau, University of the Western Cape

Toronto members continue to meet every month during the school year to share research. In the meetings, a sector member presents research that has been circulated beforehand. Sam Longford, a graduate student from the CHR, presented a talk on his research on November 20. Jessica Cook, a University of Toronto graduate student funded through Aesthetic Education will present her work on 13 May 2019.

**Puppetry**

**Sector Coordinators:** Lawrence Switzky, UTM English & Drama; Veronika Ambros, Slavic Languages & Literatures; and Jane Taylor, University of the Western Cape

Jane Taylor, the Andrew Mellon Chair of Aesthetic Theory and Kinetic Performance at the CHR, visited the University of Toronto 9-16 March 2019, where she delivered two talks and led a roundtable based on her performative presentation, “Pan Troglodyte.” She also participated in a roundtable on future directions in puppetry and object performance with scholars from the University of Toronto, Toronto-based theatre artists, and visiting puppetry experts. During her visit, Jane met with researchers whose interests overlap with her own and who have agreed to take part in the next phase of the project. They included Don McLean (Dean of the Faculty of Music), Brian Cantwell Smith (Reid Hoffman Professor of Artificial Intelligence and the Human), and Marlene Goldman (Professor of English).

**Literature and Decolonization**

**Sector Coordinators:** Neil ten Kortenaar, UTSC English; Uzo Esonwanne, Centre for Comparative Literature; Suzanne Akbari, Centre for Medieval Studies and FAS English; Allanah Birch, University of the Western Cape; Michael Wessells was the coordinator of this sector until his tragic death early this year.

The Literature sector in Toronto hosted a workshop entitled “Humanities Pedagogy: Confronting the Challenge of Colonization” on 12-13 October 2018. The workshop was organized by a team including Lee Maracle from First Nations House and incorporated an indigenous round circle format that deliberately eschewed hierarchy and expertise. There were 60-70 people in attendance, and among the 39 participants were faculty, grad students, and undergrads from all three campuses and from English, History, Classics, Drama, French, Medieval Studies, Anthropology, Philosophy, and Astrophysics. Neil ten Kortenaar, Karina Vernon, and Uzo Esonwanne from Toronto and Mauritits van Bever Donker and Aidan Erasmus from the CHR attended a
workshop on Humanities Pedagogy Confronting Colonization in Utrecht, Netherlands 20-21 February 2019. Other participants came from the Netherlands and from Calcutta. The Literature sector organized a sequel on 12 April 2019 entitled “The University and the Challenge of Indigenous Stories” that featured a circle with panelists who were Indigenous story-tellers and respondents who brought a range of disciplinary perspectives into the conversation.

**Image, Sound, Movement**

**Sector Coordinators**: Kass Banning, Innis College; Patricia Hayes, University of the Western Cape Image, Movement, Sound welcomed Patricia Hayes, the Mellon Chair of Visual History at the CHR, 4-11 November 2018. At one workshop members of the sector presented their research; another was held with members of the Toronto Photography Scholars Project. Professor Hayes herself gave the keynote. Kass Banning from UofT Cinema Studies was in Cape Town in February-March 2019, where she gave a talk, and participated in a day-long roundtable with the CHR members of the sector. She also gave a talk on Isaac Julien at the Zeitz Museum of Contemporary African Art.

**Other Exchanges**

Professor Rinaldo Walcott and graduate student Jessica Cook from the University of Toronto participated in the UWC Winter School “After Technology” in July 2018. Alisson Keith (Director of the JHI) and Neil ten Kortenaar travelled to Cape Town in December to attend the Barrydale Parade and to meet with the CHR.

### 4.1.2. JHI-Mellon Fellows

#### JHI-Mellon Early Career Fellowships

**Jordache A. Ellapen**, UTM Department of Historical Studies and Women & Gender Studies Institute

*Against Afronomativity: Queering Afro-Asian Intimacies and the Aesthetics of Blackness in South Africa*

Affiliated with: Image, Sound, Movement Sector

Jordache travelled to South Africa on a research trip in April and is due to meet with CHR colleagues and lead a seminar at UWC in May 2019. He will participate in the December 2019 workshop.

**Sara Saljoughi**, UTSC Department of English and Cinema Studies Institute

*Burning Visions: The Counter-Cinema of the Iranian New Wave*

Affiliated with: Image, Sound, Movement Sector

Sara will travel to South Africa in December 2019 to participate in the Image, Sound, Movement workshop and will present a seminar at the Centre for Humanities Research.

#### JHI-Mellon Graduate Fellowships

**Jessica Cook**, FAS Anthropology and the collaborative graduate program in Women & Gender Studies

*Indigenous Visual Sovereignty and the Representation of Indigenous Culture in Visual Art and Museums*

Affiliated with: TRC sector

Jessica travelled to South Africa in July 2018, where she participated in the Winter School, conducted research at the District Six Museum and the Museum of Contemporary African Art.

**Julia Galmiche**, FAS Department of French

*The Book as an Object in the novels of Alain Mabanckou and Patrick Chamoiseau*

Affiliated with: Literature and Decolonization Sector

Julia was in South Africa 14-30 October 2018, and she attended weekly workshops at the CHR and met with literature and anthropology scholars.

**Alison MacAulay**, FAS Department of History

*Cinematic Representation of the Genocide in Rwanda*

Affiliated with: TRC Sector

Alison will present her research on the cinematic depiction of the Rwandan genocide at the May 2019 workshop of the TRC sector
Christina Turner, FAS Department of English
Affiliated with: TRC and Literature Sectors
Christina has participated in the sector meetings of the TRC and in the workshop on Literature Confronting Colonization. She plans to travel to Cape Town in May 2019.

**DOCCTAH Graduate Fellowships (in Toronto during October and November 2018)**

Phokeng Tshepo Setai, UWC Department of History
*Contemporary Art in the Global South: postcolonial uprising or decolonial disruption?*
Mentored by Prof. Rubén Gatzambide-Fernandez (Faculty of Education)

Lee Walters, UWC Department of History
*Democratising South African Arts Institutions: An Auto-Ethnographic Analysis of Three South African Arts Networks*
Mentored by Rinaldo Walcott (Women and Gender Studies)

Sam Longford, UWC Department of History
*The Un/timely Death(s) of Chris Hani: Discipline, Spectrality, and the haunting possibility of return*
Mentored by Eric Cazdyn (Comparative Literature)
Sam presented a talk on his research at the Museums sector during his visit to Toronto.

4.2. Digital Humanities Network (DHN)

**Co-Directors**
Alexandra Gillespie, UTM English and Drama
Elspeth Brown, UTM Historical Studies

**DHN Program Manager**
Elizabeth Parke (1 January-30 May 2019)

**DHN Postdoctoral Fellow**
Chris Young (until 31 December 2018)

**Research Assistant**
Shankari Mano

**Overview**
The DHN was designed to meet closely-related structural needs: there was a significant gap in the University of Toronto’s interdisciplinary and collaborative research structure for technologically-based humanities research. DH research includes a wide range of questions and methods, but it foregrounds collaborative, team-based projects that approach humanities topics through digital activity, from archiving, curation, analysis, coding, editing, visualization, mapping, modelling, versioning, and prototyping. DH has become a key area of growth and a source of major, new research funding opportunities for universities worldwide. The Digital Humanities Network now has over 200 faculty and librarian members and another 100 staff and research student members, from all humanities and interpretive social science departments, most divisions—including Music, Law, and the Rotman School of Management—and all three campuses of the University of Toronto.

**Steering Committee**
Alexandra Bolintineanu, Medieval Studies/Coordinator, Digital Humanities program, Woodsworth College
Brian Cantwell Smith, Reid Hoffman Professor of Artificial Intelligence and the Humanities
Andrea Charise, JHI-UTSC Digital Humanities Fellow in English
Tara Goldstein, Curriculum, Teaching and Learning Studies
Alison Keith, Classics and Director, JHI
Sherry Lee, Music
Sian Meikle, Director, Library Information Technology Services
David Neiborg, Media Studies
Achievements in 2018-2019
In addition to regular annual programming, two major accomplishments in the past year were the DHN’s key role in establishing and supporting a new DH Minor at Woodsworth College in the Faculty of Arts and Sciences; and its successfully advocacy for the appointment of a Senior Research Associate and establishment of a 500 NASM Co-Working Space for digital and collaborative humanities and social science research at University of Toronto Mississauga. Both endeavors are now fully underway and will have profound effects on the culture of research and teaching for digital humanities at the University of Toronto as a whole. The annual DHN lecture, by Safiya Umoja Noble, explored the built-in biases of search engines like Google. The event drew an enormous crowd—well beyond expectations—many of whom had never attended a JHI event before.

Events
Annual conference of DH researchers at the University of Toronto (29 August 2018 at UTSC) Attendance 85
Interdisciplinary monthly lightning lunches. Total attendance: 100
  26 September 2018 “Games and Play”
  30 October 2018 “Artificial Intelligence and Performance”
  21 November 2018 “Social Justice and Digitality”
  29 January 2019 “Digital Pedagogy”
  26 February 2019 “App Studies”
Annual DHN lecture
Collaborative event (with Aesthetic Education: A South-North Dialogue)
  12 March 2019. “Artificial Intelligence Between the Arts and Sciences: A Conversation with Jane Taylor (Andrew W. Mellon Chair of Aesthetic Theory and Material Performance, University of the Western Cape). Attendance 45
DH Summer Institute: the DHN provided funding for five graduate students at the University of Toronto for registration and affiliation to the annual DH Summer Institutes

Total attendance at DHN events: 290

Co-working space and equipment for DH researchers in the Jackman Humanities Building
The DHN has overhauled the usage of the JHI’s Digital Humanities Lab in Room 222 at 170 St. George Street. It now provides centralized meeting and working space for four DH-related projects, which were selected by application from a competition held in late 2018: David Nieborg’s (Arts, Culture and Media, UTSC) App Studies Initiative, Jasmine Rault’s (ICCIT, UTM) Cabaret Commons project, T.L. Cowan’s (Arts, Culture and Media, UTSC) Digital Research Ethics Collaboratory, and Alexandra Gillespie’s (English & Drama, UTM) Old Books New Science project.

Fellowships
The DHN was deeply involved in establishing and administering an overhaul of the JHI-UTSC Digital Scholars Fellowship. This resulted in the selection of Kenzie Burchell and a revision for the scheduled development for this fellowship. (See 5.2. for Andrea Charise’s final report on her inaugural fellowship as the first JHI-UTSC Digital Scholar, and section 10.5.2. for Kenzie Burchell’s announcement and project description.)

For the first time in 2018-2019, the DHN Postdoctoral Fellow was included as a full member in the JHI’s Circle of Fellows, which meant that Chris Young held an office on the 10th floor of the Jackman Humanities Building and participated in the Thursday lunches and other activities. (See section 6.6. for his report.) The DHN Postdoctoral Fellow is also a Council of Library and Information Resources (CLIR) Postdoctoral Fellow, which means that they receive a week-long intensive training at the beginning of their
fellowship and participate in monthly teleconferences with an international circle of CLIR fellows. Their work is both administrative and academic: they provide consultation and brokering services for faculty seeking support for DH projects from divisional IT teams, UTL, SciNet, and the Office of the Vice-President, Research and Innovation, and with the Director, consultation for University of Toronto administration on DH research infrastructure and opportunities.

Communications
The DHN issues a weekly newsletter that includes events, job opportunities, and announcements of interest to DH researchers; there are just over 300 active subscribers. The DHN also runs a slack channel, and a website (http://dhn.utoronto.ca) which was substantially overhauled in 2018-2019.

4.3. Jackman Scholars-in-Residence

Jackman Scholars-in-Residence (SiR), an immersive 4-week research residency in humanities and interpretive social science research, ran for the fourth time on 6-31 May 2019. SiR 2019 successfully added a 25-student UTSC-based residency to our existing groups at St George (50 students) and UTM (25 students). Student researchers worked in 5-person teams on faculty-led research projects. In addition to 20-hours per week of research work, students participated in multidisciplinary workshops on research methodologies and protocol, attended sessions on academic professionalization and career development, and enjoyed community building and cultural excursions.

Students in Ira Wells’s research group study the Normal Jewison Archives at Victoria College.
Photo credit: Horst Herget Photography, 2019.
**University of Toronto – St. George campus projects**

<table>
<thead>
<tr>
<th>Christy Anderson, FAS Art History</th>
<th>Hakob Barseghyan, FAS History &amp; Philosophy of Science &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Maritime Spaces in the Early Modern North Atlantic</em></td>
<td><em>Visualizing Worldviews: Diagrams for Belief Systems</em></td>
</tr>
<tr>
<td>Jasmine Canaviri-Laymon</td>
<td>Julia DaSilva</td>
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<td>Zina Fraser</td>
<td>Kye Palider</td>
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<td>Georgia Laidlaw</td>
<td>Jessica Rapson</td>
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<td>Jacobo Matta</td>
<td>Yifang Zhang</td>
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<td>Iona Whatford</td>
<td>Amna Zulfiqar</td>
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<tr>
<th>Heidi Bohaker, FAS History</th>
<th>Simone Casini, UTM Language Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Widening the Circle: Building a Community</em></td>
<td><em>Sociolinguistics on the Road: The Italian Linguistics</em></td>
</tr>
<tr>
<td><em>Knowledge-Sharing Digital Platform from Great Lakes</em></td>
<td><em>Landscape in Toronto</em></td>
</tr>
</tbody>
</table>
| *Indigenous Cultural Heritage Research Data* |>*</p>  
| Aishah Cader                      | Isabel Bonacci                                                       |
| Cliona Duah                       | Olivia Didone                                                        |
| Adam El-Masri                     | Jennifer Antonio Tatiana Fimognari                                   |
| Joel Fisher                       | Michelle Galați                                                     |
| John Stewart                      | Hannah Green                                                         |

<table>
<thead>
<tr>
<th>Angela Esterhammer, FAS English</th>
<th>Cillian O'Hogan, FAS Medieval Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Works of John Galt—Archives to Edition</em></td>
<td><em>How Scrolls Became Books</em></td>
</tr>
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<td>Kaylee Baxter</td>
<td>Kathryn Gillett</td>
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<td>Ronan Mallovy</td>
<td>Emily Hayes</td>
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<td>Sana Mohtadi</td>
<td>River Hobel</td>
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<td>Jovan Pajovic</td>
<td>Erika Sakaguchi</td>
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<td>Meg Zhang</td>
<td>Crystal Wu</td>
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<tr>
<th>Andreas Motsch, FAS French and Comparative Literature</th>
<th>Timothy Sayle, FAS History</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Inventing the Iroquois: The New France Roots of Modern Ethnography</em></td>
<td><em>Unlocking the Nuclear Vault</em></td>
</tr>
<tr>
<td>Isidora Ateljevic</td>
<td>Mark Bowen</td>
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<td>Marco Istasy</td>
<td>David de Paiva</td>
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<td>Ksenia Metelev</td>
<td>Patrick Fraser</td>
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<td>Agha Saadaf</td>
<td>Victoria Vale</td>
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<td>Isaura Vorstman</td>
<td>Kat Yampolsky</td>
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<tr>
<th>Ira Wells, FAS English</th>
<th>Sherry Yu, UTSC Arts, Culture &amp; Media</th>
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<tbody>
<tr>
<td><em>How Hollywood Works: Inside the Norman Jewison Special Collection</em></td>
<td><em>CBC's Kim's Convenience: Continuities and Changes in the Representation of the Other in Canadian Media</em></td>
</tr>
<tr>
<td>Ryan Akler-Bishop</td>
<td>Annika Forman</td>
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<td>Ron Ma</td>
<td>Jennifer Han</td>
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<td>Kasia Peruzzi</td>
<td>Jasmine Mahoro</td>
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<tr>
<td>Beck Siegal</td>
<td>Michelle Seohyun Kim</td>
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<td>Eddy Wang</td>
<td>Aloysius Wong</td>
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**2019 UTSC Expansion**

Building on a successful 75-student residency held in May 2018, this year’s program added a 25-student cohort at UTSC. SiR participants on that campus (including 11 UTSC students, 5 Victoria, 3 University College, 2 UTM, 2 St Michael’s, 1 New College, and 1 Woodsworth) worked in their 5-member interdisciplinary research teams at UTSC. All 25 scholars lived together in Joan Foley Hall and shared breakfasts and dinners in the Humanities Building Marketplace. While UTSC, UTM, and St George programming ran concurrently, all 100 scholars assembled for weekly research roundtable discussions at the Jackman Humanities Building.
<table>
<thead>
<tr>
<th>UT-Scarborough Projects</th>
<th>UT-Mississauga Projects</th>
</tr>
</thead>
</table>
| Andrea Charise, UTSC English  
*The Resemblage Project: A Digital Intergenerational Storytelling Initiative*  
Larissa Lac  
Iqra Mahmood  
Deborah Ocholi  
Mia Sanders  
Xiaoli Yang | Barend Beekhuizen, UTM Language Studies  
*Weird Adjectives: Comparing Adjectives Expressing 'Strangeness' Across Languages*  
Hinako Fujiiwara  
Megan Lee  
Miina Juliet Grace Miinalainen  
Anujin Munkhbat  
Lawrence Ora |
| Sébastien Drouin, UTSC French & Linguistics  
*Social and Intellectual Networks in Early 18th-century Europe*  
Atakan Bakiskan  
Sarah Samuel Berton  
Aneesah Siddiqi  
Juan Villarreal  
Joselyn Wong | Ellen Berrey, UTM Sociology  
*When a Conspiracy Theory Comes to Town*  
Kristen Bass  
Matthew Halsall  
Ariel Minott  
Jaishree Nayyar  
Henry Rhyu |
| Alen Hadzovic, UTSC Physical Sciences  
*The Art and Science of Museum Objects*  
Ranee Avel  
Jasana Alleyne  
Liam Bryant  
Nour Hanafi  
Kaitlin Kirk | Derek Denis, UTM Language Studies  
*Exploring Social Meanings Around Multicultural Toronto English*  
Chantel Campbell  
Eloisa Cervantes  
Jeanne Francis Nicole Dingle  
Keturah Mainye  
Michelle Sun |
| Yoonjung Kang, UTSC French & Linguistics  
*Sound Symbolism in Personal Names*  
Gajathree Ananthathurai  
Laurestine Bradford  
Araz Derohan  
Siobhan Galeazzi-Stirling  
Khadija Jagani | Anna Korteweg, UTM Sociology  
*Gender, Race, and the Image of the Muslim Woman Terrorist in the Media and Government Policy*  
Fadi Amer  
Shadh Fulath Khan  
Anam Rashid  
Marloes Streppel  
Sanna Wani |
| Erin Webster, UTSC Arts, Culture, Media  
*Seeing Potential: Asking / Investigating / Exhibiting the Malcove Collection*  
Le Anh Chau Tran  
Yuan Gao  
Lobna Mahdi  
Colin Stewart  
Rashana Youtzy | Terry Robinson, UTM English & Drama  
*Editing Richard Brinsley Sheridan’s The School for Scandal*  
Jamie Bardocz  
Alyssa DiBattista  
Antonia Faciponte  
Farheen Khan  
Sabrina Weinstein |

**SiR: The Student Experience**

As with previous years, SiR was open to all year 2+ undergraduates registered in the Faculty of Arts & Science, UTM, UTSC, Faculty of Music, and the John H. Daniels Faculty of Architecture and Design. SiR received 996 applications, including 146 from UTM (up from 60 in 2018) and 161 from UTSC (up from 53 in 2018). Among the St George Colleges, 48 came from Innis, 54 from New College, 100 from SMC, 87 from Trinity, 121 from UC, 161 from Victoria, and 100 from Woodsworth. The final selection of 100 students (plus 20 reserve-listed students) was carried out by project supervisors in conjunction with the SiR Advisory Committee. Selection criteria included academic achievement, commitment to the research project, and suitability for team-based research as shown by the application material, references, and interviews (at supervisor’s discretion). Selected
students came from a broad range of disciplinary backgrounds, including Anthropology, Art History, Cinema Studies, Classics, Computer Science, Criminology, Economics, English, Equity Studies, French, History, International Relations, Italian, Linguistics, Math, Microbiology and Immunology, Molecular Genetics, Neuroscience, Peace, Conflict & Justice, Philosophy, Physics, Psychology, Rotman Commerce, Spanish, Urban Studies, and Women & Gender Studies, among others. Post-Residency evaluation results (58 participants reporting as of June 5th) reveal that students had an extremely positive experience in SiR:

- 97% of participants reported that their overall experience was “Excellent” (39 students) or “Very Good” (18 students). One student reported having a “Good” experience; no students indicated “Fair” or “Poor.”
- 97.4% of participants indicated that living in residence was a valuable part of the experience.

Students reported significant gains in familiarity across a wide variety of key indicators pertinent to humanities and social science research (see figs 2 and 3).
In their written feedback, student participants emphasized the transformative impact of Scholars-in-Residence:

- “The Scholars-in-Residence program has impacted my life in many meaningful ways that I will continue to value for the rest of my life. I have been able to discover my true passions and interests that lie beyond what my traditional school experience has ever exposed to me by allowing me to think more critically, question traditional views, and explore new perspectives. I…only wish it had lasted longer.”
- “Having the opportunity to interact with each other while participating in research was mentally and socially stimulating. The whole experience made me feel a closer connection to the U of T… I can’t stress enough how much opportunities like this foster a sense of inclusion at the U of T.”
- “The entire experience was truly life changing, it will be remembered as one of the most rewarding periods of my entire undergraduate degree.”
- “This experience was invaluable and has taught me more about myself as a student and myself as a scholar than other ways of schooling has. I sincerely hope this program continues as every student can benefit from it.”

Two further facets of the experience stood out as particularly valuable for students. First, many students remarked that Scholars-in-Residence provided them with a unique opportunity to engage in a learning experience at a different University of Toronto campus: 38 Scholars-in-Residence lived and worked on a project based outside of their home campus. Students appreciated that SiR is a locus of tri-campus exchange. Second, students emphasized that SiR’s combination of formal and informal social opportunities (interdisciplinary exchange in workshop settings, shared discussion over meals, and so on) constitute a unique part of the SiR formula; as with previous years, students particularly enjoyed the opportunity to socialize with others outside their home disciplines. Project location did not have a significant impact on student experience.

The Supervisory Experience
SiR’s 20 project supervisors entered the program with projects in various stages of development: while some faculty involved students in foundational or exploratory phases of new projects, others incorporated students into existing research groups. Supervisors benefitted from an existing knowledge base on organizing undergraduate research teams produced by prior SiR Supervisors. In all cases, SiR Supervisors had a productive four weeks with their scholars; many supervisors indicated in their final reports that students had exceeded their expectations. Further insights from participating faculty include:

- Seventeen SiR Supervisors reported that they intend to continue working with 49 scholars after the completion of the residency. Scholars-in-Residence leads directly to further undergraduate research opportunities for nearly half of student participants.
- Faculty made significant gains on their research projects. Specific research outcomes included: draft manuscripts for new conference papers, journal articles, and one monograph; several new research databases; quantitative and qualitative analyses of sociological data; several new exhibit-style websites including resources for knowledge mobilization; reports to support a community-based Indigenous research network; original transcriptions from primary sources in the Archives of Ontario and other special collections; a new corpus study of names in understudied languages; material analyses and technical reports for museum curatorial files; and reports, precis, and background information for new scholarly monographs and editions.

- Supervisors used JHI research funds to hire graduate students to manage projects and assist and train undergraduate researchers; supplement and enrich student experience through visits to museums, archives, theatrical performances (and, in one case, a camping excursion in conjunction with a site visit); enable visits from experts and international colleagues and collaborators; cover digital licensing expenses (WeVideo, NVivo); pay for image rights; and for occasional meals and snacks for research teams. Almost all supervisors reserved a significant portion of JHI research funds to hire undergraduate RAs during the summer after SiR, and beyond.

- All 20 faculty participants indicated a willingness to participate in SiR again in the future. Many emphasized in their final reports the importance of continued funding to support research activities and group expenses.

Student Demographics – Comparative Data

Figure 4

Figure 5

Figure 6
5.

UT-MISSISSAUGA
AND
UT-SCARBOROUGH
5.1. JHI-UTM Annual Seminar
Culture and Critique in South Asia

Lead
Ajay Rao, Director, UTM Centre for South Asian Civilizations

Faculty
Zaheer Baber, UTM Sociology
Kanishka Goonewardena, FAS Geography & Planning
Luther Obrock, UTM Historical Studies
Kristin Plys, UTM Sociology
Karen Ruffle, UTM Historical Studies
Bart Scott, UTM Historical Studies

Support Staff
Usman Hamid, UTM Centre for South Asian Civilizations
Duncan Hill, UTM Historical Studies
Shabina Moheebulla, UTM Historical Studies

Overview
The 2018-2019 University of Toronto Mississauga/Jackman Humanities Institute Annual Seminar on “Culture and Critique in South Asia” brought together faculty, graduate and undergraduate students, and community members for a series of events, all of which were held at the University of Toronto Mississauga campus. The program had two broad commitments: to humanism and to critical practice. To think about the humanities broadly means to ask: what does it mean to be human? Such a broad question demands that we think beyond disciplinary boxes and strive toward a more capacious understanding of South Asia, its past, and its present. The Annual Seminar fostered new conversations about Sanskrit and Persianate literary cultures, the lived experiences of South Asian Muslims, and the rise of religious nationalism in South Asia.

Events
1. 17 September 2018. Attendance 80
   Director’s screening, Anand Patwardhan’s Reason: India’s slide away from the complex tumult of a secular democracy towards hardening divisions of power, caste, and religious belief.
2. 20 September 2018. Attendance 15
   “The ‘Spirit of the Sepoy host’: 1857, Reverse Contagion, and British Critics of Empire”, lecture by Priyamvada Gopal, Reader in Anglophone and Related Literature, University of Cambridge.
3. 25 September, 2018. Attendance 20
   Mughal-e-Azam film screening.
4. 30 September 2018. Attendance 100
5. 4-5 October. Attendance 20
   The Many Lives of Aurangzeb: Workshop with Muzaffar Alam, University of Chicago; Abhishek Kaicker, UC-Berkeley; Deepti Khera, NYU; and Samira Sheikh, Vanderbilt University.
6. 16 October 2018. Attendance 20
   The Chess Makers film screening.
7. 6 November 2018. Attendance 20
   Nikaah film screening.
8. 12 November 2018. Attendance 105
   “The Poetry of Amazement” lecture by Vikram Chandra, Author.
9. 4 February 2019. Attendance 110
“Writing Punjabi Literary History” JHI distinguished lecture by Farina Mir, Associate Professor of History, University of Michigan.

10. 4 February 2019. Attendance 15
“Everyday Ethics in Colonial India: Akhlaq literature, Urdu print culture, and the Diversity of Muslim Thought”, (master class) and “Writing Punjabi Literary History” (lecture) by Farina Mir, Associate Professor of History, University of Michigan.

11. 15 February 2019. Attendance 25

12. 15 February 2019. Attendance 140
Qawwali Sufi musical performance (co-organized by Pakistani Students Association)

13. 12 March 2019. Attendance 12
“The Kaphinabhyudaya in its Historical Context” lecture by Yuko Yokochi, Professor of Sanskrit Literature, Kyoto University.

14. 1 April 2019. Attendance 35
“Radicalism, Gender, and Sexuality in India” lecture by Ania Loomba, Professor of English, University of Pennsylvania.

TOTAL Attendance 717

Benefits
The primary objective of this seminar was to build momentum for a planned graduate program at UTM in South Asian Critical Humanities. We envision this graduate program as an interdisciplinary and rigorous engagement with the languages, cultures, religions, and histories of South Asia. The eventual establishment of a South Asia graduate program at UTM will also have a transformative impact on undergraduate student experience, as undergraduates benefit from a rigorous, research-oriented learning environment. The Annual Seminar linked together core aspects of this planned graduate program, including study of classical and vernacular literary and performance traditions, training in South Asian languages, and politically-informed explorations of South Asian history, culture, and society.

The Annual Seminar also helped foster community partnerships at UTM with a number of South Asian cultural organizations, including the Progressive Writers Association Canada, the Committee for Progressive Pakistani Canadians, India Civil Watch, and Jamhoor.

About this program
In 2017-2018 the Jackman Humanities Institute initiated a new continuing program that will support an annual research seminar at UT Mississauga. The JHI-UTM Annual Seminar will be on a different topic in the humanities each year, and will be structured to allow for seminar meetings of participants (as a working group would function) and public events (as a Program for the Arts grant would function). The Annual Seminar is selected by the UTM Dean and approved by the JHI Director. The intention of the program is to develop topical research nodes at UTM that will go on to apply for larger external grants.
5.2. JHI-UTSC Digital Scholars Fellowship
Andrea Charise, UTSC English and Interdisciplinary Centre for Health and Society

Year One
The first twelve months of the JHI-UTSC Digital Scholars Fellowship were a superb catalyst for developing exciting new methodological, theoretical, and pedagogical approaches to my age studies research. Highlights included: hiring a graduate research assistant to assist with one new undergrad course development, HLTD50 – “Toronto’s Stories of Health and Illness,” Winter 2018 – and one redesign, HLTD51 – “Aging and the Arts,” Fall 2018; single- and co-authored conference presentations for major Canadian DH organizations (CSDH/Congress, DHSI Conference); a peer-reviewed article under review and another invited; attendance at DHSI 2018 for two week-long courses that support my project goals, and the opportunity to fund my graduate RA’s attendance as well; my invited participation in “Ageing Companions,” a transdisciplinary symposium in Brussels, Belgium, on the intersection of aging bodies and aging technologies in June 2018; an accepted invitation to keynote a joint conference at the University of Regina and University of Saskatchewan in October 2018 (current title: “Making Age Studies Matter in a Digital Age”); my successful proposal and chairing of a roundtable on “Health Humanities and Digital Life” at the MLA Conference in January 2019; and the ongoing, meaningful development of community partnerships with seniors’ groups in Toronto and Scarborough that will be the basis of my research project’s data collection stage this Fall 2018-Winter/Spring 2019.

Year Two
The second year of the fellowship enabled the realization of aspects of the project that were begun in Year 1, but also the emergence of some exciting, serendipitous additional outcomes. As a result of integrating digital methods into my teaching, I received an Experiential Education Grant, “Digital Storytelling for Health,” UTSC Office of the Vice-Principal Academic & Dean ($10000), and curated a digital storytelling installation at Gallery1265, which incorporated the first batch of completed digital stories included in The Resemblage Project. The Resemblage Project itself, a collections-and-exhibits style online resource was launched in early June 2019; this work further enabled me to speed this process along by my involvement with another JHI program, the Scholars-in-Residence, which allowed me to hire five undergrad research assistance to complete the near-final phase of this initial launch. Out of this work, together with my graduate and undergraduate research assistants, we will be submitting a research article on the state of intergenerational storytelling research to The Gerontologist (end of July submission expected).

As a result of launching of the pilot outcomes of The Resemblage Project, the upcoming year will see me apply for a Government of Ontario Early Researcher Award, “Engaging the Digital Arts to Enhance Intergenerational Knowledge and Older Age Care Practices” ($150,000), for Fall 2019 submission, to further develop this proof-of-concept research that has been enabled by the JHI-UTSC Digital Scholars Fellowship. Finally, while not directly the result of this fellowship, in June 2019 I learned that I was selected to receive a Teaching Award – Assistant Professor category from the Centre for Teaching and Learning, University of Toronto Scarborough (UTSC). I have no doubt that the digital strategies and methods that are now part of my research and teaching were a significant factor in this wonderful news, which has the further benefit of coming just in time for my tenure submission this August.

Reflections
Most of my reflections on this experience, which has been utterly transformative in terms of my research skills development and trajectory, can be found here: “A fellowship that trained me to become a digital humanities scholar” (https://humanities.utoronto.ca/announcements/fellowship-trained-me-become-digital-humanities-scholar). But I’ll repeat some highlights that I’d like to emphasize.
One of the best things about the fellowship, and what makes it unique, is the skills development. Most fellowships are focused on the research outputs. Although these are important, I was very much encouraged to, not only develop my own skills in digital humanities, but those of my whole research team. I know I can write lots of articles, but exposure to the digital humanities made me question how my skills as a researcher could be put through a creative prism. How can I create and generate knowledge in a way that is artful and aesthetic? That speaks to societal issues in a way that is very meaningful, not just to me and a small group of scholars who are interested in the same things as me, but a much more general and diverse public than I was ever trained to communicate with? Completing this fellowship has given me the space, time, resources and skills development to explore and experiment with this.

Through the fellowship funding I’ve been able to create a digital platform to make these stories accessible. That collections-and-exhibits website first launched in May 2019. My research team and I will continue to build that up over the coming months to include multi-generational stories and other resources. Without the funding and time enabled by the fellowship, this would never have come to fruition. It would have remained a ‘nice idea’ but not brought into reality. My experience with this fellowship has completely transformed my own research trajectory and, importantly, my sense of what a research fellowship can permit in terms of exploring new approaches to familiar research questions.

In summary: my profound thanks to the JHI for this wonderful opportunity. I would be glad to elaborate on these remarks for any purpose in the future, or to assist with the promotion of this worthy and impactful fellowship.

Summary of related outputs and outcomes

1) Articles:
**Accepted.** “The Manual of Disaster: Creativity, Preparedness, and Writing the Emergency Room.” With Stefan Krecsy [†graduate student] [article]. Accepted April 2019, University of Toronto Quarterly (~25 pp).


2) Creative Professional Activity
Director and curator of The Resemblage Project: Remixing Scarborough’s Stories of Aging. Online collections-and-exhibits style intergenerational digital storytelling resource. Launched June 1, 2019, at resemblageproject.ca.

3) New Digital Media

“Fire Fallow.” [Original digital media poem, 3.08 mins; writer, editor, director].

**Screenings:**

“Pleaching.” [Original digital media poem, 1.55 mins; writer, editor, director].

**Screenings:**
3. As of June 2019, permanently featured on “The Resemblage Project: Remixing Scarborough’s Stories of Aging” storybank. See resemblageproject.ca.

4. Installations, Exhibits, and Curations

5. Conference Papers and activity
   1. “‘Spinning out their noisy dying / everywhere’: Rhyme, Resonance, and the Sonic Life of Aging.” Joint International Conference of the North American & European Networks in Aging Studies. Trent University, May 29-31. 2019
   - Selected for inclusion in 2019 MLA Convention Presidential Theme, “Textual Translations”

6. Keynote and invited lectures
   1. Keynote. Resonant Life: Age Studies and the Generation of Literary Futures.” Literary Eclectic: Graduate Research Conference, University of Regina and the University of Saskatchewan, Regina SK, October 19. 2018

7. Relevant supervisions (undergraduate)
   Mia Sanders, Jackman Humanities Scholars-in-Residence Program. Selected for intensive month-long research position for “The Resemblage Project: A Digital Intergenerational
Storytelling Initiative.” UTSC/St George, May 2019.

8. Relevant Press and interviews
Interview with Leah Sandals for the article “Reframing Aging Through the Arts.” Culture Days, May 22. https://culturedays.ca/blog/reframing-aging-through-the-arts

About this fellowship
The JHI-UTSC Digital Scholars Fellowship was designed to support one early career faculty researcher for 18 months in order to create the conditions necessary to develop skills in Digital Humanities scholarship, and to transfer the results of that research into the classroom and the public. Andrea Charise was the first to hold this fellowship.
6.

Fellows

Briggida Bell
Study of Religion

Talisa Beveridge
English, History & Criminology

Katherine Bruce-Lockhart
History

Deanna del Vecchio
Social Justice Education

Grace Egan
Peace, Conflict & Justice Studies

Bradley Halst
Study of Religion

Michela Ippolito
Linguistics

Amir Khadam
Study of Religion

Jennifer Nagel
Philosophy

Rebecca Kingston
Political Science

Nilang Patel
English

Maggie Reid
Communications & Culture

David Rekaby
Artist in Residence

Nolan Sprangers
Faculty of Music & Study of Religion

Mira Subotnicky
Near & Middle Eastern Civilization

Danielle Taschner-Mamers
Media Studies

Karlo Wang
Arts, Culture & Media

Mason Yorkland
Philosophy

Chris Young
Faculty of Information

Carol Zheng
English, Political Science
6. Fellows of the Jackman Humanities Institute, 2018-2019

6.1. The Circle of Fellows in 2018-2019

Overview
The Jackman Humanities Institute hosted a vibrant group of 22 researchers in 2018-2019. Their work branched and criss-crossed through faces, reading and minds, covering a wide set of intellectual territories including physiognomy and mirrors for princes; artificial intelligence; prophesy; spying; ways of knowing, understanding, and communicating; and reading land, race, photography, animation, opera, early Chinese characters, and literary genres. The year included a trip to the Thomas Fisher Library of Rare Books, a tour of the Art Museum exhibition “I Continue to Shape, and a fellows’ writing group. The whirl of events generated by the visits of Philippe Schlenker, and Alex Wilson also brought new ways to approach each project. The year was a fast-moving, freewheeling exploration of serendipitous connections across many disciplinary perspectives that produced a lot of new directions for our fellows. The presence of Artist in Residence David Rokeby, Digital Humanities Fellow Chris Young, and Journalism Fellow Maggie Reid increased the sense of connection with a larger world of ideas.

Fellows have offices (or in the case of the undergraduate fellows, carrels) in a shared enclave. They attend a weekly lunch to hear one of their members or an invited guest discuss their work; they organize events for the group such as visits, reading group meetings, and even informal parties; and they talk and exchange ideas with each other. By sharing their projects and the contours of their disciplines they find new ways to conceptualize their work, discover resources, and cause each other to think beyond disciplinary assumptions to the wider goal of how their project addresses the humanities as a whole.

There are now seven kinds of fellows who share this Circle of Fellowship; this year we added new fellowships for an Artist in Residence, and for postdoctoral fellows doing journalism and digital humanities research.

We are also pleased to report on the follow-up activities of our alumni fellows, who continue to achieve impressive successes.

a) Distinguished Visiting Indigenous Fellow
   Alex Wilson, Education, University of Saskatchewan

b) Distinguished Visiting Fellow
   Philippe Schlenker, CNRS/New York University

c) Artist in Residence
   David Rokeby

d) Faculty Research Fellows
   Michela Ippolito, Linguistics
   Rebecca Kingston, Political Science
   Jennifer Nagel, Philosophy
   Maria Subtelny, Near & Middle Eastern Civilisations

e) Postdoctoral Fellows
   Katherine Bruce-Lockhart, History
   Mark Anthony Geraghty, Anthropology
   Amir Khadem, Comparative Literature
   Maggie Reid, Journalism
   Danielle Taschereau Mammers, Media Studies
   Chris Young, Digital Humanities

f) Doctoral Fellows
   Brigidda Bell, Study of Religion
   Deanna del Vecchio, Social Justice Education
   Bradley Hald, Classics
   Mason Westfall, Philosophy

g) Undergraduate Fellows
   Talise Beveridge, English/History/Criminology
   Grace Egan, Peace, Conflict & Justice Studies
   Nisarg Patel, English
   Nolan Sprangers, Music/Religion
   Karen Wang, Arts, Culture, Media
   Corals Zheng, English/Political Science

All photographs of the Circle of Fellows (with the exceptions of Philippe Schlenker and Alex Wilson) were taken by Diana Tyszko, Faculty of Arts & Science Communications Office, in Fall 2018.
6.2. **Distinguished Visiting Indigenous Faculty Fellow**
**Alex Wilson, Education, University of Saskatchewan**

**Reading the Land**

Dr. Alex Wilson is Neyonawak Inniniwak from the Opaskwayak Cree Nation. She is a professor with the Department of Educational Foundations and the Academic Director of the Aboriginal Education Research Centre at the University of Saskatchewan.

Dr. Wilson’s scholarship has greatly contributed to building and sharing knowledge about two spirit identity, history and teachings, Indigenous research methodologies, and the prevention of violence in the lives of Indigenous peoples. Her current projects include two spirit and Indigenous Feminisms research: Two-Spirit identity development and “Coming In” theory that impact pedagogy and educational policy; studies on two spirit people and homelessness; and an International study on Indigenous land-based education. She is one of many organizers with the Idle No More movement, integrating radical education movement work with grassroots interventions that prevent the destruction of land and water. She is particularly focused on educating about and protecting the Saskatchewan River Delta and supporting community-based food sovereignty efforts. Having co-developed an M.Ed. program in Land-Based Education at the University of Saskatchewan, Dr. Wilson is now in the process of creating an international Indigenous Land–based Ph.D. program.

6.3. **Distinguished Visiting Fellow**
**Philippe Schlenker, Institute Jean Nicod, CNRS and New York University**

**Meaning in Sign, in Speech, and in Gestures**

29 October-2 November 2018

Philippe Schlenker is a Senior Researcher at CNRS (Institut Jean-Nicod, Paris) and a Global Distinguished Professor at New York University. He was educated at École Normale Supérieure (Paris), and obtained a Ph.D. in Linguistics from MIT, and a Ph.D. in Philosophy from EHESS (Paris). He has taught at École Normale Supérieure, Paris, at the University of Southern California, at UCLA, and, since 2008, at NYU.

Philippe Schlenker's research has primarily been devoted to the formal analysis of meaning in spoken language, in sign language, in gestures, in animal communication, in music, and in logic. His early interests included semantics, pragmatics, the philosophy of language and philosophical logic. He has conducted research on indexicals and indirect discourse, intensional semantics, anaphora, presuppositions, as well as semantic paradoxes. In recent work, he has advocated a program of 'super semantics' that seeks to expand the traditional frontiers of the field. He has investigated the semantics of sign languages, with special attention both to their logical structure and to the rich iconic means that interact with it. In order to have a point of comparison for these iconic phenomena, Philippe Schlenker has also investigated the logic and typology of gestures in spoken language. In collaborative work with primatologists and psycholinguists, he has laid the groundwork for a 'primate semantics' that seeks to apply the general methods of formal linguistics to primate vocalizations. And in ongoing research, he has advocated the development of a detailed semantics for music, albeit one that is very different from linguistic semantics.

During his visit, Professor Schlenker engaged in a series of activities intended to touch as many disciplines across the University of Toronto as possible.

- **Monday 29 October** – Professor Schlenker gave a lecture to all senior Philosophy students at the UTSC campus, hosted by Sonia Sedivi’s class in the History of Analytic Philosophy, titled “What is Super Semantics?”.
- **Tuesday 30 October** – Professor Schlenker presented a public lecture titled “Meaning in Sign, in Speech, and in Gestures”.

32
• Wednesday 31 October – Professor Schlenker met with faculty members of the UTM Department of Philosophy, and then did an informal Q&A session with UTM Philosophy students, and had dinner with a group of graduate students.
• Thursday 1 November – Professor Schlenker attended the fellows lunch and presented research on “Primate Semantics”; he also took one-on-one meetings all afternoon and then had dinner with faculty members in linguistics and philosophy.
• Friday 2 November – Professor Schlenker taught a master class for graduate students and faculty members on his current research, “Triggering Presuppositions”.

6.4. Artist in Residence

David Rokeby

David Rokeby is an installation artist based in Toronto, Canada. He has been creating and exhibiting since 1982. For the first part of his career he focused on interactive pieces that directly engage the human body, or that involve artificial perception systems. In the last decade, his practice has expanded to included video, kinetic, and static sculpture. His installations have been exhibited extensively in the Americas, Europe and Asia. During the course of his fellowship, David presented twice: once on the ways his art responded to the annual theme of Reading Faces, Reading Minds; and a second time in May to explore more broadly the conceptual possibilities of artificial intelligence in large-scale installations of art.

About this fellowship

In 2018-2019, the Jackman Humanities Institute reorganized an existing program that had been offered through the Program for the Arts into a residential fellowship to be held in collaboration with a second unit. Our first (actually) residential Artist in Residence was a collaboration with the FAS Centre for Drama, Theatre and Performance Studies, where David Rokeby co-taught (with Pia Kleber) an innovative graduate course titled Collisions and Common Ground: Art-Technology-Performance.
6.5. Jackman Humanities Institute Faculty Research Fellows in 2018-2019

6.5.1. Reports of Twelve-Month Faculty Research Fellows (residential)

Michela Ippolito, FAS Linguistics
Communicating Through Speech and Gestures

The year as a Research Fellow at the Jackman Humanities Institute has been a unique and remarkable experience, one that I feel very fortunate to have had the opportunity to enjoy.

First and foremost, it has given me the invaluable opportunity to dive into an entirely new area of linguistics (gesture linguistics) and begin my own research on the semantics and pragmatics of a number of gestures used by native speakers of Italian. Within the broad context of the JHI theme “Reading faces, reading minds”, my research’s goal this year has been to contribute to our understanding of the way in which linguistic communication between people happen beyond speech. In particular, I have looked at co-speech and pro-speech gestures and what piece they contribute to the overall message that a speaker intends to convey to her interlocutors in conversation. The general upshot of my research is not only that gestures can be modeled with the tools of formal linguistics, but that they should since, when investigated closely, gestures pattern in ways that we are familiar with from the study of speech. In a first stage, I collected some preliminary gesture data during interviews with native speakers of Italian in Toronto. Later in the winter, I conducted some larger scale interviews and questionnaires in Italy. I am planning to return to Italy in the summer to continue with the collection and the analysis of the data.

The second aspect of my fellowship that I truly enjoyed was my supervision of two undergraduate projects. Supervising these curious, independent, and remarkable students in fields that were not at all connected to my research areas was an amazing growing experience that kept me on my toes and that at the same time inspired me very much.

In addition to being an amazing research and tutoring opportunity, this year at the JHI has also been a unique opportunity to think about the research of both faculty and students across all the humanities. The Thursday lunches were one of the highlights of the week and I enjoyed both the social and the intellectual exchanges that happened at the Institute on Thursday when everyone was around. Just like the other faculty fellows, I gave two presentations at the Thursday lunch: preparing a presentation that was at the same time informative and accessible to such a diverse audience was challenging but, just like it so often happens when teaching, it encouraged me to raise fundamental questions without taking too much for granted and it forced me to be clear about the building blocks of my analysis.

The JHI floor is also an incredible space and I benefitted greatly from having the opportunity to be physically away from my regular office and in the same location as my “cohort”.

Rebecca Kingston, FAS Political Science
Reading Faces, Reading Minds in the Public Realm: Early Modern Translations of Plutarch and their Impact on Conceptions and Practices of Public Life

My experience as a Jackman Humanities Institute Faculty Fellow has been immensely rewarding. I have reaped benefits including advancing in my own research, deepening my reflections through engagement with the projects of other fellows and learning more broadly given the wide array of methods and approaches to the year's theme Reading Faces, Reading Minds. In the most fundamental terms it has helped me to come to a better appreciation of insights and work from the wider community of colleagues and scholars across the humanities and social sciences.

By far the greatest joy I have had in my year as a JHI fellow has been the enormous progress I have made on my book manuscript “Plutarch’s Prism” (a work tracing the reception of Plutarch in French and English political thought 1500-1800). I
have written a great deal and hope to complete my manuscript this summer in view of a fall workshop. In conjunction with this I will have five conference presentations this year: the Northeastern Political Science Association in November 2018, the Renaissance Society of America in March 2019, a conference on democracy (by invitation) at Duke University in April 2019, the North American Plutarch Society in May 2019 and a session on classical reception for the annual meeting of the American Political Science Association in August 2019 (alongside Sara Monson, Dean Hammer and Daniel Kapust). I also published a chapter titled “Rousseau’s Debt to Plutarch” in *The Rousseauian Mind*, eds. C. Kelly and E. Grace (London: Routledge, 2019) and with the benefit of time last summer along with improving my rudimentary skills in ancient Greek I completed and submitted “Thinking about the public realm in early sixteen century France through Plutarch and Geoffroy Tory (1480-1533),” which will be published later this year in *The Brill Companion to the Legacy of Greek Political Thought*, eds. David Carter et al. (Leiden: Brill, forthcoming).

In terms of other projects not directly related to my Plutarch research I was pleased to see the publication of my classroom edition of Christine de Pizan’s *Book of the City of Ladies and Other Selected Writings*, co-edited with S. Bourgault and I. Hardy. (Indianapolis IN: Hackett, 2018). This has a direct impact on what texts are considered canonical in my discipline.

Apart from enhancing my research progress and publication record this year I have benefited enormously from my supervision of the undergraduate projects by Nolan Sprangers and Grace Egan. Nolan’s work on Stravinsky’s neoclassical period has been particularly fascinating for me, being a topic far beyond my field of competency but of great interest looking at the methods and approaches of musical interpretation. The fellowship within the community is very strong and I have benefited a great deal from the insights of others in the presenting of their work. In addition, the visit of the distinguished fellow Philip Schlenker helped to spark my curiosity regarding a structural approach to language and language acquisition and rethink how best to come to terms with the distinction between human capacities for language and that of animals.

**Publications**

*Plutarch’s Prism* (ms nearly completed; expected by Fall 2019)

“Thinking about the public realm in early sixteenth-century France through Plutarch and Geoffrey Tory” (chapter) *The Brill Companion to the Legacy of Greek Political Thought* eds. David Carter et al. (forthcoming 2019)

*Christine de Pisan, Book of the City of Ladies and Other Writings* (classroom edition with S. Bourgault and I. Hardy, Hackett 2018)

**Presentations**

Northeast Political Science Association (November 2018)
Renaissance Society of America (March 2019)
Conference on democracy (by invitation) at Duke University (April 2019)
North American Plutarch Society (May 2019)
Classical Reception, annual meeting of the American Political Science Association (August 2019)

**Jennifer Nagel, UTM Philosophy**

**Extracting Belief from Knowledge**

The view from my office window on the tenth floor gave me a strong sense of freedom: suddenly my horizon had broadened. It was a year of unexpected progress, new ideas, close contact with students and fellows in Toronto, and new connections with researchers further afield.

I started the year by writing a book chapter on a classic paradox about the nature of belief, investigating the relationship between believing something and being certain of it. I argued that some well-known philosophical problems in this area can be traced back to psychological limits in our rational capacity to shift between simple yes-or-no answers and more fine-grained evaluation of probabilities. Part of this project involved reviewing linguistic evidence on the impact of adding “I think” or “I believe” to a
statement: how exactly are we modifying a claim when we throw in that personal touch? Oddly, in some cases, “I think” weakens commitment to a claim (“I think the meeting begins at 10:00” sounds less decisive than, “the meeting begins at 10:00”), while in other cases, “I think” strengthens commitment (“Well, I think he’s a great actor”). In the sociological literature on “conversational analysis,” I found an answer to the puzzle about why “I think” can move commitment up or down. Much more importantly, however, I stumbled upon a rich vein of related research on the ways we mark epistemic status in conversation. This research had an unexpected impact on my book in progress on the theory of knowledge, and formed the basis for my Presidential Address to the American Philosophical Association’s Central division meetings in February. This address focused on the relationship between philosophical skepticism and our natural capacities for monitoring what other people know, and before taking it on the larger stage, I greatly benefited from the chance to discuss some of the core ideas in the more intimate setting of the JHI lunchtime talk series.

In December, the JHI helped me stage an interdisciplinary workshop, “New Perspectives on Mental State Attribution.” Mental state attribution is a remarkable human capacity: we instinctively see other agents as driven by inner states such as beliefs, goals and desires, but it is still far from obvious how we are able to do this. This two-day workshop tackled that hard question from a variety of angles. Speakers included not only philosophers and psychologists, but also a linguist who studies the diverse expression of mental states in aboriginal languages, and a Google DeepMind researcher who develops computer simulations of how agents learn to understand each other (he commented after the workshop that it was the most intellectually stimulating event he’d attended in several years). This workshop also picked up on some themes explored by Distinguished Visiting Professor Philippe Schlenker, who had drawn our attention to the philosophical importance of looking closely at what human beings have in common with other animals, and how key features of human language shape our social intelligence.

I was glad to have the company of many graduate students this year, including regular visits from the five Ph.D. students I am supervising, occasional visits from four further Ph.D. students who have me as a thesis committee member, and from two visiting graduate students from Europe. I also enjoyed inviting my SSHRC-funded postdoc up to the tenth floor for coffee, and getting a chance to start co-authoring an article with him. Meetings with my undergraduate research student, Karen Wang, were a chance to explore something entirely outside of my ordinary sphere: I never imagined I could get so interested in medieval Chinese illustrated books, but she drew me into that rich world. I helped her with some quite generic skills of argumentation and clarity in writing, and she repaid me with a new appreciation for the history of illustration.

I am looking forward to taking the lessons of this year back into the classroom. My experience at the JHI helped me see interdisciplinary differences in how research is presented, discussed, and challenged, and I want my own teaching to reflect the best of what I have learned from others. On the undergraduate side, I am developing a new way of teaching my third-year Theory of Knowledge course, helping students become more conscious of their existing natural instincts for judging what others know, in order to understand and develop better philosophical theories about the nature of knowledge itself. I also have a longer-term plan to develop a course in applied epistemology, specifically focused on questions of trust and truth in the digital age.

Publications
I also made significant progress on my book, Recognizing Knowledge: Intuitive and Reflective Epistemology, which should be complete later in 2019.

Presentations
“Conversational epistemics and epistemology”, Colloquium talk, Stanford
“The epistemological interest of conversational epistemics”, Midwest Epistemology Workshop, University of Notre Dame
“Conversational epistemics and epistemology”, Colloquium talk, University of Maryland, College Park
“The first contexts of belief attribution”, Belief in Context Workshop, Hamburg, Germany
My research project addressed the theme of “Reading Faces, Reading Minds” by surveying the presentation of the “science” of physiognomy in medieval Arabic and Persian mirrors for princes composed in the Islamic world from approximately the 9th to the 16th centuries AD. Physiognomy, that is, the assessment of a person’s character by scrutinizing their physical features, had its roots in Late Antiquity, especially the treatise by the 2nd-century Greek author Polemon, known in the Islamic tradition as the “Master of physiognomy.” Many Islamic-era mirrors for princes contained a chapter on physiognomy, known as firasa in Arabic. One of the earliest I investigated was the Pseudo-Aristotelian *Sirr al-asrar* (Secret of secrets) which was translated from Arabic into Latin in the 12th and 13th centuries as *Secretum secretorum*. Because the section on physiognomy in this work was associated primarily with medicine and hygiene for the preservation of the ruler’s health, I studied the earliest Arabic medical texts, such as *al-Kitab al-mansuri* (The book composed for Mansur) by the 9th–10th-century Persian physician Razi (Rhazes), to determine whether physiognomy played a role in medieval Islamic medicine. In fact, Razi’s text contains a section on physiognomy that betrays its dependence on Polemon’s treatise. I hypothesized that there must have been a translation done of Polemon’s treatise in Late Antiquity, during the Sasanian period; references in the Zoroastrian literature composed in Middle Persian, as well as in the Latin and Greek sources, appear to confirm that the Zoroastrian priests, known as magi, were familiar with and practiced physiognomy.

I made two presentations to the JHI fellows, the first on physiognomy and the occult sciences in Islam, because physiognomy (along with various types of divination) was often classified as an “occult” or “strange” (gharib) science. There was a further development in Islam from the so-called “judicious” (or Greek) type of physiognomy based on experiential evidence to the “Islamic” type of physiognomy, which was regarded as a divine gift, akin to spiritual insight. My second presentation was on physiognomy within the framework of Persian mirrors for princes, such as the *Qabus-nameh*, dating from the early 11th century, which discusses physiognomy in connection with the purchase of slaves, and the *Akhlaq-i mubsi*, from the late 15th century, which presents physiognomy as an indispensable skill for a ruler to have in choosing courtiers. Several anecdotes cited in the latter work actually send a cautionary message, suggesting that the “science” of physiognomy cannot always be trusted and that true physiognomical skill is a gift few possess. These presentations, which took me out of my disciplinary comfort zone, afforded the opportunity to profit from the questions and insightful comments of fellow participants. This interdisciplinary perspective was perhaps the most fruitful aspect of my fellowship year.

During the year I also took part in the year-long JHI-sponsored Working Group “Bridging Disciplines in Manuscript Studies,” at which I made a presentation on “Textual Criticism of Islamic Manuscripts.” I also took part in the Working Group “East-West Encounters in the Late Medieval and Early Modern World,” sponsored by Centre for Reformation and Renaissance Studies at Victoria University, at which I presented on “The Occult Sciences in Islam and the Secretum secretorum.”

I will be returning to full-time teaching in 2019–20 and will be offering a year-long course on the History of Iran from Late Antiquity to Early Modernity, a seminar on Persian Mirrors for Princes, and a course on the Persian Book of Kings (Shahnameh).
Publications
I (finally) completed a critical edition of the Persian text of the *Akhlaq-i muhsini*, based on a large number of manuscripts. I am currently working on the introduction and English translation of this important mirror for princes.

“Iranian Elements in the Pseudo-Aristotelian Sirr al-asrar (Secretum secretorum)” for the 9th European Conference of Iranian Studies (Berlin, September 2019; in preparation for publication)
“Physiognomy in the Context of Persian Mirrors for Princes” for the Association of Iranian Studies Biennial Conference in Salamanca, Spain, in August 2010 (now in preparation for publication)
6.5.2. Reports of Six-Month Faculty Research Fellows (non-residential)

Lucia Dacome, FAS History & Philosophy of Science & Technology
Medical Encounters: Health, Mobility and Slavery in Early Modern Italy and the Mediterranean

The six-month Jackman Humanities Institute Research Fellowship gave me the opportunity to undertake a new major research project on the place of health in the contexts of migration and slavery in early modern Italy. This project investigates the under-researched domains of healing and bodily care that were developed in settings characterized by the presence of communities of Ottoman captives in Italian port cities like Livorno. In particular, it explores how the health-related practices, agencies, material cultures, and the processes of knowledge production and transfer that developed in these settings helped to shape the interaction between the diverse communities that populated early modern Italian port cities.

I was able to make substantial progress in this research with the opportunity to read and think broadly on the history of slavery and Mediterranean history, and to start to engage in primary research on manuscript sources. The work carried out during the fellowship has also enabled me to better define the contours of the project by focusing on the Bagno of Livorno, the purpose-built edifice that for about a hundred and fifty years hosted hundreds, and at times thousands, of enslaved individuals from the Ottoman world.

I have now started to present aspects of this project at international conferences, and I organized a panel on “Slavery, Medicine, and Science in the Early Modern World” at the forthcoming annual meeting of the History of Science Society, which took place in Utrecht in July 2019. As a result of the research carried out during the tenure of the fellowship, I was furthermore able to establish the basis for a book centred on this project, which Cambridge University Press has shown an interest in publishing.

In addition to facilitating the progress of my research on slavery, migration, and health in early modern Italy, the fellowship also gave me time to complete an article on the eighteenth-century French anatomical modeler Marie Marguerite Biheron, which is now under consideration. In closing, I would like to express my gratitude to the JHI director, Professor Alison Keith, and the JHI staff for their support in making this an intellectually rewarding, exciting, and productive period of research. In 2019-2020, I will carry out my regular teaching duties and serve as Colloquium Coordinator at the Institute for the History and Philosophy of Science and Technology.

Publications
“Anatomical Friendships: Marie Marguerite Biheron and her ‘Little Boudoir’”, under review.
Healing Slaves (working title, in preparation)

Presentations
“Slavery, Health, and Medicine in Early Modern Italy,” 22th Annual Mediterranean Studies Association Congress, the University of Crete in Rethymnon, Crete, May 29 – June 1, 2019
The six-month Jackman Fellowship that I held in the winter term of 2019 has allowed me to make progress in my research on a SSHRC-funded book project on cultural evolution and social contract theory. The issue that I have been focusing on involves trying to understand the egalitarian social relations that are exhibited in small-scale human societies. I spent the most productive segment of fellowship period writing the fifth chapter of the book, which deals with this issue. I developed a series of computer-based simulations, designed to show how a set of relatively small, self-serving individual demands could bias the transmission of social norms in the direction of increased egalitarianism. This shows that equality could have a cultural basis, but not one that presupposes an explicit commitment to equality. Apart from the book chapter, I also wrote a paper criticizing an alternative hypothesis, defended by Friedrich Hayek among others, that the commitment to equality has a biological basis (“Is Socialism Atavistic?” presented at the Political Theory Project at Brown University in June). I wrote a second paper on social contract theory for the forthcoming Oxford Handbook of Intergenerational Ethics, entitled “Contractualism and Intergenerational Cooperation.”

Prior to starting work on the main project, I should note, I used the fellowship period to clear my desk of some outstanding commitments. Most importantly, I was able to complete and submit for publication a book manuscript that I have been working on for many years: The Machinery of Government: Public Administration and the Liberal State. It is currently under review at Oxford University Press. Over the summer and in the coming year, I intended to complete the final two chapters of the book on social contract theory. Next year I return to regular teaching and administrative duties.

**Publications**

*The Machinery of Government: Public Administration and the Liberal State* (under review)


**Presentations**

“Why Business Ethics is Hard,” Dept. of Philosophy, Minnesota State University, Mankato, 4 April 2019

“Is Socialism Atavistic?” Political Theory Project, Brown University, 28 June 2019

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**Regina Höschele, FAS Classics**

**Image and Desire: Agalmatophilia in Antiquity**

My fellowship in the Fall of 2018 has allowed me to make major progress towards the completion of a SSHRC-funded monograph on the *Garland of Philip*, an anthology of epigrams published in the 1st century A.D. Many of its poems, written by Greek authors, deal with the Roman empire and/or address Roman patrons. I wrote several chapters investigating how the poems of the *Garland* create a textual map of the Roman empire and engage with Roman imperial discourses. I was especially excited to discover intricate allusions to Augustan poetry: the commonly held view is that Greek poets either did not know Latin literature or did not think it worthy of engagement—at least in the case of Greek epigrammatists this is clearly not true.

The genre of epigram and this book have accompanied me for many years and I am eager to move on to something new. I was able to start research on my next book, likewise funded by SSHRC, which examines the phenomenon of statue-love in Antiquity (*agalmatophilia*). I have systematically reviewed the ancient sources that preserve tales of people who fall in love with statues or paintings. I have drafted a paper on the intertextual engagement of Aristaenetus, a late antique writer of fictional erotic letters, with Philostratus’ *Imagines*, an imperial collection of *ekphrasis* describing paintings from a (fictional) art gallery.
Aristaenetus, I argue, restages Philostratean ekphrasis in an erotic context by presenting male or female objects of desire as though they were works of art contemplated by a spectator. I will deal with this topic in one of the chapters of my next book. Finally, I wrote a talk on statues as sex objects, which I will present at a conference on Sexual Intercourse in Antiquity in Cyprus this summer—the birth place of Aphrodite, where a king allegedly slept with an ivory image of the goddess, a fitting venue.

Next year I will return to my teaching duties in the Classics department, but I also hope to put the finishing touches on my monograph about Philip and continue my investigation of the manifold links between image and desire in Greco-Roman Antiquity.

Publications


Presentations

“An Empire in a Garland: How Philip of Thessaloniki weaves the Imperium Romanum into his Stephanos”

Chapel Hill, Classics Department, 05 November 2018
University of Toronto, Classics Department, 26 February 2019

“Statues as Sex Objects”, at: “Sex and the Ancient City: Aspects of Sexual Intercourse in Greco-Roman Antiquity”, University of Cyprus, 11-13 June 2019

Tania Li, FAS Anthropology

Plantation Life

I’m pleased to report that the teaching release provided by the Jackman fellowship enabled me to make huge progress on the manuscript for my co-authored book, Plantation Life. The book is an ethnographic account of everyday life in Indonesia’s oil palm plantation zones. Palm oil is in around half of the products we buy in Canadian supermarkets, but most of us know little about where it comes from. We know still less about the 10 million or so Indonesians whose conditions of life have been utterly transformed by the arrival of oil palm plantations. Together with my Indonesian collaborator, Pujo Semedi (Professor of Anthropology, Gadjah Mada University, Indonesia), I conducted ethnographic field research two of oil palm plantations in 2010-2015. Based on this material, we each published some articles separately. Mine were on land, labour, and politics, plus a policy-oriented report on gender issues. Our big goal, however, was always to write the book together. Our first idea was to each draft some chapters, but neither of us was very happy with the result: we needed uninterrupted time to analyse our data, discuss ideas, and write together. I worked on data
review in January-February, then for the month of March, Pujo and I held a joint writing residency at the Rockefeller Foundation center in Bellagio, Italy. The surroundings were gorgeous, but we kept our focus and produced a new book draft of 40K words that reflects both our voices, and our rather unique collaborative style. Pujo will be spending a month with me in Toronto in June, then we'll polish up and submit the manuscript to Duke University Press on 1 September 2019. We believe the book will be of interest not only for its content, but also as an experiment in collaborative research and writing—something that is still quite rare in anthropology. Even though we talk a lot about decolonizing the discipline, south-north collaborations take extra commitment laced with trust, good will and a sense of humour. They also need dedicated writing time. Thank-you!

Photo: Tania Li and Pujo Semedi at the Rockefeller Foundation in Bellagio, Italy, March 2019.

Publications

“Problematising the Project System: Rural Development in Indonesia”. In D. Hodgson, M. Fred, S. Bailey, & P. Hall (Eds.), *The Projectification of the Public Sector* (pp. 56-74). New York: Routledge, 2019
“Evidence-based options for advancing social equity in Indonesian palm oil: Implications for research, policy and advocacy”, CIFOR Infobrief 202, 2018
“Prioritas Penelitian, Kebijakan dan Advokasi berbasis Bukti untuk Mendorong Keadilan Sosial di Sektor Kelapa Sawit Indonesia”, CIFOR Info Brief 225., 2018

Interviews and podcasts

“Prioritize smallholder cultivation of oil palm in Indonesia, urges researcher Tania Li” Interview by Landscape News, 2018
Interview on Land’s End with Aparna Gopalan for New Books Network, 2018
Sweet grass, Radio Maria Canada, Indonesia's Indigenous Peoples’ Movement, 21 January 2019
http://podcastgen.radiomaria.org/~podcast.ca.radiomaria.org/?name=sg_so_and_db_ep0037_201_01_21.mp3

Presentations

“When the Land is Needed but the People are Not: Challenging Transition Narratives”. Open Science Meeting (attended by 700 scientists and policy maker). Bern, Switzerland 2019
“The Future of Social Anthropology” (Invited Participant) Max Planck Institute Symposium 5-7 Feb 2019
“Governing Land and People in the Global South” (invited lecture) Stanford Woods Institute, 31 January 2019
“Customs, Coops and Corporations: Indonesia’s 21st century land reform”. Geography Colloquium, University of Beyreuth, 26 June 2018
“Commons, co-ops and corporations: Indonesia’s 21st century land reform”. POLLEN Biennial Conference, Political Ecology Network, Oslo, June 2018
“Customs, Coops and Corporations: Indonesia’s 21st century land reform”. Dept of Geography Colloquium, McGill University, 14 Sept 2018
“Temporalities of Mobility and Land Transformation”, conference keynote LANDac (Netherlands Academy on Land Governance for Equitable and Sustainable Development), Utrecht, 28 June 2018
1) Commons, Co-ops and Corporations: Indonesia's 21st Century Land Reform. 2) The Will to Improve, Pole Foncier and Institut de Recherche pour le Developpement, Montpellier, June 2018
“Agrarian Structures and Young Peoples’ Access to land”. l’Agence Française de Développement (AFD) et le Ministère des Affaires Étrangères (MAE) with the think-tank Foncier-developpement, Paris, June 2018

“Landscape transformation: what does power have to do with it?” Digital Summit presented by the Global Landscape Forum (with Derek Hall and Philip Hirsch), 11 May

Heather Murray, FAS English

**Toronto Bohemia: The Early Years (1925-1950) of the Gerrard Street Village**

A stretch of unencumbered time is a most valuable gift for a humanities researcher, not only because of the opportunity to make accelerated progress, but because the project itself may reformulate in unexpected ways, once it is disentangled from the network of other activities that characterizes academic life. I did not spend my time as a six-month Jackman Research Fellow in the ways I originally had planned.

*Toronto Bohemia: The Early Years (1925-1950) of the Gerrard Street Village*, is a cultural history of Toronto’s earliest alternative-artistic district, prior to the better-known Yorkville. The Village was located at the top of The Ward, the vibrant and diverse enclave now almost entirely demolished and redeveloped. Torontonians of a certain generation may remember the Village during in its early years (and, in fact, when I first began this project, I knew little about it myself). This bohemian (and multicultural) artistic/studio crafts/ publishing scene stood in marked contrast to the “Toronto the Good” of the day. (Not the least of these differences is the prominence of women in the Village scene.) The history of the Village is the story of artists and craft practitioners putting food on the table (and materials on their worktables) during the Depression, of home front Villagers keeping the arts alive during the Second World War, and of refugee and immigrant artists re-establishing their careers in Toronto in the ‘40s. Modern and design, “ethnic” cuisines, and little magazines of alternative views, all gained a first toehold here.

The early Village is not well documented and the research has involved following many slender leads. As I proceeded more or less serially through the years, I drafted “case studies” (focussing on key figures, publications, interesting studios and shops, and so forth). My intent was to use the Jackman release-time to continue as I had been doing, working toward 1950. But when I unboxed my research notes and drafts and reacquainted myself with the materials—this project had been put on ice as I finished another book—another possibility began to emerge. While the primary source material is dispersed and fragmented, and requires much in the way of inference and interpretation, it began to appear that it would be possible to write another sort of history of the Village, more synoptic, more synthetic, and with a stronger narrative through-line. I have gone back to the drawing board on the writing. It also occurred to me that, rather than presenting a public lecture as a way of sharing this research with other scholars, that I would reverse the process, sharing my research bank with practitioners in other fields (eg. theatre history, fashion history, food studies, popular music studies), and encouraging them to “visit” the Village from the point of view of their own specializations. A roundtable, The Gerrard Street Village, Revisited, is being planned for the academic year 2019-2020.

**Publications**

“‘And All the Arts of Peace’: Phonography, Simplified Speling [sic ], and the Spelling Reform Movement, Toronto 1883-1886.” *English Studies in Canada* 42, 2-3 (June-Sept. 2017): 171-204. [Note: publication delayed to November 2018 due to move of editorial offices]

During my research fellowship I wrote a first draft of a manuscript for a new monograph (around 90,000 words), tentatively titled *Caviar and Cabbage: A History of Food and Drink in Russia*, under contract with Reaktion Books. This is not quite the book I thought I would be working on during the course of the fellowship. I planned to work on a microhistory based on one individual, a cheesemaker hired to work in Russia during the 1790s. However, it has become clear to me that my original approach to this project would not work. As I rethought it, I took advantage of the fellowship to focus on a general history of food in Russia. I took two trips to Russia for research and writing, one in July, the other in October. That second trip was particularly helpful as I was able to focus on writing in a place where I could easily access all the materials I might potentially want (our library here is amazing, but of course many obscure nineteenth century Russian texts are only available in Russia). In the end, I produced the entire manuscript during the term of the fellowship (I have just recently received a reader’s report on it, and I hope to have revisions completed by the end of the summer). I also attended two conferences, had three articles accepted, worked through revisions on a book chapter, and had a long review article appear in print. Having this fellowship was particularly valuable to me because after I finished my fellowship period in December I immediately took on a major new administrative role in my home department: I am now the Chair of the Department of History.

**Presentations**


“Oddity Commodities: Lime and Limestone,” presented at the Association for Slavic, East European, and Eurasian Studies Annual Convention, Boston, MA, December 2018

**Publications**

“The Russian Empire, the Russian Nation, and the Problem of the Nineteenth Century,” *Kritika* 19, no. 4 (Fall 2018): 793-911
6.5.3. Reports from Chairs and Directors on how teaching replacement funds were used

Sali Tagliamonte, Chair, FAS Linguistics (for Michela Ippolito)

The funds were used toward the costs of Michela's teaching. In this case we did not hire a direct replacement because her course load was mostly covered by a faculty member. However, displaced courses were required to be taught by support relief/substitute through CUP 3902 Unit 1 (Graduate Students).

Antoinette Handley, Chair, FAS Political Science (for Rebecca Kingston)

The Department of Political Science used the greater part of the 2018-19 Chancellor Jackman Research Fellowship funds to replace Rebecca’s full teaching load during 2018-19. Before receiving the Jackman Fellowship, Rebecca was slated to teach Modern Political Thought and Political Theory: Visions of the Just/Good Society during 2018-19. Instructors David Carvounas and Andrea Lanza replaced her teaching in these courses, respectively. Without the Jackman Research Fellowship funds, these courses would not have been possible, and would have left an immense gap in this important area of our teaching. The remainder of the fellowship funds was used to fund graduate student conference travel which is critical in the training and development of these students and for which the department has limited resources.

Diana Raffman, Chair, UTM Philosophy (for Jennifer Nagel)

Most of the (much appreciated) funds went toward hiring several wonderful part-time lecturers, one of whom (Alex Koo) we ended up hiring into a regular teaching stream position, together with the St George undergraduate Department, starting on 1 July 2019. Going forward, Alex will teach 3 half courses at UTM each year and 4 at St George. We are really thrilled about this appointment; Alex is a fantastic teacher (you should see his student evaluations!) and, among other things, he will be renovating the logic programs on both campuses to bring them into line with the latest online instructional methods. We have been wanting to do this for several years but didn’t have the right person until now. The remaining portion of the JHI funds was put toward running our essay clinic. This is a drop-in writing clinic, open for 6-7 hours each week and staffed by philosophy M.A. and Ph.D. students, where students can go for help with their philosophy papers. As I’m sure you know, philosophical writing is typically more direct and dialectical than most scholarly writing in other Humanities fields, and students who haven’t taken a philosophy course before coming to University often have a hard time getting the hang of it. Faculty usually don’t have time to work closely with individual students on their writing, so the essay clinic is designed to fill that gap. The clinic is widely used, and valued, by our students.

Tim Harrison, Chair, FAS Near & Middle Eastern Civilizations (for Maria Subtelny)

The bulk of the replacement funding NMC received from the JHI was used to hire Course/Sessional Instructors to teach courses in Professor Subtelny’s disciplinary area. A total of 2.0 FCEs were offered (i.e., four ‘H’ courses; one course [0.5 FCE] was taught as overload). The remaining funding was used to help cover costs incurred in support of graduate student and faculty sponsored symposia and visiting lectures.

Cheryl Misak, Interim Director, History & Philosophy of Science & Technology (for Lucia Dacome)

The JHI replacement teaching funds for Lucia Dacone were used to cover two Unit 1 instructors’ salaries and benefits and for Unit 1 teaching assistants’ salaries and benefits. The details are as follows:

- HPS 318H1S History of Medicine 1: Unit 1 Instructor (Oana Baboi)
- HPS 319H1F History of Medicine II: Unit 1 Instructor (Esther Atkinson) and Unit 1 Teaching Assistant (Oana Baboi)
Martin Pickavé, Chair, FAS Philosophy (for Joseph Heath)
We used the replacement funding towards the costs of a part-time lecturer, who took over the teaching in ethics and social philosophy that Joe Heath would have been expected to teach had he not been on the JHI fellowship. The name of the lecturer was Dr. Benjamin Wald. Wald is a recent PhD of our department. There was thus an added benefit of the replacement funding as it allowed us to offer him a position to acquire further teaching experience, which in turn will hopefully make him more competitive in future rounds on the job market.

Jonathan Burgess, Acting Chair, FAS Classics (for Regina Hoeschele)
The replacement funding that the Department of Classics received for Regina Hoeschele’s six-month fellowship in 2018-2019 was spent by hiring JH Oliver as a .5 CLT for CLA 204 Introduction to Classical Mythology and CLA 388 Classical Antiquity and the Cinema.

Janice Boddy, Chair, FAS Anthropology (for Tania Li)
The department used the funds from Tania’s JHI fellowship towards teaching replacements from CUPE 1, as follows: ANT 374H1F Rethinking Development or the Improvement of the World (Course Instructor); ANT 370H1S: Introduction to Social Anthropological Theory (Course Instructor). The funds also supported a major portion of ANT 380H1S: Craft of Social Cultural Anthropology (Course Instructor).

Paul Stevens, Chair, FAS English (for Heather Murray)
The replacement funding went into our undergraduate teaching budget, permitting us to hire Sessional Lecturers to teach one full year course, ENG353Y Canadian Fiction, with the remaining monies going toward a one third of a half-year course, ENG215H Canadian Short Story.

Alison K. Smith, Chair, FAS History (for Alison K. Smith)
We used the money to replay my normal HIS250Y1Y course (History of Russia). It was a bit odd to use it for a year-long course, given that I had a six-month fellowship, but it made the most sense in terms of teaching options for the year.
Postdoctoral Fellows at the Jackman Humanities Institute, 2018-2019

Katherine Bruce-Lockhart, Ph.D. History, University of Cambridge
CHCI-SSHRC Collaboration Fellow
Power and Politics in the Ugandan Prison, 1894-1979

Future Plans
Kate has accepted the tenure-track position of Assistant Professor in the Department of History at the University of Waterloo, starting in July 2019.

Overview
The past two years at the Jackman Humanities Institute have been a time of tremendous professional growth and intellectual exploration. Last year afforded me the opportunity to delve into the challenging questions posed by our theme, “Indelible Violence,” which was incredibly useful for my research. I was particularly grateful for the opportunity to think more deeply about settler colonialism in Canada from a range of perspectives, including through the research of our visiting fellows and the Cultural Competency Workshop. This year, I have been able to continue to reflect on the legacies of colonial violence through the Afterlives Working Group and the Truth and Reconciliation section of the South-North Dialogue at the JHI.

This second year of my fellowship was largely dedicated to pursuing publishing and employment opportunities, as well as teaching. The advice and support of my faculty mentor, Julie MacArthur, was invaluable in this regard. I was able to present my work (and job talks) to the Jackman fellows as well as several other groups in the university and beyond, which proved to be very useful venues for feedback. I certainly believe that my experience at the JHI contributed to the success of my job search this year.

I am thrilled to see that the JHI is moving into the public humanities and I look forward to hearing more about the events associated with the Mellon grant. While I think the new categories of fellows are really exciting, I also think there is a lot of value in having postdoctoral fellows at the JHI. I really valued the postdocs’ advice when I was an undergraduate fellow and I think that they form an important bridge between the different stages of fellowships. There really aren’t a lot of postdoc options in Canada, so this is a very attractive opportunity for doctoral graduates who want to be in Canada.

Finally, I am deeply grateful for the collegial environment at the Jackman. I have made many lasting friendships over the past two years and have learned a lot from the other fellows, as well as the wonderful staff who make the Jackman such a positive and supportive place to be. I really enjoyed the writing groups that I participated in this year, as well as informal opportunities to navigate and reflect upon this stage of my academic career with other fellows, particularly Danielle, Mark, and Amir. The JHI is a wonderful, nurturing, and stimulating community and I am so happy to have been a part of it for another two years.

Publications
I made significant progress on several projects. I was given an advance contract for my first book manuscript from Ohio University Press, one of the leading publishers in African History. The manuscript is due at the end of the summer, so I will be spending much of my time over the next few months doing the final edits. I used my time at the Institute to revise this manuscript from my original dissertation, which included two trips back to Uganda. Additionally, I co-authored a chapter on decolonization and archives in Uganda, which is currently under review, and I am serving as the co-editor of an edited collection tentatively entitled: Decolonization and Public Life: The Politics of Knowledge in Uganda. As part of this, I helped to organize a four-part panel series at the African Studies Association Annual Meeting, as well as co-run the Uganda Studies Group.

Teaching
I taught three courses in 2018-2019, one at each University of Toronto campus. To enhance my professional development, I took the course THE500: Teaching in Higher Education, offered by Woodsworth College. I sincerely enjoyed teaching and will certainly benefit from the experience moving forward.
Presentations
“Carceral Modernities: Prison Officers in Postcolonial Uganda,” Victoria College Fellows Lunch Colloquium, 27 March 2019

Mark Anthony Geraghty, Ph.D. Anthropology, University of Chicago
Andrew W. Mellon Postdoctoral Fellow, 2017-2019
Spectres of the New Rwanda: Genocide Ideology, Nation-Building, Counter-Revolution

Future Plans: Mark will take up a permanent faculty position as Lecturer in Social Anthropology, in the Department of Anthropology, at University College London, from September 2019.

Overview
My second year as a postdoctoral fellow at the Jackman Humanities Institute was deeply productive. I took the opportunity of the new annual theme to present on a new topic that addressed this problematic and have since worked on turning this presentation into an article which I plan to submit for publication to a peer-reviewed journal before the end of my fellowship. I benefited immeasurably from the engaging conversations I have had particularly with the undergraduate fellows, whose presence represents one of the unique elements of the JHI in that it brings together scholars from every level of the academy. I learned a great deal from Distinguished Visiting Indigenous Faculty Fellow, Prof. Alex Wilson, both from her presentations of her important research and her generous engagements within our weekly seminar discussions.

Publications
The time and office space for writing and research was an immense privilege. I worked on finalizing my book manuscript as well as extracting and rewriting several of its chapters for publication as standalone journal articles. I currently am revising for resubmission at the request of various editors, three articles with leading anthropology journals. I am also working towards sending out my book manuscript to a leading publisher by the end of June 2019.

Presentations
Over the year I had the opportunity to present my work at several fora. These included: the Centre for Criminology & Sociolegal Studies Seminar Series, at the University of Toronto; the Centre for Ethnography, at the University of Toronto Scarborough; and the School for Advanced Studies at the University of Tyumen in Russia. These talks along with my presentation at the JHI provided invaluable opportunities to introduce my work to a wide range of scholars, providing the substantive grounds for ongoing engagements and revisions prior to publication.

Teaching
Throughout the 2018-2019 academic year I taught in the Department of Anthropology at the University of Toronto Scarborough campus. During the Fall, I taught a third-year lecture class on political anthropology, and during the Winter term, I taught ethnographic methods. Both courses were incredibly productive and were structured upon the problematic of decolonizing anthropological (and more widely Western) knowledge and practice, influenced in part by what I had drawn from the JHI’s annual theme for the previous year.
Amir Khadem, Ph.D. Comparative Literature, University of Alberta
Andrew W. Mellon Postdoctoral Fellow, 2017-2019
The Literary Construction of Public Memory in Iran, Palestine and the United States

Future Plans
Amir will continue to write freelance articles about literature and the middle east for the popular press in the coming year, and to offer freelance editing and translation services. He was a participant in the June 2019 workshop, Creative Non-Fiction Writing for Academics. He has accepted a position as Editor with Thompson Reuters starting in August 2019.

Overview
The year 2018-2019 was quite a productive year for me. I continued with my research project on postwar narratives in contemporary Middle East, but I also managed to reach outside academia and do a few public projects relevant to my expertise. I wrote for three magazines on wide variety of subjects, from the rise of alt-right and its unique brand of Islamophobia to the current status of post-9/11 American novel. I also started a podcast in Persian, called Reading Ferdowsi, in which I read and discuss the classic book of Persian poetry Shahnameh. The podcast has become a national cultural phenomenon with more than 2 million downloads in a year. Its listeners are mostly based in Iran, but it has harnessed quite a large number of listeners in North America, as well.

Publications
I published an article for the Canadian magazine The Puritan, called “Barbarism as Civilization: White Afghanistan and the Alt-Right,” which analyzes the mentality of radical right groups, especially regarding Islamophobia. I also wrote a short piece for the magazine Popula about untranslatable concepts in contemporary Iranian political discourse. For LA Review of Books I wrote a review essay on the novel Godsend, which is about the passage of a young Muslim convert to Afghanistan to join the radical Islamist fighters.

Teaching
This year I designed and taught two advanced undergraduate courses in the English department at UTSC. For the Fall semester, I taught a course on contemporary American novel, in which I focused on non-white writers such as Omar El Akkad, Paul Beatty, Viet Thanh Nguyen, and Marilynne Robinson. The course’s goal was to help students enlarge and complicate their political frame of reference in encountering contemporary American literature, particularly distancing from the male, white, Protestant perspective. I also taught an undergrad seminar course in literary theory, called “Trauma Theory and Literature,” in which we surveyed theories and histories of trauma and applied our discussions to a few literary and cinematic works, such as Primo Levy’s If This is a Man, and the two documentaries on Indonesian massacres of 1965, The Act of Killing and The Look of Silence.
Maggie Reid, Ph.D. Communication & Culture, York/Ryerson University Joint Program
New Media and Humanities Journalism Fellow, 2018-2019
lower case truth podcast series (www.lowercastruthpodcast.com)

Future plans
I will continue hosting and producing the lower case truth podcast and will be working full-time on building my media production company, King Squared Media. We hope to continue working with universities to make research more accessible to the public through the creation of podcasts and videos.

Overview
It is such a privilege to work in an environment that brings together intelligent people at different stages of their careers who all have a curiosity about the world and each other’s work. This is rare and I do not take it for granted. The multi-disciplinary nature of the institute allowed me to step outside of my bubble and think about the world and my own work in different ways.

I had a different trajectory than most at the Institute this year. My project was to create a podcast. While I do have an academic background, I am not pursuing a traditional academic career and this year was pivotal in shaping what my career might look like. In many ways my job was to present the importance and relevance of the academy to the rest of the world in a time where humanities education is being undervalued and education in general is under attack. I interviewed several of this year’s fellows for the podcast and encouraged academics to consider a wider audience for their research. This fellowship also allowed me to develop my own voice as a journalist/academic and to be unapologetic about my values.

Creating an original podcast from scratch for the JHI was challenging and rewarding. It is a huge undertaking; but having the space—both physical and temporal—to learn and challenge myself, allowed me to really develop my skills. I spent a great deal of time creating the website, researching, recording, editing, writing scripts, marketing the podcast and putting the episodes out on all platforms. I am pleased with the feedback that I have received from colleagues, friends, and listeners and I am always inspired to improve my work. Creating this podcast has connected me with academics from a variety of disciplines and I have been invited to speak at an international conference on podcasting for academics and journalists.

Collaboration with CBC’s Ideas
As part of my fellowship, I worked at CBC’s Ideas 2-3 days per week. While the learning curve was high, I had the chance to work with a very talented and experienced group of radio producers who were very generous with their time, expertise and ideas. I was responsible for developing original radio documentaries and other radio programming. I researched, developed shows, conducted interviews, wrote scripts, edited audio, and wrote articles to supplement radio programs. I have learned so much about documentary production over the past year and this experience has led to other work opportunities.

About this fellowship
The New Media and Humanities Journalism fellowship was offered for the first time in 2018-2019. It was designed to support journalists at the beginning of their careers who seek to bring humanities research out of the classroom and academic monograph, and into broader public discussion across multiple media platforms. It will be offered every year as a postdoctoral fellowship selected on the annual theme through a formal competition process.
Danielle Taschereau Mamers, Ph.D. Media Studies, Western University  
Andrew W. Mellon Postdoctoral Fellow, 2017-2019  
Decolonizing the Plains: Indigenous Resurgence Through Buffalo Repatriation

Future plans  
Danielle will join the Wolf Humanities Center at the University of Pennsylvania as an Andrew W. Mellon Postdoctoral Fellow in 2019-2020.

Overview  
My second year of fellowship has been a period of intellectual growth and experimentation. My research continued to benefit from the stability and comfort provided by the JHI’s beautifully appointed facilities. I have grown as a researcher and writer through weekly writing sessions with postdoctoral and graduate fellows. Learning from my multi-disciplinary colleagues—each working in different seasons of their academic careers—has opened up new avenues for thought and has encouraged the growth of creative connections between our different projects. I am particularly grateful to have had the opportunity to learn from this year’s Indigenous fellow, Alex Wilson, who has shared her knowledge with deep generosity and care. I have also been the fortunate recipient of Sarah Sharma’s generous mentorship.

I presented my fellows’ lunch talk in the first week of the winter term. My presentation outlined the theoretical framework of my dissertation, which is in revision for publication. The thoughtful feedback I received helped me to focus my writing process. In the winter term, I rewrote the introduction and two chapters of my manuscript, which will be reviewed at a workshop hosted by the JHI in June 2019. I also continued to work on my bison research. This included publishing an essay on bison bones and memory that I wrote during a writing residency at the Banff Centre for Arts and Creativity and an article on the photographic documentation of the 1907 round-up of the last free-ranging herd of plains bison, which is currently under review with Settler Colonial Studies.

Teaching  
My teaching responsibilities in the UTM Department of Political Science and Institute of Communication, Culture, Information, and Technology allowed me the opportunity to delve deeper into materials I have experience teaching, and to explore some new topics. I taught a new course in ICCIT, “Alternative Media”, and “Media & Indigenous Politics” for a second time in Political Science.

Publications  
“‘Last of the Buffalo’: Bison Extermination, Early Conservation, and Visual Records of Settler Colonization in the North American West”, under review with Settler Colonial Studies

Presentations  
Chris Young, Ph.D. Information, University of Toronto
CLIR-DHN Postdoctoral Fellow, July 2018—December 2018
Game Changers: Everyday Gamemakers and the Development of the Video Game Industry

Future Plans
Chris left this fellowship in order to accept the position of Coordinator of Digital Scholarship at the University of Toronto Mississauga Library starting in January 2019.

Overview
This past year, I performed administrative responsibilities for the Digital Humanities Network (DHN), completed and began several research projects, taught a graduate course, and performed collegial activities in my research field and profession. The following report contains information on these activities from July 2018 to December 2019 when I completed my postdoctoral fellowship. The main responsibility of my fellowship is to support the Directors of the DHN, Prof. Alex Gillespie and Prof. Elspeth Brown, in their vision connecting digital humanities scholars across the University’s tri-campus. To achieve this vision, we held our Annual University of Toronto Conference of the DHN in August, and three lunches with lightning talks from digital humanities researchers and librarians. We continued to streamline our communication strategy by maintaining our website, continuing the weekly newsletter to our listserv community, and drafted a frequently asked questions section for digital researchers on the DHN website.

Publications
Young, C. J. & de Peuter, G. (Eds.). (Forthcoming) “Contested Formations of Digital Game Labour.” Special issue to be published in Television and New Media. Accepted.
de Peuter, G. & Young, C. J. (Forthcoming). “Contested Formations of Digital Games Labour.” Article to be published in Television and New Media. Accepted.

Presentations

About this Fellowship
The position of CLIR-DHN Postdoctoral Fellow has existed since 2017-2018, when it was first held by Elizabeth Parke. In 2018-2019, it was added to the JHI’s Circle of Fellows in order to provide more research support to the incumbent, and align it with the annual theme selection criterion used for other JHI fellows.
Brigidda Bell, Study of Religion
Chancellor Henry N.R. Jackman Graduate Fellow in the Humanities
Signs the spirit(s): trust, credibility, and the discernment of truth in early Christian prophets and Graeco-Roman spirit workers

Future Plans
Brigidda will be a Visiting Student Researcher at the University of Calgary in 2019-2020. She plans to enter the academic job market in Fall 2019 and to defend her dissertation in Spring 2020.

This past year at the Jackman Humanities Institute has been intellectually stimulating and productive for my research and writing. The annual theme, Reading Faces, Reading Minds, allowed for a rich array of research projects related to perception, presentation, and the assessment of others, which gave me the luxury of learning about areas outside of my own from a shared point of inquiry. I benefitted especially from the diversity of new interlocutors who were trained to see the world differently than how I see it, challenging me to think about my data in new ways. I arrived at the Institute with two chapters of my dissertation written and I was able, over the course of the year, to draft two additional chapters, both supported by the active Graduate/Post-Doctoral Writing Group, and the generous output of ideas and reading recommendations from fellows of all ranks.

My shared office allowed me to create a welcoming workspace filled with all of the materials and comforts that continuous writing requires. This gift of time and space allowed me to focus exclusively on my research in ways that I would not have been able to otherwise, given teaching and administrative responsibilities. In addition to progress on my dissertation, I presented my research from different chapters and projects at a Department Colloquium, an international Conference, and at the Congress of the Humanities, with one of these papers having now been accepted for publication.

Various special events and invited speakers helped to refine theoretical aspects of my project. Informal conversations with Distinguished Visiting Fellow, Philippe Schlenker, allowed me to position my research within larger conversations about language and meaning outside of my home discipline; a seminar with invited speaker, David Howes, pushed me to think more about the role of the senses in perception in my project; and talks I attended at the “New Perspectives on Mental State Attribution” Workshop allowed me to more deeply develop what is at stake in how my project talks about the intersections between embodied perception and knowledge in historical research. I am very grateful to the Institute for the opportunity to participate in this research community and benefit from the space, resources, and intellectual relationships that develop within its walls.

Publications

Presentations
“‘No prophet is accepted in his homeland’: the problem of origins in the construction of prophetic credibility and the exoticizing solution” Canadian Society of Biblical Studies, Annual Meeting, Vancouver, 1-3 June 2019
“Signs for Spirits: displays of credibility in early Christian prophets and other Graeco-Roman ritual experts.” Department for the Study of Religion Colloquium Series, University of Toronto, 25 October 2018
Deanna del Vecchio, OISE Social Justice Education
Amilcare Iannucci Graduate Fellow in the Humanities
Borders and shadows: participatory photography at the U.S.-Mexico border

Future plans
Deanna will spend the fall as a visiting researcher in Mexico City at the Centro de Investigación y Docencia Económicas thanks to a Mexican government scholarship for international students, after which she will return to Toronto to complete her dissertation in 2020.

For the past year, the JHI has been a cushion of support. I have progressed with my doctoral project in ways that would not have been possible without the material and intellectual resources accessible through my graduate fellowship. A bright office with excellent amenities provided a comfortable place to think and write. The JHI staff and community of fellows were ideal colleagues: warm and supportive, while also challenging and intellectually stimulating. Thursday seminars quickly became a highlight and touchstone of my week; a regular opportunity to expand and disrupt my lines of thinking by engaging in perspectives on “Reading Faces, Reading Minds” from disciplines across the Humanities.

My fellowship has been devoted to my dissertation project. The year of thinking, theorizing, and writing alongside the other fellows has allowed me to make major strides in the shape and direction of my project, fleshing out my approach to analyzing photographic images. Feedback from my presentation this spring led to a re-thinking of my research questions, which added important nuance. As an Education scholar who explores the use of visual images in social science research, getting feedback from humanities scholars was particularly helpful, as it brought fresh perspective from outside the social science umbrella.

I was also able to be productive on the publication front with work on several co-authored projects: collaborating on two chapters for volumes forthcoming in 2020, celebrating the launch of a chapter in a book on qualitative methodologies, and completing a peer-reviewed article on opposition to the US-Mexico border wall.

Publications

Presentations
“Participatory photography in the US-Mexico borderlands.” Art Academy of Vienna, invited lecture, Vienna, Austria, 2 May 2019.


Bradley Hald, Classics
Chancellor Henry N.R. Jackman Graduate Fellow in the Humanities
Auditory and visual effect in Thucydides’s History of the Peloponnesian War

Future plans
Bradley plans to graduate, begin teaching, and enter the academic job market in the fall and winter of 2019-2020.

My project going into the fellowship year was to complete my dissertation, which deals with the relation between sense perception, cognition, and emotion in Thucydides’ History of the Peloponnesian War. The JHI provided ample resources to help facilitate the completion of this project, chief among them the time to think in a sustained way about my research. I also used my time as a fellow to prepare an article for publication and present two papers at external conferences. The year I spent at the Institute was, I think, the most productive of any in my tenure as a Ph.D. student at Toronto.

I want to highlight the intellectual environment produced by the diverse group of scholars among whom I was fortunate to work. The other fellows were frequently useful resources for me, either for discussing theoretical issues I was grappling with or to consult about ideas I was trying to develop. In both cases, I found that the combination of familiarity and novelty among us and our varying fields of expertise produced interesting approaches to our material that we would not have arrived at on our own. I was able to incorporate some of these approaches into my dissertation, but even more valuable to me are the new directions these conversations revealed to me for my research in the future. To cite only two examples: Brigida Bell’s expertise on affect theory and her familiarity with the ancient world regularly helped me to clarify my thinking about the emotions in Thucydides’ text; and conversations with Mason Westfall showed me the potential of an approach to the History’s use of emotion through the lens of modern cognitive theory and philosophy.

I feel very fortunate and deeply grateful for the opportunity to have spent a year in the richly diverse and interdisciplinary environment of the JHI.

Publication

Mason Westfall, Philosophy
Chancellor Henry N.R. Jackman Graduate Fellow in the Humanities
Understanding minds

Future plans
Mason will defend his dissertation in 2019-2020. He will be working as a lecturer in the FAS Department of Philosophy and intends to enter the academic job market.

My year at the Institute was extremely productive. My dissertation grew from barely two chapters to a full five chapters. I also presented my work at a variety of prominent academic conferences. In my dissertation, I offer an account of our interpersonal understanding. In doing so, I consider what is perceptually manifest, how perception justifies belief, the cognitive architecture of social
cognition, and the personal–subpersonal distinction. These questions fit the theme quite well, and my thinking was enriched by interacting with scholars considering related questions, through diverse methodologies.

More importantly, to my mind, hearing about the other fellows’ work was intellectually invigorating. I was able to return to my own work with fresh eyes. Presenting some of my work to the fellows was a unique opportunity to take a step back and consider the broader sub-disciplinary presumptions that I operate under, weigh their merit, and consider the concerns that are most salient to a more intellectually diverse audience. This kind of big picture perspective is rarer in academia than one might expect, making the opportunity to take it up afforded by the Institute all the more valuable. I also found the informal aspects of the Institute to be salutary. I especially value the various conversations about academia I had with other fellows. It’s a strange time for the academy; many of us feel an obligation to be de facto experts in political economy and labor politics within the academy, and practitioners and theorists of public humanities without. I think this year at the Institute featured an especially engaged and thoughtful group on these issues, and it effected many vital conversations.

Though I’ll miss the institute terribly, I am also excited for the upcoming academic year. I’ll be working as a lecturer at University of Toronto St. George, as well as defending my dissertation, and going on the academic job market. I expect these will each constitute new challenges and afford new opportunities, and I am confident that my year at the institute has situated me well to face them.

Presentations
“Perceiving Animacy” The Joint Session of the Aristotelian Society & the Mind Association, July 2019
“The Personal–Subpersonal Distinction and Social Cognition” Society for Philosophy and Psychology, July 2019
“Ampliative Perceptual Judgments and Other Minds” Canadian Philosophical Association: Annual Congress, June 2019
“Other Minds are Neither Seen Nor Inferred” APA Eastern Division, January 2019

6.8. Undergraduate Fellows at the Jackman Humanities Institute, 2018-2019

Talise Beveridge, FAS English, History and Criminology
James Fleck Undergraduate Award in the Humanities
Supervisor: Michela Ippolito
Close reading of FBI COINTELPRO documents

Future plans
Talise will enroll in the M.St. programme in English and American Studies at the University of Oxford, commencing October 2019. Her work in 2018-2019 was also supported by the Principal Mariel O’Neill-Karch Legacy Scholarship (Woodsworth College) and the Marguerite Shepard Initiative Award (Alpha Gamma Delta women’s fraternity).

Holding an undergraduate fellowship at the Jackman Humanities Institute has been the highlight of my academic career thus far. My multidisciplinary senior thesis, a close reading of the FBI’s COINTELPRO Archive through a theoretical lens of mid-century law-and-order politics, was brought to fruition because of the supervision, funding, and workspace provided by the JHI. However, the value I derived as a learner goes beyond the practical support I received. I was immensely inspired by the work of other fellows from various disciplines, and felt wholly immersed in an environment of cutting-edge humanities scholarship. Weekly lunch presentations and museum outings exposed me to graduate, faculty, and artistic work that I would not have otherwise had access to, effectively expanding my knowledge base and extending my intellectual flexibility. The work of Distinguished Visiting Fellow Philippe Schlenker particularly disrupted my understanding of the
linguistic differences between humans and non-humans, allowing me to ruminate on the subject of posthumanism, which I intend to confront more thoroughly in my graduate work, from a different angle. Further, as the JHI space is always populated by fellows willing to offer constructive criticism, both my thesis and outside coursework benefited from the criticisms of many mentors. This friendly yet professional dynamic proved especially useful after my research presentation, as it helped me to refine my methodology and improve the accessibility of my work for scholars outside my disciplinary foci. Finally, moments such as my research presentation, interactions with established scholars, and informal discussions with graduate and postgraduate fellows allowed me to gain experience and confidence as a scholar, in a manner unparalleled to that which could be achieved within a conventional course setting. I am looking forward to applying the academic, experiential, and professional knowledge I have gained throughout my fellowship during my graduate studies.

Grace Egan, FAS Peace, Conflict & Justice Studies
Milton Harris Undergraduate Award in the Jackman Humanities Institute
Supervisor: Rebecca Kingston
Canada 150: Heritage, Peacebuilding, Inclusion, Exclusion

Future Plans
Grace will take a gap year to work with Chrytia Freeland’s re-election campaign before continuing her studies.

I was delighted to be given the opportunity and support by the Jackman Humanities Institute to conduct my research in an interdisciplinary fashion over the past year. At the JHI, my project transformed from a broad comparison of heritage and peacebuilding efforts into a focused assessment of the multi-year, multi-party development of the Canada150 heritage project. I analysed how Canada150 was used by both the Harper and Trudeau governments as a tool for nationalist myth-building – a way to teach citizens about Canadian identity and provide them with a state-sanctioned narrative to read about themselves. The Canada150 public celebrations offered an occasion to observe state preferences for colonial distortions of memory and a depoliticized form of multicultural nationalism. The problematic aspects of Canada150 revealed the importance of both supporting an inclusive form of identity while providing space for counter-histories which are not controlled by the state. I spent many hours at the JHI, looking out at the view of the city from the balcony, thinking intensely in the green room while scribbling on the white boards, and being generally intimidated by the level of intellect in every room. I hope to discover similarly special spaces of academic growth as I continue in my studies.

Publications

Presentations
“Male Maleficium: Sex, Power, and Male Witchcraft in Early Modern Germany.” Global Undergraduate Conference, Dublin, Ireland, 12 November 2018
Nisarg Patel, FAS English (Literary Studies program)
Dr. Michael Lutsky Undergraduate Award in the Humanities
Supervisor: Maria Subtelny
**Faces-places: On (re-)presentation of the colonial subject and the gaze of empire**

**Future plans**
Nisarg will enter the M.A. program in Comparative Literature at the University of Toronto in September 2019.

I almost am at loss of words as I sit and try to pen down my year at the Jackman Humanities Institute as an undergraduate fellow. This difficulty to express my experience at JHI stems primarily from the fact that my year at the institute has been (with no second thoughts) the most intellectually rigorous and fulfilling year in my academic career. The institute not only offered me a space to undertake a research project of my own interest, but also a community of scholars from various disciplines (Anthropology, Classics, Comparative Literature History, Journalism, Linguistics, Music, Political Science, Religion) who helped me to see my own theoretical horizons in a new light. It is no exaggeration when I say that my project would have been limited to an ideological analysis of the British Colonial rule if my project supervisor Prof. Maria Subtelny had not shown me how to see the historical (/historicist) dimension of the documents that I was studying. There is a great academic enrichment to be gained with an inter-disciplinary approach, and I learned it from my time at JHI.

Apart from all the resources (a separate study carrel, access to the beautiful 10th floor 24/7, and, of course, tea and coffee!) that the Institute provided— not a minor thing in a university where it is very easy to miss the bliss of academia as an undergraduate student— the Institute facilitated an environment where one is always kept abreast with upcoming lectures, conferences, and major research opportunities within and outside the university. I am thinking here of many (many) emails that Dr. Kim Yates sent us throughout the year to keep us well informed about academic happenings, as well as her surprize email about articles, essays and resources from websites that were directly relevant to my research.

I have nothing but deep gratitude for the comforting feeling of community that the Institute fostered. It is very hard to imagine any other place where I could have had the kinds of endlessly stimulating and intellectual conversations that I had during my year at JHI. I dearly thank Prof. Jennifer Nagel for making me familiar with eastern epistemology, Mark Anthony Geraghty for our endless conversations on social anthropology, Kate Bruce-Lockhart for our talks on colonial history as well as her academic guidance, Danielle Taschereau Mammers for enlightening me about political matters surrounding Indigenous communities in Canada, Amir Khadem for our talks about eastern literature and movies, and David Rokeby for talking about art and life. Leaving the JHI is hard, and I am sure that rest of the fellows will agree on this, because of the resources and the exciting community that it creates and supports. I hope the Institute will carry on shaping lives of many other academics in years to come, as it has shaped mine: at JHI “we had enough world and time,” as an old poet (almost-) said.

I wish my best to JHI.
Nolan Sprangers, Faculty of Music; minor in Study of Religion
Jukka-Pekka Saraste Undergraduate Award in the Humanities
Supervisor: Rebecca Kingston
Reviving music and mythology in Stravinsky’s *Orpheus*

Future plans
Nolan will take the 2019-2020 year off to complete his application for the Rhodes Scholarship, perform community volunteer work, and build his practice as a music teacher. He plans to enter graduate study in 2020-2021.

I consider myself very lucky to have spent a year at the Jackman Humanities Institute. I was expecting to be challenged by the high standard of scholarly work by those around me, but I was surprised by the friendships that quickly developed as a result of our time together. Of course, our weekly lunches provided a site for discussion—both intellectual and personal—that made our support for each other’s work clear. However, talking about graduate school with Kate, Danielle bringing flowers to the few of us who were in the office on Good Friday, and Nisarg accompanying my late-night trips for food stick out as instances where it was obvious that we have created a caring, supportive community.

Coming from the small and somewhat isolated Faculty of Music, my year at the JHI allowed me to interact with scholars from areas that I otherwise would not have encountered. This opportunity—to openly discuss ideas that may or may not be related to our own field—is rare in academia. It is easy to become surrounded only by specialists in your own field; but the chance to learn about fields (seemingly) unrelated to musicology has encouraged me to think about my own work in new ways.

Writing a musicological paper in a humanities institute raised the issue of making my work accessible to a wider audience. My supervisor, Professor Kingston, was extremely helpful and patient in explaining ways I could incorporate political considerations into my work. Jennifer Nagel’s work on the nature of knowledge and Michaela Ippolito’s work on speech and gesture also helped me address how to attain knowledge or ‘truth’ from non-explicit modes of communication. Each fellow’s presentation provided me with ideas that I could incorporate into my work, and seeing the passion that each fellow had for their work has resulted in my own renewed interest in scholarly work. My project helped me to contribute to a more critical analysis of Stravinsky’s *Orpheus*, which has been largely ignored by current music scholarship. I entered my JHI research paper in the Faculty of Music Research Showcase and was awarded third place. Outside the JHI, I completed some of my best work in music history and theory courses.

Next year I will take a year off to work, volunteer, and revise some previous work for publication. I am currently directing educational tours in cities across Canada and the United States with Temple & Temple Tours. I am also active as a private music teacher, and hope to expand my studio. Teaching has always been important part of my professional life, and I hope to continue to develop these skills by working with groups at Temple & Temple and individuals and through my own private practice. I am also volunteering with the Counterpoint Community Orchestra, an orchestra that provides a safe space for LGBTQ individuals to create music in a relaxed environment.

After my selection as a finalist in 2018, I will be finishing my application for the Rhodes Scholarship in June 2019, and later in the year I will apply for master’s programs. Throughout my year off I intend to revisit some of the research I did this year, including my project at the JHI, to prepare it for publication. I have high expectations for the coming year, despite taking a year away from the university. I intend to continue improving my work as a scholar, while being an active member of the city. My time at the Institute has exposed me to so many ideas through the work of my peers; I am sure these ideas will help shape my coming year personally and professionally. I find that being an active member of communities both inside and outside the university is all the more fulfilling to me, and the JHI has inspired me to seek out these opportunities.
Karen Wang, UTSC Arts, Culture and Media (Art History program)
Dr. Jan Blumenstein Undergraduate Award in the Humanities
Supervisor: Jennifer Nagel
The Xinbian duixiang siyan (The Newly Compiled Illustrated Four-word Reading Primer): visuality, literacy, and potency in Ming China, 1368-1644

Future plans
Karen will enter the M.A. program in East Asian Studies at Yale University in September 2019.

My undergraduate research experience culminated at the Jackman Humanities Institute. It has offered me not only an opportunity, but also an instrumental environment to conduct a year-long, in-depth research project on a historical period I had always wanted to explore. The weekly engagement with faculty, graduate, and undergraduate fellows from other disciplines has exposed me to various methodologies and theories, improving my understanding of other humanities subjects and critical issues. The JHI, in my eyes, is one of the most vibrant locales where the intellectual energy converges.

Thanks to the undergraduate fellowship, I have enriched my research and presentation skills, garnered new, amazing friends, and have become more confident. I believe this fellowship was also a vital factor of my successful application for SSHRC graduate funding. I am grateful for my supervisor Professor Nagel, who encouraged me to take the initiative to talk with experts on Ming China and provided me with timely and constructive feedback on my work over the course of the academic year. I would also like to express my sincere gratitude to Professor Jennifer Purtle for guiding as well as shaping my research and helping me to build up my self-confidence.

Corals Zheng, FAS English; minor in Political Science
Zoltan Simo Undergraduate Award in the Humanities
Supervisor: Michela Ippolito
Genre as heuristics

Future plans
Corals will enter the Master’s program in Environmental Studies, with a specialization in planning, at York University in September 2019.

The undergraduate fellowship gave me the opportunity to change my mind. It was an opportunity to move outside of my discipline and to learn, with an open mind, about something someone else is passionate about, and in turn, educate others about a subject that they might not have otherwise paid attention to. The experience is enriched by the tutelage of a supervisor from a different field; it is a mutual dialogue that leads us to approach the same research question from different fields—the different ways to read faces and read minds. Prior to completion (is it ever complete?), my project took many iterations—and that’s okay. It evolved from a smorgasbord of connections to a simple but well-argued exploration of a single relation: genre and social cognition. I traced genre from the ancient Greeks to the contemporaries, but also looked at genre critically as a western-centric construct—something I would not have been able to pursue in any capacity until it came up during my presentation. The process of critique, discussion, and revelation taught me that it was okay to change my mind; that good research means not sticking to your initial thesis, but radically changing it using evidence and data. In turn, it was also a humbling experience that made me a better researcher and a better scholar. While I will not be pursuing further research in genre or social cognition, I will nevertheless cherish the memories of this year. It is the supportive group of fellows, and the opportunities to listen to their journeys, that gave me the final push to start a new discipline at York University next year. How befitting, in this final academic year, and in my final year at this university.
6.9. Research presentations by previous 6-month Fellows

In 2018-2019, the JHI began the practice of inviting faculty members who have previously held a 6-month research leave to present some of their research to the public in events hosted and funded by the JHI.

Professor Andrea Muehlebach (UTM Anthropology; fellowship in 2017-2018) presented the results of her research on 25 February 2019.

Attendance: 22

The JHI is pleased to present:

Andrea Muehlebach, UTM Department of Anthropology

A Vital Politics: Water Insurgencies in Europe

Andrea Muehlebach’s research deals with struggles over public water as they are unfolding in austerity-era Europe. The varied terrains of Ireland, Germany, and Italy, all deal with the privatization and financialization of water, and in each, resistance has grown in the forms of popular mobilizations by citizens seeking to reclaim ownership over water. In so doing, these insurgencies have simultaneously also engaged in struggles over the meaning of democracy and the question of rights, social contract, and public property.

In 2017-2018, Professor Muehlebach was granted a six-month Faculty Research Fellowship to travel for research that will lead to a book on this subject. Join us to learn more!

Friday 15 February, 2:00 p.m.
JHB 100 / 170 St. George Street
https://humanities.utoronto.ca/

This event is free and open to all. Registration is not required. JHB100 is an accessible space; if you need other accommodation for accessibility, please contact Kim Yates at jhi.associate@utoronto.ca or (416) 946-0313.
7.

PROGRAM FOR THE ARTS
7. Jackman Humanities Institute Program for the Arts, 2018-2019

Overview of Activities
The Jackman Humanities Institute Program for the Arts supports a range of events designed to raise the profile of the arts at the University of Toronto. In 2018-2019, priority was given to proposals that highlighted artistic events such as exhibitions, performances, and concerts that spoke to the annual theme. Although fewer proposals than usual were supported, they reached far more people.

Two previous components of the Program for the Arts grew into their own initiatives in 2018-2019: the Artist in Residence (see David Rokeby’s report, section 6.4.) and the Marquee event (see Other Activities, section 8.1.).

In 2018-2019, the Program for the Arts supported eight proposals: two exhibitions, four performances, an artist residency, and a celebration of the 200th anniversary of the publication of Mary Shelley’s Frankenstein. In total 15,541 people attended (or read, in the case of the Society for the Diffusion of Useful Information) 21 separate events sponsored by the JHI Program for the Arts in 2018-2019.

7.1. Chronological List of Events

- 13 August 2018. Narrative Performances: concert featuring Tricia Postle and Pneuma Ensemble
- 14 August 2018. Narrative Performances: concert featuring Antoni Rossell
- 14 August 2018. Narrative Performances: symposium
- 25 October 2018. Reading Frankenstein. Film screening: Ex Machina
- 26 October 2018. Reading Frankenstein. Symposium
- 29 October 2018. Reading Frankenstein. Film screening, Young Frankenstein
- 30 October 2018. Reading Frankenstein. Lecture by Paolo Granata
- 31 October 2018. Reading Frankenstein. Reading Marathon
- 7-9 November 2018. Encounters: The Open Program. Workshop
- 8 November 2018. Encounters: The Open Program. Performance of Katie’s Tales
- 10 November 2018. Encounters: The Open Program. Performance of Dark is My Mother
- 11 November 2018. Encounters: The Open Program. Performance of Open Choir
- 17 January 2019. Hosokawa Opera Double Bill. Performances of The Raven and The Maiden from the Sea
7.2. **Society for the Diffusion of Useful Knowledge**  
Commissioned art published as broadsides, July 2018-April 2019

**Organizer**  
Christine Shaw, Curator, Blackwood Gallery and UTM Visual Studies

**Image credit**  
SDUK Issue 3 BEARING, featuring work by Joseph Tisiga

**Overview**  
Throughout the 2018-2019 programming year, the Blackwood Gallery has been supporting a massive project designed to open perspectives on climate change to cultural inquiry and political mobilization. The Work of Wind: Air, Land, Sea includes a site-specific exhibition, public program, and publication series, distributed across the City of Mississauga and reaching all three University of Toronto campuses through faculty collaboration and student engagement. Appropriating the Beaufort Scale of Wind Force as a curatorial methodology, the project traces the effects of environmental violence on diverse landscapes, and questions how publics come to know, understand, and read climate change and contemporary catastrophe.

With the support of the Jackman Humanities Institute’s 2018–2019 program for the arts, themed Reading Faces, Reading Minds, the Blackwood Gallery commissioned a number of artist’s projects for the 2018-2019 broadsheet publication series The Society for the Diffusion of Useful Knowledge (SDUK). The name of this innovative platform is borrowed from a non-profit society founded in London in 1826 whose efforts focused on publishing inexpensive texts such as the widely read *Penny Magazine* and *The Library of Useful Knowledge* (of which Captain Francis Beaufort led the map and atlas section), aimed at spreading important world knowledge among the working class and anyone seeking to self-educate. Framing research from across the arts, sciences, social sciences, and environmental humanities as “useful knowledge,” the series positions artists, poets, and creative professionals as important interdisciplinary contributors to contemporary dialogue on climate change, environmental crisis, and resilience.

Production / Schedule
6 issues, each with 28 pages, in full colour, and a print run of 3,000 copies.
1. Grafting — June 2018
2. Commuting — August 2018
3. Bearing — March 2019
4. Shoring — May 2019
5. Accounting — July 2019
6. Forging — September 2019

Society for the Diffusion of Useful Knowledge broadsheets are distributed for free across all three University of Toronto campuses, and throughout public space in the region. Some elements of the broadsheet’s production have been adjusted from the initial proposal: the broadsheet’s page count was increased from 24 to 28 pages in order to accommodate more robust content, and the production/distribution schedule was adjusted to align with the other ongoing aspects of the project, including a public program series which runs from September 2018 through to September 2019 and a Work of Wind series of books which will be released into 2020.

Partners
The Work of Wind: Air, Land, Sea is produced by Blackwood Gallery, University of Toronto Mississauga, in partnership with the City of Mississauga (Culture and Environment Divisions) and diverse academic units across the University of Toronto.

Attendance: 3 issues x 3,000 copies = 9,000

Benefits
The creation of a durable, widely-distributed publication reaches a very wide audience, bringing the work of contemporary artists beyond the confines of the gallery. Putting artist projects in dialogue with scholarly writing, the Society for the Diffusion of Useful Knowledge broadsheet program suggests that the effects of environmental violence on individual and collective consciousness cannot often be seen in its entirety—instead it must be read across disciplines, through public engagement and conversation that values varied experiences of our changing climate.
7.3.  Robert Fones: Signs | Forms | Narratives  
Exhibition, May-July 2018

Organizer
Barbara Fischer, Curator, Art Museum at the University of Toronto and Director, MVS Curatorial Studies program Daniels Faculty of Architecture, Landscape, and Design. Organized and circulated by Museum London, coordinated and presented by the Art Museum at the University of Toronto

Image credit (above, and next page)
Robert Fones, Head Paintings

Overview
In the summer 2018, the Art Museum presented a major survey of Toronto-based Governor General Award-winning artist, Sheridan College professor, and writer Robert Fones. Responding to the theme, “Reading Faces, Reading Minds”, the exhibition focused on the artist’s philosophical interests in visual and linguistic forms of information, through signs, forms and narratives, and the ways in which these produce understanding ways of knowing the everyday world.

Fones is widely celebrated for his exquisitely rendered paintings and hybrid photographic sculptures that make us puzzle over the forms that surround us in our everyday, zeroing in on the most engaging paradoxes of visual perception. This major retrospective, the most extensive survey to date of the artist’s production, focused on his most influential artworks ranging from monumental letter forms, to lightboxes, to two-dimensional works that create the illusion of three dimensions.

His Head Paintings were particularly relevant for the JHI Annual Theme. Square canvases featuring sets of familiar objects such as food or tools mimic the form of a human face. Oscillating between portrait painting and early computer visuals, Head Paintings conjure reading as a process of reference, (mis)recognition and unsettlement. Throughout his work, Fones’s interest is in the precarious relationship between formal design and material substance. His works hold in an equilibrium the “face” of the matter, and the ways in which matter surfaces, comes through an imposed pattern. His works produce optical interference between (sur)faces and material substrates; they compete for decipherment and attention, but neither wins over the other. Instead of constructing ‘identity,’ Fones offers visual and conceptual puns to invite ‘reading’ as a playfully engaged and self-conscious act.

Associated Programming
The exhibition and all programming took place at the University of Toronto Art Centre, unless otherwise stated below.

- Opening Reception and catalogue launch  
  16 May 2018, 6-8pm
- Letterforms Workshop with Robert Fones  
  2 June 2018, 1pm  
  A rare opportunity to learn the process and practice behind Robert Fones’s letterform art. Participants made their own letterform to take home.
- Curatorial Talk + Tour  
  9 June 2018, 2pm  
  Led by Cassandra Getty, Curator, Museum London
- In Conversation: Robert Fones with Sarah Robayo Sheridan  
  20 June 2018, 6pm
- Exhibition Tour with Yan Zhou  
  23 June 2018, 2pm  
  Yan Zhou is an Independent Curator, critic of art and literature, a poet and translator. She currently works at the iSchool Institute, at the University of Toronto, and is pursuing a Ph.D.
research are in Contemporary Art, Museology, Cultural Heritage Studies, Curating, Chinese Art and Culture, Translation, Social Theory, Social Policy and communication and Media.

- **Art Bus Tour**
  
  24 June 2018
  
  Started at the Art Museum at the University of Toronto for Robert Fones
  
  Art Gallery of Hamilton for Speaking for Herself
  
  Oakville Galleries, Centennial Square for An Assembly of Shapes
  
  Oakville Galleries, Gairloch Gardens for An Assembly of Shapes continued

- **Wallpaper as Evidence at the City of Toronto’s Historic Sites with Neil Brochu**
  
  18 July 2018, 6pm
  
  In response to Robert Fones’s artworks, Neil Brochu discussed how wallpaper and other interior finishes were used as primary-source research materials at the City’s historic sites.
  
  Neil Brochu is the Supervisor, Collections & Outreach for City of Toronto, Museums & Heritage Services.

- **Guided tours by Young Canada Works-funded Curatorial Assistants**

  Examples of tour groups:
  
  - Barr Gilmore, Haliburton School of the Arts and Fleming College
  - Betty Ann Jordan, LIFE Institute continuing education x 4
  - ESL Language School
  - International Church tour
  - Joshua McEvilla, Book & Media Studies Class
  - International Group of Delta Gamma Sorority

**Attendance**

Exhibition Attendance 2,881
Tours and classes: 184
Program Attendance: 290
Total Attendance 3,355

**Press**

The exhibition received a review from *Sculpture Mag* and promotional support and was included in not-to-be-missed shows lists from the following:

- Artshowstoronto.ca 16 May 2018
- Canadian Art Must Sees this Week, 10 May 2018
- Blog TO, 15 May 2018
- NOW Magazine, 3 May 2018
- Harlton Empire, 2 May 2018
- UofT Magazine 25 April 2018
7.4. Narrative Performances
Performance & panel discussion, 13-14 August 2018

Organizer
Dorothea Kullmann, FAS Medieval Studies and French

Co-Sponsors
21st International Congress of the Société Rencesvals
Faculty of Arts and Science
Departments of French, Spanish & Portuguese, and English
Centres for Medieval Studies, Comparative Literature, and France & the Francophone World
Emilio Goggio Chair of Italian Studies
Victoria College
Pontifical Institute for Mediaeval Studies

Overview
This event, which was organized in conjunction with the 21st International Congress of the Société Rencesvals pour l’étude des épopées romanes, consisted of two performances, taking place on 13 and 14 August 2018, as well as a panel discussion after the second performance. The performer on the first evening was Tricia Postle (Toronto) with her Pneuma ensemble, who performed a dramatic adaptation of Marie de France’s Old French lai Bisclavret, accompanied by two instrumentalists of the ensemble. She was introduced by Matthew Sergi (FAS English), who also opened the event as a whole. On the second evening, Antoni Rossell (Universitat Autònoma de Barcelona, Spain) performed four extracts from his reconstruction of the Old Castilian Cantar de mio Cid. Both performers also participated in the panel discussion, together with Marianne Ailes (University of Bristol), Julio Hernando (Indiana University, South Bend), and Karl Reichl (Emeritus, University of Bonn, Germany). Tricia Postle and Antoni Rossell explained their aims and the methods they adopted in reconstructing historic performances. Prof. Reichl gave a short paper on “The Performance of Turkic Oral Epic: A Very Short Introduction”, in which he presented the traditions and styles of oral epic performances in the various Turkic language groups and presented some Kyrgyz and Yakut performers he had met during his research trips. Marianne Ailes’ talk, “The performed text”, discussed what we can infer about medieval performance practices, pointing out the astonishing presence of the epic matter in a church in England, and the interaction between story-telling and visual representation that this implies. Prof. Julio Hernando acted as a responder.

Both performances were reconstructions, based on medieval scores, treatises, and narrative accounts, although no medieval notations have survived for the two texts performed in this event. Only reconstructed instruments, identical to those used at the period of the texts, were involved. In Tricia Postle’s performance of Bisclavret, the single narrator transformed into seven characters through mime and gesture, with an eighth created through mask. Antoni Rossell performed alone, accompanying himself on a vielle à roue (hurdy gurdy). Our initial hypothesis was that these different types of performance would lead to different uses of face expression and gestures. This proved correct only to a certain extent; both types of performance allowed for some measure of dramatic enactment, distinction between the characters involved in the narrative, and expression of varying emotions of a single character, although the single-jongleur performance proved to be particularly flexible and adaptable. Antoni Rossell explained afterwards during the panel discussion that he would choose musical modes not only depending on the content of the episodes he was performing, but also in reaction to the attitude of the audience. Other questions discussed in the panel discussion (with questions and comments from the audience) included differences of literary genre (was a lai, like Bisclavret, really sung, or was epic the only narrative genre sung?), surroundings (to what extent was our setting in a church acceptable?), types of instruments and types of recitation and singing, geographic differences and questions about content. The general understanding was that performance practices were very likely much more flexible that has commonly been thought. Tolerance concerning genre distinctions and appropriate surroundings may have been greater at the periphery of a given cultural space (for instance in England as compared with France).
Attendance
Each of the performances was attended by 60 people (congress participants and accompanying persons and
10-20 other people) and there were about 30 people present during the panel discussion.
Total Attendance: 210

Benefits
The event brought together people working on epic and its oral performance in very different linguistic or
geographical domains and with very different approaches, performers, musicologists and literary scholars. I am
confident that this will lead to an intensification of research collaboration of colleagues working in this field in
the future, both within the University of Toronto and with people from elsewhere. This year, through the
recommendation of Karl Reichl, an Iranian postdoctoral researcher studying oral Turkic epic in Iran, Monire
Akbarpourankhayati (Université de Clermont-Auvergne, Clermont-Ferrand, France), will visit Toronto, discuss
potential future collaboration with Dorothea Kullmann and give a guest lecture at the Department of Near and
Middle Eastern Civilizations (this visit will take place in September 2019). The recordings will prove useful in
future graduate seminars on medieval epic.

7.5. **Reading Frankenstein: Then, Now, Next. A Celebration of the 200th Anniversary of Mary Shelley’s Frankenstein (1818-2018)**

Event series, 24-31 October 2018

**Organizers**
Paolo Granata, SMC Book and Media Studies Program
Alan Bewell, FAS English
Randy Boyagoda, Principal, SMC
Markus Dubber, Director, Centre for Ethics
Yiftach Fehige, FAS, IHPST
Charlie Keil, Principal, Innis College
Jean-Olivier Richard, SMC Christianity & Culture program
Simon Rogers, John M. Kelly Library at SMC
Terry F. Robinson, UTM English & Drama
Avery Slater, UTM English & Drama
Daniel White, UTM English & Drama

**Overview**
Mary Shelley’s classic novel *Frankenstein; or, the Modern Prometheus* turned 200 in 2018. Published in 1818, the story of a scientist whose horrifying creation turns against him demonstrated the potential of a brand-new genre: science fiction. In Shelley’s novel, Frankenstein’s creature embraces evil after his creator rejects him and denies him human status because of his repulsive appearance. This brings into focus how recent scientific and technological developments—artificial life, artificial intelligence, androids—increasingly challenge our concept of humanity. To explore these questions, Reading Frankenstein gave life to a series of initiatives to celebrate Frankenstein’s bicentennial. It was intended to read humanity through the lens of imaginative thinking, as well as reading the societal challenges that humanity will face in the near future. The overall initiative also served as a benchmark to experiment with innovative teaching practices within the Faculty of Arts and Science. The one-day “academic campfire” was intended to provide students with a toolbox for creative learning and a source of encouragement for future research connections at the intersections between arts, literature, and humanities at large. The initiative also aimed at helping students critically evaluate the cross-disciplinary ethic approach embedded in everyday technological practices. From a broader perspective, Reading Frankenstein was conceived to foster creative interplay between humanities research and other fields of applied research, particularly in the realm of technological.

**Associated Programming**

- **24 October 2018 – 7 p.m.** The Creature Never Dies: 200 Year of Mad Science
  Co-sponsored by Merrill Collection, Lillian H. Smith branch, Toronto Public Libraries
  In conjunction with the exhibit “Frankenstein: 200 Years of Mad Science” (1 Oct 2018—12 January 2019), panel discussion moderated by Mark Askwith, Canadian TV producer and writer for Space TV, also writer and expert in SF and comics, with the following panelists: Sandra Kasturi, owner and editor of ChiZine Publications, and also an award-winning poet and novelist; Robert Knowlton, acknowledged expert in early horror/weird fiction, and antiquarian bookman; Allan Weiss of York University, writer and professor who teaches courses on the history of SF literature, and chair of the biannual Academic Conference on Canadian SF and Fantasy; Gemma Files, acclaimed horror author, screenwriter, and former instructor at the Toronto Film School, teaching film history and screenwriting; Michael Sims, celebrated writer of non-fiction and editor of Frankenstein Dreams, a connoisseur’s collection of Victorian science fiction; Richard Pace, a Canadian artist at Marvel Comics.

- **25 October 2018- 7 p.m.** Ex Machina
  Co-sponsored by the Cinema Studies Institute at the University of Toronto
  The Cinema Studies Institute presented the 2014 science fiction hit Ex Machina, directed by Alex Garland and starring Alicia Vikander, Oscar Isaac and Domhnall Gleeson. The screening was
presented by CSI professor Brian Jacobson, historian of modern visual culture and media, who discussed the film’s modern take on the Frankenstein story, updated for the age of artificial intelligence.

- **26 October 2018 — 9 a.m. to 6 p.m. Reading Frankenstein: Then, Now, Next**
  Co-sponsored by the FAS Department of English, St. Michael’s College; Centre for Ethics; UTM Department of English and Drama, Book & Media Studies program; Christianity and Culture program.
  Three-part symposium gathered literary scholars, historians, ethicists, computer scientists, science fiction writers and futurologists—and invited students to participate in discussions about the ethical dimension of their technological practices. With Alan Bewell, Dav Clarke, Jeffrey N. Cox, Yulia Frumer, Paolo Granata, Sonia Hofkosh, Mark McCutcheon, Jean-Olivier Richard, Terry F. Robinson, Michael Sims, Avery Slater, Catherine Stinson, Karen Weisman, Daniel White. Keynote speakers: Mark Canuel, University of Illinois at Chicago; Josephine Johnston, Hastings Center, New York; Jason S. Robert, Arizona State University.

- **29 October 2018 — 7 p.m. Young Frankenstein**
  Co-sponsored by the Christianity and Culture program at St. Michael’s College, UofT.
  St. Michael’s professor Jean-Olivier Richard hosted a screening of Mel Brooks’ classic horror spoof *Young Frankenstein* (1974), which opened a window on the tradition of humorous appropriations of Mary Shelley’s famous gothic story. Professor Richard offered an introduction before the screening, followed by a moderated discussion.

- **30 October 2018 — 2 p.m. Mary Shelley’s Frankenstein: A Bibliographic History**
  Co-sponsored by Book and Media Studies program at St. Michael’s College, UofT.
  Special lecture presented by Paolo Granata, Professor at St. Michael’s College, this experiential class explored some bibliographical aspects of Frankenstein.

- **31 October 2018 — 5 p.m. to 10 p.m. Frankenreads: Frankenstein Reading Marathon**
  Co-sponsored by Toronto Reference Library
  Full reading of Shelley’s masterpiece, hosted at the Toronto Reference Library and organized in partnership with the Frankenreads initiative of the Keats-Shelley Association of America. Some of Toronto’s favourite local writers and personalities read the novel with interlude music from the films.

### Attendance

Total Attendance 640

### Benefits

Reading Frankenstein: Then, Now, Next was a frank success. The event brought together an impressive array of researchers from Canada and the USA as well as a sizeable and enthusiastic audience comprised of faculty members, graduate students, undergrads, staff, and alumni; representatives of other universities in the GTA were also spotted in the crowd. Few cultural objects would garner such attention: the monster and its creators—the fictional and the real—clearly live on in our cross-departmental memories! One of the main goals of the symposium was to build connections between disciplines: literary criticism, bioethics, history of science and technology, law, computer science, etc. Frankenstein unsurprisingly proved to be a very apt text to bring people together. Some of our speakers report having kept in touch with other participants since the event, with the intention of collaborating on projects of common interests. Important connections were also built with the University of Toronto, and will help set the ground for future collaborative events. Another goal of the symposium was to make its content accessible to a wider audience, including students. We are pleased to report a number of audience members were graduates but also undergraduates, who were particularly drawn to the Frankenstein Now and Next portion of the event (Frankenstein Then was, in contrast, more geared toward specialists. Combined with a solid presence during the adjacent movie projections, we can say mission accomplished on this front. Harder to assess is the impact the event will have on teaching. As organizers, we can each attest to how eager we are to go back to our classrooms and put our newfound insight on the texts and its echoes to use. A similar enthusiasm was expressed by the participants who provided us with feedback.
7.6. Encounters: The Open Program at the Centre for Drama, Theatre and Performance Studies
Artist residency, 6-11 November 2018

Organizers
Myrto Koumarianis, Ph.D. candidate, Drama, Theatre & Performance Studies
Tamara Trojanowska, FAS Drama, Theatre & Performance Studies

Overview
The theatre performer, using not only her face but her entire being, through her action on stage, attempts to richly convey worlds of the mind—often to complete strangers. In our globalized world, these strangers may or may not share her cultural and performative idioms. To generate meaningful communication with the dynamic, and often unpredictable, material of the socialized body, the tumultuous heart, and the encultured mind, she must, therefore, be clear, precise, and rigorous in her craft. And yet, she must also be able to access her imagination and creativity in such a way as to be able to issue an invitation for the spectator’s active imaginative engagement in this world-creative encounter too. The Workcenter’s Open Program explores precisely these paradoxes of the actor’s craft through work on songs of tradition from all over the world. The Encounters residency provided an opportunity for this generative encounter between worlds of imagination, desire, and praxis to unfold over a week of events hosted by the Centre for Drama, Theatre and Performance Studies (CDTPS).

Following the 2014 success of Nostos: Encounters with the Open Program at CDTPS, also generously supported by the JHI Program for the Arts and by a SSHRC Connection Grant, this year we extended a renewed invitation to the artists of the Open Program of the Workcenter of Jerzy Grotowski and Thomas Richards. This November, we focused our attention on the group’s exceptional female performers, Felicita Marcelli (Italy), Agnieszka Kazimierska (Poland), Graziele Sena (Brazil), and Pauline Laulhe (France): we invited them to join us once again to share their current work with our extended community through a three-day workshop and three performances.

Associated Programming
Through a diverse and intensive week-long program, this residency was able to provide significant opportunities for the University of Toronto community, including students (both graduate and undergraduate) and faculty across all three campuses, and for the wider arts community.

- 7-9 November 2018: Workshop: Creative agency, structured play: action and contact in the performer's craft
  Participants had an opportunity to approach basic elements of the actor's craft through structured sessions, including singing, dancing, and games. In these sessions, participants were encouraged to discover and nourish that which is alive and fertile specifically for each one of them, in order to bring these discoveries into their individual creative work.

- 8 November 2018. Performance of Katie’s Tales
  Created and performed by Agnieszka Kazimierska and directed by Mario Biagini
  Katie’s Tales tells of a nameless desire, of awaiting and of a return. It’s the story of a journey: after a terrible event, someone left and will perhaps return. And she who is waiting is on a journey as well. Facing lights and shadows of one’s own life story can bring us closer to remembering place where we come from or push us to pose questions about the role of our consciousness in the flow of history.

- 10 November 2018. Performance of Dark is my Mother
  Created and performed by the women of the Open Program
  Dark Is My Mother is a serious and playful homage to the diverse manifestations of the ancient and powerful tradition of popular myth related to a feminine entity. It explores the tradition of women’s gatherings and women's communities, it opens to a world where women’s play, imaginations, memories and temptations are woven into song, dance and praising. The ancestral backgrounds of the women of
the Open Program are vast and deep: Mediterranean, Slavic Europe, West African, North and South American. In all these cultures there exist stories, poems and myths describing a feminine entity – seen as a mother and as a creative energy, but also as a terrible and destructive force that decides upon the destiny of mankind. Through the myths related to this feminine divine figure, to her fall and redemption, is woven the story of oppression and humiliation that has accompanied women on their journey through human history. Women all over the world have tenaciously resisted historical reality, by keeping alive a knowledge of life and nature, of its rhythm and cycles. This knowledge, a treasure within the hearts and bodies of women, is threatened but also still secretly nourished. Dark Is My Mother is a contemporary reply to these myths, and bears within itself the seeds of the surging humanity of our days, a humanity that enriches itself by continuing to blend elements of diverse origins. It is a vision, conjugated in the feminine, of how living traditions can reappear and renew themselves, brought together by the migrant humanity of our times. This piece has not had its official premiere in its home institution in Italy (required in the company's contract) and was presented, as it has also recently been in New York, as an "open rehearsal." It was followed by a reception and lively moderated discussion by Dr. Jill Carter.

- **11 November 2018. Open Choir**
  With Felicita Marcelli, Graziele Sena, Agnieszka Kazimierska, & Pauline Laulhe, Open Program
  The Open Choir is an exploration of what we consider a forgotten art form, which allows for fluid and active participation by all who attend. It is a free and open event, where everyone is gently invited to take part. This unique, non-sectarian meeting of people through songs of the African diaspora, carefully led by a trained core group of artists, allows people to come in contact with each other and with themselves through songs, dance, and interaction within a participatory context. Participants, coming from different backgrounds, co-create an artwork beyond cultural and social differences, catalyzing a shared space of meaningful recognition and interaction. During the Open Choir, songs begin around the participants, who are faced with simple choices: to witness, to move into the space of action, to follow from the side, to sing and dance, and to find their own way to be present and support the work of the others. The songs themselves, their rhythms and melodies help to initiate engagement. The effect of the event encircles everyone in attendance, while the core group aids participants by articulating the space and leading the songs, actively building the evening together in present time. The Open Choir creates a possibility to bring people from different backgrounds into a space and a time beyond cultural and/or linguistic borders; to create a safe space to experience care for encounter and action together. Over the past few years Open Choirs have been hosted in various locations in NYC, in Brazil, Italy, and elsewhere. Now, for the first time, the Open Choir also touched down in Toronto. This participatory performance event had free admission and people could come and go as they pleased. Light refreshments and snacks were served after the event and people remained, conversing and mingling for well over an hour after the performance.

**Attendance: 200**

**Benefits**
The residency was a wonderful success. We believe that the work accomplished during the residency greatly enriched our Centre's curriculum and programming, as also the artistic community of the university and of the city, by presenting unique opportunities to stimulate ideas-in-action at the intersection of theory and practice—an intersection that represents one of the major strengths of our department's endeavours.

The series of events accomplished through this residency reached out to students and faculty across the university's three campuses and to the city's wider arts community, fueling an interest in the calibre of committed artistic discipline that the Open Program's work exemplifies. It also evoked and provoked a potentially generative curiosity about the possibilities inherent in committed collaboration for the exploration of the rich personal and cultural differences and commonalities that can be expressed in participatory work with song across professional and amateur skill levels – especially as evidenced in the work of the Open Choir.

The resonances of this work are multiple in future endeavours at the CDTPS and beyond. Material from this residency's events and the interviews I (Myrto) was able to complete because of it will be a part of
my final dissertation and its future published version. Edited video material from the events will also become a part of the CDTPS' website and open archive (currently being assembled from five decades' worth of material – a major current project at our Centre).

The developing relationship, begun with Nostos in 2014 and continued through this residency, will be maintained and further nurtured, by encouraging students (graduate and undergraduate) to avail themselves of opportunities to travel to work with the Open Program at their home-base in Italy, as well as in their ongoing, long-term projects in New York and elsewhere abroad. We are also currently developing other ways in which this collaboration may continue and grow, including by devising an opportunity for one of the Open Program artists to return to lead a longer intensive workshop or class at our Centre, potentially in 2020.

We would like to close this report by expressing our deep gratitude for the precious support of the Jackman Humanities Institute in this project and for all the other ways in which the Institute's multifaceted work enriches the culture and community of the university and by extension of this city.

Open Choir performance with members of the WorkCenter
7.7. **Hosokawa Opera Double Bill**

*Performance & panel discussion, 17 January 2019*

**Organizer**
Wallace Halladay, Faculty of Music

**Co-Sponsors**
Toronto New Music Projects
New Music Concerts (NMC)
Esprit Orchestra
Private donors/foundations

**Overview**
The Roger D. Moore Distinguished Visitor in Composition—Toshio Hosokawa—came from Japan for a 10-day festival that united not only the University of Toronto, but numerous organizations in the city. The Opera Double Bill featured the Canadian premiere of *The Raven*, and the North American premiere of *The Maiden from the Sea* (*Futari Shizuka*) — the latter only the second performance world-wide.

For the role of Shizuka, we are proud to have welcomed unique and renowned artist Ryoko Aoki, for whom Futari was written. Her role is special: Ryoko is one of the world’s only female Noh theatre dancers; beyond that, she is a classically trained singer who can tackle complex music. Although no Canadian (in fact no one) could replace her, she sang alongside Canadian singers Krisztina Szabo (UofT faculty) and Xin Wang (Toronto stalwart, and graduate of the UofT Opera School).

Hosokawa’s operas are based in the Japanese Noh theatre tradition: in *The Raven*, Edgar Allen Poe’s poem is retold from the perspective of the lost Lenore, turning the harrowing Gothic drama further into the realm of horror. In *The Maiden from the Sea*, Helen—a refugee lost at sea—is embodied by the spirit of a 14th-century Japanese courtesan (Lady Shizuka is one of the most recounted tales in Japanese theatre). The relationship between the real and spiritual world, along with the real and natural world (i.e. the interaction with the bird in Poe’s poem), explores the JHI Annual theme of Reading Faces, Reading Minds as the opera’s protagonists are forced to encounter beings from another world.

The idea of the interaction with the spiritual/natural world led our director, the documentary filmmaker Paramita Nath from New York City, to construct a film in three dimensions. With the holographic technology of ARHT Media, the world was brought to life on stage. ARHT Media is a patented Canadian technology and is a leader in holographic projection internationally. With the Faculty of Music’s recent Digital Media programme, this initiative (albeit expensive) was embraced as a part of the production; a set was constructed, and a team was assembled to execute. The result was a new theatrical experience for Canadian operatic audiences.

The production involved visiting international artists with faculty, distinguished alumni, graduate and undergraduate students, and brought together numerous departments at the Faculty of Music. The New Music Festival also allows many prestigious organizations to collaborate, allowing our students to experience the professional world of contemporary music within our walls and beyond.

**Attendance**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Attendance</th>
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<tr>
<td>January 17</td>
<td>OPERA Double Bill</td>
<td>450</td>
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<tr>
<td>January 20</td>
<td>Esprit Orchestra (Koerner Hall)</td>
<td>700</td>
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<tr>
<td>January 21</td>
<td>Faculty Artists</td>
<td>150</td>
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<tr>
<td>January 25</td>
<td>New Music Concerts</td>
<td>300</td>
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<td>+ Lectures, Masterclasses, etc.</td>
<td>Est. 200</td>
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<tr>
<td><strong>TOTAL Attendance</strong></td>
<td><strong>1,800</strong></td>
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**Benefits**
The production was recorded, and the plan is to make this available (as much as the publisher will allow). There are no recordings of the works currently. Hosokawa’s presence in Toronto is profound; his interaction with the
students brought a new aesthetic to performers (in what he asks to execute), and to composers (in aesthetic). The opportunity to support this visit was a rare, important moment for music in Toronto. Hosokawa’s work precisely embodied the annual theme of Reading Faces, Reading Minds.

William Littler wrote about Hosokawa’s visit during the Festival: https://www.thestar.com/entertainment/music/opinion/2019/01/22/japanese-composer-visits-toronto-bringing-harmony-in-more-ways-than-one.html

A review of The Raven (Yasmeen Alkoka, The Medium) described the performance as “incredible”:

Szabó seemed as though she was speaking to the sounds, music, and the air and space between her eyes and the audience. I was impressed with her ability to ignore the audience sitting directly in front of her and just embrace her role in full… Although she combined recitation as well as singing, she used her mezzo-soprano voice to depict weeping or screaming in a beautiful and touching way… the first thing I noticed about Szabó was how expressive her face is. She had all the musical and theatrical support she needed to convey her message, yet her facial expressions are what really added to the emotional effect. It was an image of deep grief and paranoia.

7.8. ‘Voyces in the Aire’: Early Modern Songscapes and the Music of Henry Lawes
Performance and recording, 9 February 2019

Organizer
Katherine Larson, UTSC English

Overview
This was a public recital and a series of related recordings featuring “ayres” composed by Henry Lawes, an influential English composer who perfected the declamatory vocal style as it evolved in the first half of the seventeenth century. Popularized in the late sixteenth century with the published lute song collections of John Dowland and Thomas Campion, ayres were songs composed with a primary vocal line and usually performed with instrumental accompaniment. The ayre’s emphasis on clear communication of text makes it an ideal case study for the rich interplay between music and poetry in early modern England. Fittingly, the term “ayre” also registers the capriciousness of song, both as the product of the performing body and of individual lyrics and musical settings as they moved across textual and architectural boundaries. To grapple with song, particularly from a historical distance of four centuries is, in effect, to grapple with air. As such, the genre provides a fascinating musical lens through which to consider one of the questions integral to the JHI’s 2018-19 theme: what it means to “read” the human voice.

The recital, which was held on 9 February 2019 in Emmanuel College Chapel, centered on a collection of ayres from Lawes’s 1653 collection Ayres and Dialogues, performed by internationally recognized musicians Rebecca Claborn (mezzo-soprano), Lawrence Wiliford (tenor), and Lucas Harris (lute). The program aimed to illuminate the interrelationship between text and music, the gendered impact of particular songs when interpreted by particular singers, and the rhetorical impact of the airy substance of the singing voice in performance. The event concluded with a lively audience Q & A and talkback session with the performers.

The recital was recorded for dissemination on the Early Modern Songscapes online platform. Co-developed by the University of Toronto Scarborough Library’s Digital Scholarship Unit and the University of Maryland Institute for Technology in the Humanities, this is a digital resource that aims 1) to provide insight into song’s versatility in diverse textual and performance contexts; 2) to produce Text Encoding Initiative (TEI) and Music Encoding Initiative (MEI) editions of a selected corpus of early modern songs, together with audio and video recordings of those songs in performance; 3) to animate the acoustic and visual facets of early modern English song culture; and 4) to generate an interdisciplinary and collaborative hub for teaching and research on sixteenth- and seventeenth-century English songs. The beta version of the platform, which focuses on Lawes’s 1653 collection, was launched at the international symposium on Early Modern Songscapes, hosted at the Centre for Reformation and Renaissance Studies on 8-9 February 2019. The public recital was timed to coincide
with this event. Funding from the JHI also supported a two-day recording session in the fall of 2018, which enabled the performers to complement the live recital with additional audio clips of Lawes’s music for the Early Modern Songscapes site. The audio and video recordings are in the final stages of the editing process and will be available online in the summer of 2019. The site can be viewed at http://www.songscapes.org

Attendance: 80

Benefits
Early Modern Songscapes brought together scholars and students of literature, history, music, theatre, and digital humanities interested in methodologies that foreground points of connection among music, lyric, and performance, and their presentations and transformations across different media. Given the infrastructure and mandate of the Early Modern Songscapes platform, this project holds significant long-term outreach and educational potential. The Songscapes site is now entering its second phase of development, with a proposed focus on the songs of Shakespeare’s plays. This will entail further recording and live performance opportunities. I also plan to integrate the recordings and related materials generated by this event into my undergraduate and graduate courses on the sonic and musical cultures of early modern England.

7.9. Out at School
Performance, 14-15 June 2019

Organizer
Tara Goldstein, OISE Curriculum, Teaching & Learning

Overview
Out at School was a verbatim theatre performance created from the findings of Goldstein’s current SSHRC-funded study The Experiences of LGBTQ Families in Ontario Schools (2016-2020). It was performed three times during the 2019 Toronto Pride Festival as part of Pride’s Community Event Program. The performances took place in the Nexus Lounge at the Ontario Institute for Studies in Education on Friday 14 June 2019 (evening) and Saturday 15 June 2019 (matinée and evening) with an opening night reception on Friday June 14. The performances were attended by the families who participated in the research study, various LGBTQ communities across the Greater Toronto Area and Ontario, and various communities at the University of Toronto and the Ontario Institute for Studies in Education, including communities of teachers and principals.

The goal for the Pride performances of Out at School was to share the findings of the study in creative and compelling ways, so that audiences might reflect on their own practices and reconsider their taken-for-granted assumptions and normative ideas around gender, sexuality, and family. Our production of Out at School resonated deeply with the Institute’s 2018-2019 theme of Reading Faces – Reading Minds, as the project was concerned with the ways spectators encounter “Other people’s families”, families who have been marginalized and/or oppressed by their experiences in school.

By creating a multi-disciplinary performance that layered verbatim monologues with images and song, Out at School worked to find a space between passive empathy and startling revelation: “startling empathy” (Baer, Salisbury and Goldstein in press). By including elements that are not derived from the “dramatic theatre”, we made space for audiences to do their own work of analyses and interpretation. Whether the audience member was startled by ideas or interviewees’ experiences they might not have considered, by images or lyrics that invite them to reflect, or by witnessing stories that are surprisingly similar or dissimilar to their own, our intention was that Out at School invited audience members to engage with the play and be persuaded to work towards changing the situation for LGBTQ families in schools. Reflecting the participants of our study, as a team we are diverse in terms of race, ethnicity, gender, sexuality and class.

Attendance 225
**Benefits**
The script produced for the Pride performances will be used in my undergraduate course Equity, Activism and Education in the Equity Studies program at the University of Toronto and my graduate courses Gender, Sexuality and Schooling and Performed Ethnography at the Ontario Institute for Studies in Education at the University of Toronto. Undergraduate student videographer Adam Lee (University of Guelph), who filmed the rehearsals and performances of *Out at School* will edit the video material into a set of short documentary videos to document our process of putting *Out at School* on stage for Pride 2019. The documentary videos will be used in my Performed Ethnography course and at arts-based research conferences when the research team talks about its work with *Out at School*. The Jackman Humanities Institute filmed one of the performances of the play for archival purposes. This documented archival video will also be used in my Performed Ethnography course and at arts-based research conferences when the research team talks about its work with *Out at School*.

**References**
8.

Additional Activities

Lucy Suchman delivers the keynote lecture, “Apparatuses of Recognition” at the Marquee Event, 22 April 2019.
8.1. Marquee Event: Faculty of Information
22 April 2018

Organizer: Wendy Duff
Dean, Faculty of Information

The Marquee Event is an annual partnership with one of the non-FAS divisions. It is intended to be a major one-off event aligned with the JHI’s annual theme. In 2018-2019, the Marquee event was hosted by the Faculty of Information on 22 April 2018. This year’s event was structured in two parts: a visit and public lecture by Lucy Suchman (Lancaster University), and an exhibition of art located in the Claude Bissell Building, titled Reading Faces, Reading Minds.

Part One
Lucy Suchman, Anthropology, University of Lancaster
“Apparatuses of Recognition”

Lucy Suchman is a globally renowned expert in human computer interaction whose recent work explores the issues raised by the growing use of facial recognition technologies. She is professor of the Anthropology of Science and Technology at Lancaster University and has previously worked as the Principal Scientist at Xerox’s Palo Alto Research Centre. Her talk was a deep dive into the story of how a group of activist employees at Google successfully persuaded their employer not to renew a U.S. Defense Department contract for a drone program known as Project Maven. Defenders of the program, an initiative to automate the analysis of drone video surveillance footage, claimed it would enable more accurate recognition of legitimate targets and, as a result, spare the lives of noncombatants. Project Maven opponents, including Professor Suchman, argued that the demonstrated imprecision of the processes in question is more than sufficient to condemn the goal of rendering targeted killing more efficient. Professor Suchman traced the connecting threads of what she calls apparatuses of recognition and offered her thoughts on how their work can be interrupted. Suchman’s lecture was followed by a reception at the Faculty of Information and, during her visit, separate talks with Master’s and Ph.D. students at the Faculty of Information.

Attendance: 200

Part Two
Exhibition of Art curated by Museum Studies students at the Faculty of Information
“Reading Faces, Reading Minds: Intersections between Art and Artificial Intelligence”

Curators: the ARTxBISSELL team
Andrew Falcao
Natalie Hajduk
Victoria Delisle
Katlyn Wooder

The exhibition of art was on display starting 22 April 2019, and will be there until 20 April 2020 in the newly-renovated Faculty of Information including a large mural location on the second floor, and room for works on the ground floor, 3rd, 6th, and 7th floor. The reception to launch this exhibition was held on 22 April following the lecture by Lucy Suchman.
Reading Faces, Reading Minds: Intersections between Art and AI consisted of 2D pieces of art and descriptive panels. Some artworks used open-source AI technology to create objects for the exhibit. Exhibition brochures were distributed in the Bissell building, the Jackman Humanities Institute, and the McLuhan Centre for Culture and Technology. The exhibit included a series of workshops in March 2019, which brought together the iSchool community. A community-created artwork resulted from this programming, inspired by the UK-based collaborative art-science project, Neural Knitworks. The pieces featured in the 4th-floor glass display case included a panel detailing two different textile creations. The exhibit was designed to attract attention from the faculty and students in the building, as well as from passing visitors, to create an accessible introduction to the topic of artificial intelligence. The exhibition team sourced multiple artworks from different sources, including online communities, to create a diverse representation of how artificial intelligence is emerging in our culture.

Benefits
The Faculty of Information had the opportunity to bring the expertise of its own researchers into conversation with Lucy Suchman, and to bring public focus to artificial intelligence (AI). Suchman’s presence was a highlight of the year for many graduate students, who are increasingly drawn to the ethical questions raised by the rapid development of AI. The exhibition has brought a steady flow of visitors into the Faculty, and gave students in the Museum Studies program valuable experience in the process of curating a collection of art.

8.2. SSHRC Funding Workshops hosted at JHI

Organizer
Suzanne Jaeger, Funded Research Officer, Faculty of Arts and Science

Overview
The Social Science and Humanities Research Council (SSHRC) is Canada’s federal funding agency for researchers in all social science and humanities disciplines. These workshops were designed to provide Humanities researchers with support to help increase their chances of success in the national SSHRC competitions. At each session, information was provided on how to develop the various application sections including, for example, the research objectives and project description, student training, the budget and budget justification, and the knowledge mobilization plan. Faculty members who have served on SSHRC adjudication committees were present to share tips and strategies for addressing the rigorous SSHRC assessment criteria.

Events
27 November 2018. Insight Development Grant (co-hosted with Faculty of Arts & Science): 15 participants
6 December 2018. Connections and Partnership Engage Grants: 19 participants
6 March 2019. The SSHRC Suite of Partnership grants: 18 participants
2 May 2019. Grant Writing and Mapping Strategies (co-hosted with the Faculty of Music): 16 participants

Attendance: 68

Benefits
These workshops provide opportunities for researchers to meet others who work in related fields and to foster potential future collaborations. Researchers who came with questions found not only immediate answers, but were able think about a longer-term planning strategy for the development of their research through the suite of SSHRC grants. The ultimate goal is to support both the short- and long-term research funding initiatives of our researchers by improving the quality of their application materials.
9.

Working Groups
9. **Working Groups at the Jackman Humanities Institute in 2018-2019**

**Overview of Activities**
The Working Groups program has been a wonderfully productive impetus for humanities research since 2008-2009, and in this eleventh year, it was more popular than ever. Working Groups bring faculty and graduate students together to study a particular question or field for a year; they are not on theme, and they may reapply for support for up to five years. The flexibility of the program allows for a broad range of activities and fields of study. In 2018-2019, the JHI supported 12 groups: eight were newly-launched, and four were renewals. In total, 308 people studied in a Working Group this year, including (from the University of Toronto) 113 graduate students and 124 faculty members, among many others: librarians and staff members, researchers from other universities, community members, and professional experts. Working Groups are not required to organize public events, but they often do, and in 2018-2019, 18 public events, which were attended by 686 people, resulted from Working Group activity.

**9.1. Chronological list of public events organized by working groups in 2018-2019**

- 15 November 2018. Postsecular or Postcritique. Visiting speaker Mark Knight (lecture) Attendance 25
- 16 November 2018. Latin American Racial Technologies. Visiting speaker Monica Moreno Figueroa (workshop) Attendance 17
- 12 March 2019. Postsecular or Postcritique. Seminar on David Scott. Attendance 15
- 14 March 2019. Postsecular or Postcritique. Visiting Speaker Lori Branch. Attendance 30
9.2. Afterlives: Institutionality, Survival, Pedagogy

Organizers
Kyle Kinaschuk, Ph.D. student, English
Tavleen Purewal, Ph.D. student, English
Karina Vernon, UTSC English

Focus
This working group explored the ethico-political potential of theorizing and investigating the peculiar temporalities of the “afterlife” from within the context of the university and the classroom. We set out to assemble vocabularies, pedagogies, and methodologies to establish strategies for responding to and engaging with events of varying and irreducible scales that have ongoing, albeit often indiscernible, impacts upon our academic climate. The concept of the “afterlife” provides an interdisciplinary site for considering how social memory, cultural and literary artifacts, and events of loss and violence share continued lives that are reconfigured in the present.

We considered the scopes, modes, and varieties of afterlives and how we can work and learn together to survive from within them. Our working group, then, situated concepts of the afterlife such as the afterlife of slavery (Saidiya Hartman), the afterlife of images (Aby Warburg), the afterlife of translation (Walter Benjamin), and the afterlife of recognition (Glen Coulthard) in the context of the university where one negotiates radically heterogeneous, albeit intersecting, afterlives of loss and devastation in the reality of ongoing violence.

Our working group drew together graduate students and faculty members from a range of disciplines to read assigned scholarly texts from diverse disciplinary and theoretical perspectives that engage questions of institutionality, pedagogy, and survival. Our meetings were dedicated to developing and creating an interdisciplinary lexicon of the afterlife to establish new methods of scholarship and of being in academic spaces, as well as novel modes of teaching. Our readings were defined loosely to include materials like news articles, tweets/social media posts, online lectures, images, music, syllabi, mandates, agendas, etc.

Members
Faculty Members, University of Toronto
Jill Carter, FAS Drama, Theatre & Performance Studies
Rebecca Comay, FAs Philosophy and FAS Comparative Literature
Dina Georgis, FAS Women & Gender Studies
Kajri Jain, UTM Visual Studies
Katie Kilroy-Marac, UTSC Anthropology
Katie Larson, UTSC English
Lee Maracle, FAS Indigenous Studies
Rijuta Mehta, FAS English
Valentina Napolitano, FAS Anthropology
John Paul Ricco, UTM Visual Studies

Faculty Members, outside University of Toronto
Ada Jaarsma, Philosophy, Mount Royal University

Graduate Students, University of Toronto
Suze Berkhout, Faculty of Medicine, Psychiatry
Rohan Ghatage, English
Tal Isaacson, Comparative Literature
Sophia Jaworski, Anthropology
Rita Laszlo, German
Kaspars Reinis, Comparative Literature
Sujata Thapa-Bhattarai, Geography & Urban Planning
Tobi Wilczek, German

Graduate Students, outside University of Toronto
Aadita Chaudhury, Science & Technology Studies, York University
Ella Wilhelm, German, University of Chicago

Undergraduate Student, University of Toronto
Alexandra Napier, FAS Women and Gender Studies

Image credit: City of Toronto Archives, R. Burke, 22 March 2014. Shared under a Creative Commons Attribute-Share Alike 3.0 Unported License. No changes were made.
Meetings
1. 14 September 2018. Attendance 12
   Introduction: Though mostly dedicated to introductions, our first session discussed relations between
   the temporalities of the afterlife, afterlives of minerals and toxic chemicals, cross-racial solidarity, and
   Indigenous sovereignty. This session opened up most of the themes we wished to explore during the
   year. Readings: Shaney Komulainen, *Face to Face* (1990) and Marie Clements, “The Frequency of
2. 9 November 2018. Attendance 10
   Museums: This discussion centred around the museum as a form of mourning and archiving. We
   specifically looked at African-American history and the problematic of evental logics: how to
   memorialize something that is ongoing? Readings: Christina Sharpe, “The Wake” from *In the Wake: On
   Blackness and Being* (2016); Caroline Mumbs Nyce, “How Many Museums Are Devoted to American
   Slavery?” in *The Atlantic* (2016); Hannah Black, “Open Letter to the Whitney Biennial” in *Art News*
   (2017); Siddhartha Mitter and Christina Sharpe, “What Does It Mean to Be Black and Look at This?”
   *A Scholar Reflects on the Dana Schutz Controversy* in *Hyperallergic* (2017)
3. 14 December 2018. Attendance 10
   Archives I: Thinking through the literary texts, we put pressure on the idea of the representation of
   violence. The archive is a site of violence that both Dulai and Philip attempt to write out of, within,
   [short video: https://www.youtube.com/watch?v=PMebIzsmH38]; Marlene NourbēSe Philip, *Zong!* (2008);
   Phinder Dulai, *dream/arteries* (2014); Ian Baucom, “The Sea is History” in *Specters of the
   Atlantic* (2005); Renisa Mawani, “Currents and Countercurrents of Law and Radicalism” in *The Komagata
   Maru and Jurisdiction in the Time of Empire* (2018)
4. 18 January 2019. Attendance 8
   Archives II: We continued to discuss the archive. The session was concerned with the materiality of
   archives—digitization and accessibility—and the practice of counter-archiving that can recuperate and
   reify the archive form. Readings: J.J. Ghaddar, “The Spectre in the Archive: Truth, Reconciliation, and
   Indigenous Archival Memory” (2016); Alexis Pauline Gumbs, “Archive of Dirt” in *M Archive* (2018);
   Saidiya Hartman, “The Dead Book Revisited” (2016); Jussi Parikka, “Archive Dynamics: Software
   Culture and Digital Heritage” in *What is Media Archaeology?* (2013)
5. 1 March 2019. Attendance 6
   Pedagogy and the University I: Our thinking this session coalesced around the failures of institutional
   response to and issues within academic cultures of sexual harassment and violence. We spoke
   particularly about the form of the open letter that has become a structure of community-building
   around these violent events, but also a structure of reproducing unequal power dynamics. Readings:
   Sara Ahmed, “The Time of Complaint” (2018); Dorothy Kim, “Teaching Medieval Studies in a Time
   of White Supremacy” (2017); Kai Cheng Thom, “The Last Essay I'll Every Write About #CanLit...”
   J. Cicerone” (2004); “Open Letter for the Termination of Jordan Peterson” (2018); Nathan
   Rambukkana, “Open Letter to Lindsay Shepherd” (2017); Meera Ulysses, “The Criminalization of the
   Oppressed” (2017)
6. 15 March 2019. Attendance 4
   Pedagogy and the University II: This session was focused on personal experiences of pedagogy and
   academic professionalism. The personal nature of the conversation makes it difficult to summarize,
   but we talked about student-instructor relations and the concept of decolonization in the university.
   Readings: Lee Maracle, “Meeting the Public” and “Response to Empathy from Settlers” in *My
   Conversations with Canadians* (2017); J. Krishnamurti, “Introduction, “School Without Fear” and “What
   is the True Factor in Cooperation?” in *School Without Fear* (2016)
7. 9 April 2019. Attendance 33
   PUBLIC EVENT: After Conversation. Speaker: Lee Maracle; Respondents: Jill Carter, Rijuta Mehta,
   Karen McBride, Erin Soros. The “After Conversation” event brought together faculty, students, and
   community members to interrogate the form and method of conversation in the context of
Indigenous-settler relations. The respondents and speaker discussed the ways in which conversation and dialogue can be actionable, operationalized, joyous, humorous, and centered differently to make ways for listening, etc.

8. 3 May 2019. Attendance 6

Afterlife of Chemicals: Thinking about chemical afterlives and anthropology, we engaged a new field for the last session. The transition from ruin to rubble was an important methodological shift that helped us discuss the other articles’ conceptions of temporality. Readings: Kristen Simmons, “Settler Atmospherics” (2017); Michelle Murphy, “Afterlife and Decolonial Chemical Relations” (2017); Gaston Gordillo, “Introduction” from Rubble: The Afterlife of Destruction (2014)

Benefits

Our many conversations led to a sense of community that extended across the usual boundaries of age and discipline. While we do not plan to continue as a formally-construed working group in 2019-2020—our group leads need to focus on completing doctoral work in that year—we do plan to infornally continue the many discussions we commenced this year by attending various relevant talks and events together throughout the year. We intend to reconvene the working group for the year of 2020-2021.

9.3. Bridging Disciplines in Manuscript Studies

Organizers

Kari North, Ph.D. candidate, History
Lane Springer, Ph.D. candidate, Medieval Studies
Suzanne Akbari, Medieval Studies and English

Focus

Manuscript Studies is an imperative part of studying the past, and the community of scholars at the University of Toronto is at the forefront of this discipline. This working group brought together professors, librarians, museum curators, postdocs, and doctoral students to continue and expand interdisciplinary discussions about Manuscript Studies. The working group considered the practical, theoretical, and historical methods used in the field of Manuscript Studies and discussed the advantages and disadvantages digital platforms offer this field. In addition to broader discussions, the working group’s eight sessions focused on the techniques and complications in specific areas of Manuscript Studies. These areas include: paleography, the ability to read different scripts and handwriting; codicology, the study of the physical characteristics of a book; textual criticism, the skill of turning a manuscript into a readable and accessible edition for public use; diplomatics, the study of charters and other legal documents; and digital humanities, the digital tools and techniques which provide new ways to analyze and understand manuscript sources.

Members

Faculty Members, University of Toronto
Alexander Andrée, FAS Medieval Studies and St. Michael’s College
Alexandra Bolintineanu, FAS Woodsworth College and Medieval Studies
Adam Cohen, FAS Art History
Mairi Cowan, UTM Historical Studies
Alexandra Gillespie, UTM English & Drama
Shami Ghosh, FAS History and Medieval Studies
Michèle Mulchahey, FAS L.E. Boyle Chair in Manuscript Studies at the Pontifical Institute of Mediaeval Studies
Jeannie Miller, FAS Near & Middle Eastern Civilizations

Graduate Students, University of Toronto
Alessia Berardi, Medieval Studies
Gregory Fewster, Study of Religion
Cai Henderson, Medieval Studies
Jessica Henderson, Medieval Studies
Lara Howerton, Medieval Studies
Lale Javanshir, Near and Middle Eastern Civilizations
Jared Johnson, Medieval Studies
Shirley Kinney, Medieval Studies
Matthew Orsag, Medieval Studies
Patrick Stange, Study of Religion
Steven Teasdale, History
Nora Thorburn, Medieval Studies
Meetings

1. 28 September 2018. Attendance 15
   Introduction to goals of the working group, schedule adjustments. What does it mean to talk about and teach manuscript studies? What are challenges each person has faced and how do technological advancements, such as the creation of digital archives, change our experiences in working with manuscripts? The group also did an activity that involved demonstrating how we approach manuscripts as physical objects.

2. 26 October 2018. Attendance 20
   This meeting focused on libraries and archives. Presentations by Pearce Carefoote, Greti Dinkova-Bruun, Heather Pigat, and Andrew Dunning addressed working in libraries and archives, scholarly interaction between archivists, librarians, and researchers, and conservation.

3. 9 November 2018. Attendance 23
   This meeting focused on the intersection between Digital Humanities and Manuscript Studies. Presentations by Alexandra Bolintineanu, Miguel Ángel Andrés-Toledo, and Alexandra Gillespie examined the history of Digital Humanities and digital tools for research, the process of digitization, and the drawbacks of certain digital tools or projects. The group also discussed the separation between digital research and digital pedagogy.

4. 30 November 2018. Attendance 19
   This meeting focused on tools and approaches to paleography. Presentations by Michèle Mulchahey, Bogdan Smarandache, and Patrick Stange examined Latin, Arabic, and Greek paleography. All three presentations discussed the problems of dating manuscripts or documents based only on the script, along with other parallels between the different disciplines.

5. 25 January 2019. Attendance 15
   This meeting focused on documentary sources, rather than manuscripts. Presentations by Shami Ghosh, Linda Northrup, and Greg Fewster discussed diplomatic approaches to Latin, Arabic, and Greek documents [interrogating the who, what, where, when, how, and why aspects of certification documents (i.e. documents produced by royal or papal administrations) as well as documents found in archives, rather than libraries (i.e. usually only one copy)].

6. 15 February 2019. Attendance 12
   This meeting focused on codicology (the study of the book as a physical object). Presentations by
Alexander Andrée, Gillian O'Hogan, and Jeannie Miller discussed Latin, Greek, and Arabic codicology, followed by a comparison between the various fields.

7. 8 March 2019. Attendance 12
This meeting focused on textual criticism. Presentations by Jarret Welsh, Enrico Raffaelli, and Maria Subtelny examined the process of editing texts and creating editions for Latin, Avestan, and Arabic texts. All three presentations discussed the creative, and sometimes arbitrary, decisions editors make when creating editions and the fact that a critical edition represents a text that most likely never existed.

8. 29 March 2019. Attendance 12
This final meeting reflected on the Manuscript Workshop put on by the graduate student members of this JHI Working Group. Alessia Berardi, Lara Howerton, Kari North, Matthew Orsag, and Nora Thorburn presented how they taught their sessions during the workshop, the survey feedback from the workshop, and what they would do differently. This was followed by a discussion of the future of the group.

Public Event

Vagantes Manuscript Workshop
The working group culminated in a graduate-student-led workshop presented in conjunction with the Vagantes Conference on Medieval Studies (20-23 March 2019). Vagantes is a travelling, interdisciplinary, graduate-student-organized conference which Toronto’s graduate students applied for and won the right to host. By designing the first manuscript workshop offered with Vagantes, the graduate-student members of the working group extended the conversations of the working group to include the broader junior-scholarly community at the conference. The workshop introduced international conference participants to archival work and various techniques of Manuscript Studies which are taught here in Toronto but are unavailable at other universities. Fourteen graduate students from the conference participated in this workshop held at the Thomas Fisher Rare Book Library. The workshop took place on 20 March, from 9am to 5pm, and included six separate sessions on the various disciplines of Manuscript Studies, each with a theoretical introduction to the discipline and a practicum working with manuscripts and documents housed in Fisher library. In the final working group session, the graduate students who organized and taught this workshop reported their findings to the other members of the working group.

Benefits and Future Plans
Numerous scholars from a variety of departments and institutions were invited to discuss the complexities and challenges of different disciplines within Manuscript Studies (ranging from broad theoretical uses of manuscripts to the analysis of manuscript evidence in specific cultural and temporal contexts). Many of the discussions focused on ways to incorporate methods and theories from different disciplines both in research and in the classroom. Because each meeting focused on presentations of a manuscript discipline applied to specific fields of research, participants were invited to consider the usage of manuscript disciplines in fields differing from their own and to consider whether such methods can be applied across traditional scholarly and pedagogical boundaries. Presenters also brought useful resources about their field or methods to the group for discussion. Perhaps most fruitful result is the growing network of relationships between students, librarians, and faculty, relationships that invite both developing and established scholars to challenge their conceptions of analytical and pedagogical questions and to collaborate with specialists in other disciplines to create more fruitful and complex methods of studying manuscripts. In the coming year, we will explore collaborative research projects in the area of Manuscript Studies. To facilitate these projects, we plan to shift the focus from the technical aspects of Manuscript Studies to more thematic aspects of how we use manuscripts and manuscript analysis in our research. We hope that this broader perspective will lead to the inclusion of aspects of Manuscript Studies we were unable to engage with during the past year and provide a venue for further collaboration across departments. Numerous participants commented that this year’s discussions made them aware of work in other fields that relates to their own research, and many of this year’s participants are excited about collaborating on projects that consider the relationship between manuscripts of varying origin, date, and cultural context.
9.4. Building Environmental Humanities at the University of Toronto

Organizers
Alexandra Rahr, UTSG Centre for the Study of the United States
Andrea Most, UTSG English
Caroline Holland, UTSG English

Focus
This working group fills a crucial gap at the University of Toronto. Although it is a leader in the science of climate change and the social science of environmental studies, we lag badly behind in the vital field of environmental humanities (EH). This working group addresses that gap. Our goal is to establish a network of Environmental Humanities scholars—faculty and graduate students from various campuses—and explore options for establishing an institutional home for EH at the University of Toronto.

Members

Faculty Members, University of Toronto
Alan Ackerman, FAS English
Sherry Lee, Music
Tanhum Yoreh, School of the Environment
Kajri Jain, UTM Visual Studies
Tania Aguila-Way, FAS English
Michael Ekers, UTSC Human Geography
Alan Bewell, FAS English
Mark Cheetham, FAS Art History
Avery Slater, UTM English & Drama
Stephen Scharper, UTM Anthropology
Matt Farish, FAS Geography and Planning
Stanka Radović, UTM English & Drama
Stefan Soldovieri, FAS German
John Robinson, Munk School of Global Affairs and Public Policy

Graduate Students, University of Toronto
Lana Tran, Information, Museum Studies
Michaela Rife, Art History
Judith Brunton, Religion
Olivia Pellegrino, English
Julia Lum, Art History
Henry Ivry, English

Graduate Students, outside University of Toronto
Colin Sutherland, York University
Aftab Mirzaei, York University
Justyna Poray-Wybranowska, York University

Undergraduate Students, University of Toronto
Grace King, Anthropology
Aisha Assan-Lebbe, Geography

Meetings
1. 8 September 2018. Attendance: 2
   Administrative planning meeting for the year.
2. 12 October 2018. Attendance: 10
   Session with visiting fine artist and environmental activist Diane Burko. Diane’s work incorporates scientific data into fine art painting and photography, and she spoke about new methodologies for linking artistic form and environmental content. A provocative conversation, and several group members reported that they plan to use Diane’s work in their classrooms.
3. 16 October 2018. Attendance: 5
   Lunch with EHN graduate students and visiting scholar Laura Dassow-Walls, the William and Hazel White Professor of English at Notre Dame University. Prof Dassow-Walls’ latest book, Thoreau: A Life, is a major contribution to American environmental thinking. A wonderful opportunity for grad students to meet with a senior scholar who’s shaping the field.
4. 17 October 2018. Attendance: 7
   Dinner with Prof Dassow-Walls and EHN members. A very productive inter-disciplinary conversation including EHN members from Art History, Geography, English and Environmental Studies. Prof Dassow-Walls commented afterwards that the discussion among EHN members about their research and teaching methods was notably creative and fruitful, and group members certainly agreed.
5. 22 March 2019. Attendance: 18
Small group works-in-progress session with visiting scholar Ursula Heise, one of the foremost figures in the field of Environmental Humanities, Marcia H. Howard Chair in Literary Studies and Professor at the Institute of the Environment and Sustainability, UCLA. Prof Heise circulated materials in advance, and we had a lively conversation about both her scholarly and more popular work on species extinction. The Q&A was particularly wide ranging, and EHN members had a chance for extended conversation with Prof Heise about how her research intersects with and informs their own. An unusual and truly exciting opportunity. As one group member noted, when we first spoke about creating a network of local EH scholars, this was exactly the kind of intellectually creative event we imagined.

Lunch meeting with Ursula Heise and EHN grad students. As with Prof Dassow-Walls, these kinds of sessions are particularly important as EH is a rapidly growing field. There are currently many more EH grad students than appointed faculty, and events like this give the next generation of scholars a chance to network with senior scholars and also to think about how they might shape a field which is still in formation.

7. 22 March 2019. Attendance: 8
Dinner with Ursula Heise and EHN members. Prof Heise was extremely generous in sharing her research and teaching connections with EHN members at this event. As well, as a founding member of the UCLA Institute of the Environment and Sustainability, she was able to offer the group great insight into the administrative and funding steps necessary to building an institutional home for EH.

8. 3 April 2019
Designing 2050 Symposium: Creating Pathways to a Sustainable Society: The group agreed to encourage members to attend this event, hosted by the University of Toronto’s School of the Environment, in lieu of an end of year meeting. It was a remarkable day, featuring brief but fascinating presentations by environmental activists, scholars (including two EHN members) and policy makers. Several of the presenters expressed interest in networking further with EHN, and offered to meet with the group in months to come. The day concluded with a lecture by foremost environmental thinker Bill McKibben.

9. 5 April 2019. Attendance: 29
Co-hosted with Massey College a film screening of ‘Circle of Steel’, winner of an Audience Favorite award at the 2018 Calgary International Film Festival. The film is a satirical and sympathetic portrait of life in the Canadian oil and gas field, told through the eyes of Wendy Fong, a young engineer. After the screening, Gillian McKercher, the film’s director, joined us for a very engaging Q&A. Gillian worked in the Alberta fields before becoming a filmmaker, and she spoke with insight and detail about the changing nature of Canadian petrochemical practices. This event provided an unusual perspective—rarely considered in EH—on extractive resource work.

Benefits and Future Plans
The Environmental Humanities Network (EHN) is establishing a reputation as the hub for EH work at U of T. This growing profile is evident as the EHN is now being invited to partner on environmental humanities events across campuses. University College invited the EHN to co-host events for both the Alexander and Priestley lectures this year, major events on the UC calendar. Massey Hall asked us to partner with them on the successful ‘Circle of Steel’ film screening. The School of the Environment’s ‘Designing 2050 Symposium: Creating Pathways to a Sustainable Society’ reached out to us to recruit EH scholars for the event, featured invited presentations by two group members and was attended by many more. UTM’s Master of Science in Sustainability Management program is hosting a conference entitled ‘Sustainability: Transdisciplinary Theory, Practice and Action’ in October 2019, and has asked EHN to host a panel on environmental humanities approaches to sustainability. A grad student group in EH has been established, with leaders from the JHI working group, and has begun meeting to share their scholarly writing, read new and foundational work in the field and network with other EH grad students. The upcoming JHI Program for the Arts symposium ‘Talking About the Weather,’ co-hosted by the School of the Environment, will feature EHN members and U of T
scientists discussing the connections between often disparate approaches to similar research topics. This event will build cross-disciplinary connections at the University of Toronto among environmental scholars, both scientists and humanists. We’ve established a social media presence and are building our online profile. As well, our growing email list—which is larger than the list below of working group members—also spreads the word about EH events taking place on camps and beyond. Recently, we shared the news about local artist Rochelle Rubinstein’s show ‘Unnatural Disasters Cont’d.’ now showing at the Loop Gallery here in Toronto. We’ve already heard from several members who didn’t know about the exhibit and another who’s interested in inviting Rubinstein to guest lecture next year.

This year we decided to cluster our meetings around major EH events already happening on campus. This approach was intended to amplify the impact of U of T’s existing environmental events as well as expand the EHN’s reputation as U of T’s home base in environmental humanities. This approach was successful; EHN has started to be recognized as the nexus of U of T’s EH scholars and events—as the increasing invitations to partnership attest. Next year - if we are fortunate enough to be funded – will be one of unusual synchronicity. In conjunction with the JHI theme ‘Strange Weather’—a perfect match with EHN—we plan to build on this year’s momentum and combine partnered events with monthly meetings focused on EH research and pedagogy. We already have several meetings ready to go ahead, including one session with local activist group Community Resilience to Extreme Weather (CREW) and another requested by group members on creative EH pedagogy. Next year we’ll reach more people, in more disciplines, and further establish the community which can so extend the University of Toronto’s standing and influence in this essential and emerging field.

9.5. Critical China Studies

Organizers
Yiching Wu, FAS East Asian Studies
Sida Liu, Sociology

Focus
The Critical China Studies (CCS) Working Group successfully completed its fourth year of operation under the second five-year cycle of JHI funding. The group, which started in 2008 (JHI support began in 2009), aims to foster intellectual conversations and exchange among the rapidly expanding interdisciplinary community of China scholars both at the University of Toronto and the Greater Toronto Area. The group draws faculty members and graduate students from GTA institutions such as UofT, York, and Ryerson, and from academic programs including history, East Asian studies, art history, anthropology, media studies, comparative literature, geography, religious studies, sociology, political science, performance studies, and women’s and gender studies, among others. There is frequently participation from the community as well. The working group meetings average two hours. Papers and other reading materials are usually pre-circulated through email.

Members

Faculty Members, University of Toronto
Ruoyun Bai FAS Comparative Literature
Alana Boland FAS Geography & Planning
Antje Budde, FAS Drama Theatre & Performance Studies
Li Chen UTSC Historical & Cultural Studies
Xing Fan FAS Drama, Theatre & Performance Studies
Linda Feng, FAS East Asian Studies
Anup Grewal, UTSC Historical & Cultural Studies
Yi Gu, FAS Art History
Ping-Chun Hsiung, UTSC Sociology
Tong Lam, UTM Historical Studies

Graduate Students, University of Toronto
Graham Candy, Anthropology
Joseph Chan, History
Xi Chen, East Asian Studies
Jonathan Doughty, History
Shengping Guo, East Asian Studies
Monica Guu, Art History
Yanfei Li, East Asian Studies
Shasha Liu, East Asian Studies
Yan Lu, Comparative Literature
Mark Lush, East Asian Studies
Mark McConaghy, East Asian Studies
Wang Nan, East Asian Studies
Faculty Members outside University of Toronto
Joshua Fogel, History, York University
Yunxiang Gao, History, Ryerson University
Joan Judge, History, York University
Jessica Li, Humanities, York University

Postdoctoral Scholars outside University of Toronto
Lianbin Dai, York University

Meetings
1. 21 September 2018. Attendance 18
   Organizational meeting
2. 5 Oct 2018. Attendance 20
3. 18 October 2018. Attendance 19
   Conversation with Chinese Cultural Revolution scholar Mr. GU Xunzhong
4. 26 October 2018. Attendance 17
5. 9 November 2018. Attendance 18
   How to Become a Prolific Scholar: Conversation with Joshua Fogel, History, York
6. 23 November 2018. Attendance 20
   Xing Fan, Drama, Theatre & Performance Studies, “Staging Revolution: Artistry and Aesthetics in Model Beijing Opera during the Cultural Revolution”
7. 25 January 2019. Attendance 40+
   PUBLIC EVENT: Roundtable discussion with visiting Chinese historians’ delegation from Renmin University (Beijing), two meetings for graduate students and faculty members respectively
8. 8 Feb 2019. Attendance 18
   Shana Ye, UTSC Women and Gender Studies, “The Drama of Chinese Feminism”
9. 1 March 2019. Attendance 17
   Tian Liujiia, Ph.D. student, OISE, “Graduated In/visibility: Reflections on Queer Activism in (Post)Socialist China”; Wang Yu, Ph.D. student, History, dissertation chapter
10. 15 March 2019. Attendance 19
11. 30 March 2019. Attendance 27
   PUBLIC EVENT: Domestic and International Implications of China Belt and Road Initiative
   (roundtable discussion, co-sponsored with Global China Studies Association): Karl Yan, Ph.D.
   student, Political Science; Yilang Feng, postdoc, Harvard University; Alvin Yang, Political Science,
   University of Kassel
12. 12 April 2019. Attendance 30
   PUBLIC EVENT: Tibetan Cultural Renaissance Workshop (co-sponsored with Global China
   Studies Program, UTSC)

Benefits
The CCS Working Group brings together scholars and graduate students at various stages of their academic
career and provides them with an open and robust interdisciplinary forum to communicate their research
interests and results. The participants have benefited greatly from the ongoing conversations. The scholarly
outputs of our group members include conference papers and scholarly publications. Since the group’s
inception in 2009, our members have produced twenty scholarly books, including fifteen single-authored
monographs, several of which have received major awards. Our activities help enhance the University of
Toronto’s visibility and leadership role in Chinese cultural and historical studies, both in Canada and around
the globe. Increasingly, scholars in Canada and the United States have recognized the strength of our rising
Chinese Studies community and our commitment to developing cutting-edge scholarship.

9.6. Entitlement

Organizer
Laura Colantoni, FAS Spanish & Portuguese

Focus
This working group examines the construct of entitlement in the Latin American
cultural, literary and linguistic context, through analyses of issues of identity and ethics,
the concept of personal rights, the literary representation of the entitled person, and
the representation of the subject in grammar and narrative.

In English, the meaning of the word has evolved from the original interpretation as a legitimate claim
to an illegitimate claim, the illusion that one is inherently deserving of privileges. Spanish has no equivalent
term but marks the contrast between the legitimate and non-legitimate interpretation by using a reflexively
marked verb; i.e. creer (‘believe’) vs. creerse (‘feel entitled to’).

We aim to explore relevant texts from Spanish-speaking colonial discourse to contemporary narrative
and film, in order to build a methodology for analyzing the language of entitlement. Through sustained
interdisciplinary dialogue we seek to (i) develop a framework for examining how the concepts of common
language supervene into higher order cultural constructs that define entitlement; (ii) study whether certain
linguistics markers can be tools for characterizing the entitled discourse, and for describing the challenge of
mutual recognition, or its absence inherent in the entitled context. Such examination is urgent within the current
context in which the language of rights and access to rights is used by antagonist sectors of society, ranging
from corporate leaders to the advocates for the homeless, from #metoo to the incel fringe, from the religious
right to the trans movement, from #BlackLivesMatter to white supremacists. The necrotic individualism and
accretion of subjectivity that is seen to emerge in the formation of some local subcultures, as well as in the rise
of the current international cohort of narcissistic heads of state, calls for an inquiry into the entitled discourse.

Members
Faculty Members, University of Toronto
Sanda Munjic FAS Spanish & Portuguese
Naomi Nagy, FAS Linguistics
Ana-Teresa Pérez Leroux, FAS Linguistics, Spanish & Portuguese

Graduate Students, University of Toronto
Yadira Alvarez López, Spanish & Portuguese
Ailén Cruz, Spanish & Portuguese
Paula Karger, Comparative Literature
Ruth Maddeaux, Linguistics
Meetings
1. 14 September 2018. Attendance 11
   The goal of this meeting was to organize the work of the group; we discussed our schedule, the plans for the year and the future readings. We decided to create a Dropbox folder where everybody could add materials. We announced that Aaron James would be coming to Toronto on January 17-18. The Argentine writer, Eduardo Sacheri, would most likely come at the end of February. We spent the rest of the time in a very lively discussion. We discussed whether “entitlement” and “assholery” could be treated as synonyms, starting with A. James’ definition of the term. Then, we moved into discussing the connection between entitlement and power; entitlement and self-awareness; entitlement and compassion; entitlement and gender issues. We wondered whether sense of entitlement was greater in multicultural societies. Then we moved to explore the connection between entitlement and authority which led us to the discussion of whether the way in which we educate our students and our children is fostering or not a sense of entitlement. We agreed that on October 12th we would discuss the first chapter of James’ book and Bill would lead the discussion.

2. 12 October 2018. Attendance 12
   Bill led our second meeting. We covered Chapters 1 & 2 of James’ book. Bill pointed out that the sense of entitlement is a defining trait of an asshole (AO) and summarized Ch. 2 where different types of AOs are discussed. He then opened the discussion to the group asking whether we had encountered some of the types summarized in the chapter (such as the AO boss) in our own experience and whether AOs are equally distributed between genders. Our discussion centred around several questions, some of which had already come up in our first meeting. Is entitlement a matter of education? If so, can we teach our children not to act with a sense of entitlement? Is entitlement culture-specific? To what extent our loneliness and lack of community experience (separation between age groups, etc) is fostering entitlement? We also tried to understand the concept better. Power and control seem to be key aspects to understand what an AO is. James also stressed the importance of systematicity: the behaviour has to be systematic (we all behave as AOs sporadically). To understand the concept of “entitlement”, it may be useful to think of what its opposite is; altruism was suggested as a possible option. Jeff volunteered to lead the discussion on November 16th. We will cover Chapters 3 & 4.

3. 16 November 2018. Attendance 12
   At the beginning, we reminded the group of our visitors’ schedule. Prof. Aaron James is visiting Toronto on 17-18 January (talk on 17 January) and Eduardo Sacheri is visiting Toronto on 10 January – 1 February (talks on 31 January and 1 February). Jeff led the discussion of Chapters 3 & 4. Chapter 3 discusses the different types of AOs. It describes four different types, although it is acknowledged that categorizations are always problematic. We tried to understand the differences between the types proposed. The conclusion was that disconnection from reality was a common trend in all these types. Several issues were raised, such as whether this is all about insecurity and selfishness, and the connection between lack of empathy and AOs. At which point ignoring suffering makes you an AO? Are AOs more frequent now? Is assholery on the rise? It was pointed out that youth seems to have a deep sense of morality in youth. We went back to the definition of “AO”, and discussed the questions of whether AOs have a chance to be redeemed. As a possible solution, we talk about the importance of developing relationships and empathy. This led to the discussion of entitlement and parenting. Somebody recommended L. Sachs’ The Collapse of Parenting as a relevant reading, which discusses the importance of extended family where children can receive unconditional love. This in turn led us to
discuss the difference between family and face to face relationships and digital relationships. It was observed that in digital relationships you are in control; in real relationships you are not. Ana pointed out the importance of face to face relationships for learning language and for perceiving and smelling fear and sadness. We turned to discuss Chapter 4, which raises the question of nature or nurture? Jeff pointed out that James links nurture to gender culture and discusses the importance of free will. The chapter also touches on the differences between AOs and bitches. Many of these differences are due to differences in the rearing of boys and girls. It was pointed out that this may not be a difference in rearing but rather due to the fact that women have equal potential but less opportunities. This is really about socialization. Thus, we should expect cultural differences. Are there cultures that produce more AOs? Does the number of AOs change over time? The issue of nature and nurture is connected to P. Bloom’s discussion about the origins of morality, a topic discussed in his book The origin of good and evil. Ana volunteered to present a summary of the book in our next meeting, which will take place on January 18th.

4. 18 January 2019. Attendance 12
   This was a special meeting that we organized to have a chance to have a conversation with our invited speaker, A. James. We introduced the members of the group and our conversation focused on the talk that Prof. James gave the night before.

5. 1 February 2019. Attendance 10
   This was also a special gathering of the group to take advantage of the presence of the Argentine writer, Eduardo Sacheri. After the introductions, we explained to our guest the goal of the group and he offered as an analysis, from a historical prospective, of the rise of individualism after the industrial revolution. He also suggested a possible translation of the word “entitlement” into Spanish.

6. 15 March 2019. Attendance 11
   In this meeting, we discussed Chapter 8 of P. Boom’s book Just babies: The origins of good and evil (2013, New York: Broadway books). This book was suggested because the author presents interesting evidence regarding the nature-nurture debate in the development of moral judgement. Ana led the discussion of the chapter. She provided an overview of the whole book and then we focused on the chapter selected. Throughout the previous chapters, the author presents evidence of how babies are equipped with a rudimentary sense of morality. In the last chapter, the author asks himself where this sense of morality comes from, and what role experience has in developing our moral judgement. He discusses the role that culture, including literature and religion, play in this development. He concludes the chapter highlighting the importance of our capacity for reasoning in the development of moral principles. This trigger a discussion regarding the definition of reason and of reality used in this chapter. In the second part of the meeting we discussed our next steps (i.e. which topics we would like to cover in the group next year). Several ideas were suggested: (1) entitlement across the human experience (touching upon issues such as immigration, indigeneity); (2) entitled to my language; this would include topics such as linguistic prescriptivism and prescriptivism more generally; (3) communities and entitlement (importance of community and empathy as ways to combat entitlement).

7. 12 April 2019. CANCELLED – most members were away at conferences.

8. 10 May 2019. Attendance 6
   We did a balance of all the activities conducted this year and we discussed plans for future directions. We decided that the theme for next year will be Entitlement and the common good. We are going to continue with our current meeting structure and with hosting two invited speaker, an academic and a writer. Our plan is to invite Prof. Virginia Valian and the Nigerian writer Nnedi Okarofor. The former is known for her meta-analysis of salary disparities between man and women in academia and for her publications regarding work-inequalities, whereas the latter is a science-fiction writer whose works make a case for the inclusion of diversity in the genre. We also composed a list of academic and fiction works that we are planning to discuss next year. We will invite to the group a new linguistics professor, Nick Sanders, who works on language and social justice and we will contact student groups across campus who work on the status of women at the university. Finally, in addition to hosting public lectures by our invited speakers, we will organize two movie screenings, followed by a panel discussion.
Public Events
17 January 2019. Attendance 60
Aaron James, UC-Irvine “Rationalization and the Sense of Entitlement”

31 January 2019. Attendance 75
Eduardo Sacheri, director, The Secret in their Eyes” film screening and Q&A

Benefits
The group created channels for communication and intellectual linkages across multiple disciplines in its work of thinking about how entitlement works.

9.7. Latin American Racial Technologies through the 21st Century

Organizers
Valentina Napolitano, FAS Anthropology
Luisa Schwartzman, UTM Sociology
Tamara Walker, FAS History

Focus
Our working group was first established in the fall of 2017 for the purpose of exploring topics of race and racialization in the Americas from multi and transdisciplinary perspectives. In our work over the past two years we have focused on the complexities of race through frameworks informed by coloniality and nation building, as well as by more contemporary patterns of democratization and international human rights initiatives. The concept of “racial technology” emphasizes the malleability of race as a category, and as a tool and a practice through which bodies, histories, and identities are experienced and known. On a practical level, the activity of our group has centered on the close and engaged reading of group members’ articles, essays or chapters in progress. We met each month in order to discuss and provide feedback on a pre-circulated text by one of the group members. Texts included articles or chapters in progress by faculty members and graduate students. For some of our meetings, we focused on selected published readings in order to provide a common ground of analysis for our discussions, such as Achille Mbembe’s Critique of Black Reason. In other cases, we combined discussion of group members’ work in progress with attention to published articles on a similar topic.

Members
Faculty Members, University of Toronto
Susan Antebi, FAS Spanish and Portuguese
Ted Sammons, Lecturer, FAS Anthropology
Ramon Victoriano-Martinez, Lecturer, Caribbean Studies Program

Visiting Researchers
Alexandra González Jiménez, Postdoctoral Fellow, Anthropology
Eshe Lewis, Visiting Scholar, Latin American Studies Program

Faculty Members, Outside University of Toronto
Gillian McGillivray, History, York University
Antonio Torres-Ruiz, Political Science, York University

Graduate Students, University of Toronto
Nae Hanashiro Ávila, Spanish and Portuguese
Diana Barrero, OISE Curriculum Studies
Maria Roxana Escobar Nañez, Geography & Planning
Fernando Calderón Figueroa, Sociology
Mariana Ferraz Duarte, Dalla Lana School of Social Work
Ximena Martínez Trabucco, OISE Social Justice Education
Matías Recharte, Music

Image credit: Francisco Laso, The Three Races, or Equality before the Law, painting, 1879. Public domain.
Meetings
1. 17 September 2018. Attendance 15
   Introductions, plans for the year’s work and a possible visiting speaker.
2. 22 October, 2018. Attendance 9
   At this meeting, we discussed a pre-circulated essay by group member Nae Hanashiro Ávila, titled, “Una enfermedad o un vicio: Representaciones de “el japonés” en dos novelas de Mario Vargas Llosa.” Nae presented an English version of her paper at the meeting. The group also read the article by Erika Lee, “Asian exclusion in the Americas,” to provide context for the discussion.
3. 19 November 2018. Attendance 8
   We discussed a pre-circulated paper by Maria Roxana Escobar Nañez, on the topic of Afro-Peruvian women and social practices in urban spaces during the late colonial period, titled “Black women on the streets of Lima: the embodiment of time.” We also read a book chapter by Karl Offen, “Environment, Space, and Place: Cultural Geographies in Colonial Afro Latin America,” in order to provide additional context.
4. 6 December 2018. Attendance 6
   We discussed two chapters from Achille Mbembe’s book, Critique of Black Reason.
5. 24 January 2019. Attendance 5
   We discussed an article by Bolívar Echeverría titled, “Blanquitud: considerations on racism as a specifically modern phenomenon,” and an article by Barnor Hesse titled, “Racialized modernity: An analytics of white mythology.”
6. 11 February 2019. Attendance 6
   We discussed a pre-circulated paper by Susan Antebi titled, “Prometheus Re-bound: Disability, Contingency and the Aesthetics of Hygiene.
7. 25 March 2019. Attendance 5
   We discussed the pre-circulated paper by Antonio Torres-Ruiz, “Whose narratives count? Ethnic relations and racism in Cuba.”
8. 13 May 2019. Attendance 8
   We discussed a pre-circulated paper by Luisa Schwartzman titled “Canadian Multiculturalism, Brazilian Racial Democracy and the Minority Rights Revolution.” We also discussed plans for the coming year.

Public Events
15 November 2018. Attendance 80
   Mónica Moreno Figueroa (Cambridge) “Latin American anti-racism in a post-racial age”
16 November 2018. Attendance 17
   Informal workshop and lunchtime discussion with Mónica Moreno Figueroa

Benefits
Luisa Schwartzman’s article “Color violence, deadly geographies, and the meanings of ’race’ in Brazil,” has been evaluated for publication in Ethnic and Racial Studies, and she is in the process of revising it for resubmission. She also published the paper: "The Integration of the White into the Community of Color, or How the Europeans became Brazilian in the Twentieth Century." Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World. Vol. 2, No. 8, pp. 33-54, 2018. Susan Antebi completed the book chapter, ““Miradas eugenésicas en la obra de Eduardo Urzaiz,” for a volume on Eugenia by Eduardo Urzaiz, Edited by Virginia Carrillo and Adrián Curiel, UNAM. It is currently under review. The chapter is based on work she presented to the group in 2018. Her chapter, “Prometheus Re-bound: Visability, Contingency and the Aesthetics of Hygiene,” discussed with the group in 2019, is part of her book project, “Eugenics and Intercorporeality: Reading Disability in Twentieth-Century Mexican Cultural Production,” under review at a university press. Group discussion and feedback have been extremely useful to her revision process. Antonio Torres-Ruiz gave a public lecture at Columbia University in April 2019, sponsored by the Columbia University Institute for Latin American Studies, and based on his work in progress discussed with the JHI group.
Future Plans
For the coming year, we will continue to hold group meetings focused on discussions of work in progress and of readings that speak to our shared interests. To meet the evolving needs of our membership, as they have published research and transitioned to new projects, and to make room for incoming faculty and the increased participation of graduate students, we will structure our discussion themes and invitations for external speakers around the concept of “keywords.” These are terms and concepts related to our working group that get deployed in different ways across disciplines, regional frameworks, and time periods. We will offer them as provocations, with the goal of entering into sustained and productive conversations around the terms’ varied meanings. Some terms that we have identified include: Creole/Creolization, Blackness, Raza, Beauty, and Pigmentation. The idea will be for members to present work in progress connected to these terms, to suggest theoretical readings that speak to them, and to extend invitations to guest speakers working in these areas.

Because a key goal for the coming year is to maintain consistent attendance and to increase the participation of graduate students in the group, we want to recognize that our members may or may not be in positions to pre-circulate drafts. To that end we think it will be particularly beneficial for them to present their work without needing to pre-circulate, and to participate in discussions of theoretical readings as well. Thus we will alternate our monthly schedule between discussions of work in progress (whether pre-circulated or not) and of relevant and agreed-upon theoretical readings.


Organizers
Jill Carter, FAS Drama, Theatre & Performance Studies
Myrto Koumarianis, Ph.D. candidate, FAS Drama, Theatre & Performance Studies

Focus
As a nation built on the Doctrines of Discovery, Extinguishment and Terra Nullius, Canada’s existence, as an internationally recognized sovereign state, relies upon a rigorous and methodical campaign to sanitize the present moment of Indigenous presence and eventually to erase all traces of Indigeneity from living memory. Resisting such erasure (in place, historical memory, or cognitive space), Indigenous artists and activists are scripting interventions for myriad “stages” through which to dislodge colonization from the Indigenous body and through which to excise the psycho-spiritual scars that affect the many survivors of relocation, re-education, the sixties scoop, forced sterilization, etc. Our membership is committed to facilitating such interventions; hence, we seek to plunge ourselves into “deep time,” so that we may devise works in the present moment that build legacy for future generations. It is only through painstaking engagement with the tangled history of settlement that future conciliation might be operationalized. To facilitate such conciliation in our own work, members of the Deep Time Working group have (since 2016) embraced opportunities to explore and test out the means by which to mediate possible sites (topographical, cognitive, ceremonial, and performative) of profound encounter and renewal. Additionally, we have sought opportunities to meaningfully offer our skills, time and physical labor to support Indigenous community projects that work to strengthen Indigenous individuals.

Members (Active)

Faculty Members, University of Toronto
Antje Budde, FAS Drama, Theatre & Performance Studies
Jon Johnson, Indigenous Studies, Woodsworth College
Trina Moyan, Lecturer, Urban Planning
Karyn Recollet, FAS Women & Gender Studies

Graduate Students, University of Toronto
Susan Aaron, OISE
Sherry Bie, OISE
Paula Danckert, Drama, Theatre & Performance Studies
Sara McDowell, OISE
Maria Meindl, Drama, Theatre & Performance Studies
Community Professionals
Berna Celikkaya, Independent Scholar
Dolleen Manning, Independent Scholar
Natasha Rojas, Alumna, Indigenous Studies, U of T
Gabriele Simmons, Alumna / Centre for Community Partnerships
Hallie Wells (Ph.D., Berkeley) Independent Scholar

Graduate Students, outside University of Toronto
Megan Davies, Performance Studies, York University
Morgan Johnson, Environmental Studies, York University

Undergraduate Students, University of Toronto
Aisha Cadre, UTM English & Drama
Sheelah Salvador, Indigenous Studies
Shirka Urechko, Indigenous Studies

Sonia Norris, Drama, Theatre & Performance Studies

Members (Affiliate)
Faculty Members, University of Toronto
Heidi Bohaker, FAS History
Nancy Copeland, UTM English & Drama
Susan Hill, Indigenous Studies
Stephen Johnson, Drama, Theatre & Performance Studies
Pamela Klassen, Study of Religion
VK Preston, Drama, Theatre & Performance Studies

Graduate Students, University of Toronto
James Bird, Architecture
Paul Haigh, OISE
Jandell-Jamela Nicholas, Geography & Planning
Audrey Rochette, Study of Religion

Staff, University of Toronto
Desmond Wong, University of Toronto Libraries

Working Group Affiliations
Ciimaan/Kahuwe'yá/Qajaq (Centre for Indigenous Studies)
Centre for Community Partnerships
First Story Toronto
Great Lakes Canoe Journey

Meetings
1. 14 September 2018. Attendance 9
At this meeting, we reviewed our proposal to the JHI for this year’s working group, and I solicited ideas from the members in attendance for forthcoming activities or future projects. I also shared that although the SSHRC Grant-Team (“Research as Restitution and Redress”) comprises only a small portion of the Deep Time membership, Sylvia Plain had put forward the idea that I carve out space during Deep Time meetings for those who wish to participate in building a relationship with the GLCJ, so that they can collaborate on future projects. To this end, we had planned several workshops (ongoing throughout the year) through which this “build” could occur. Several of our members (who are movement artists) are interested in exploring embodied practice and wonder how we might work embodiment into vocalized calls to action. One member suggested that the group conduct a live reading of the 94 Calls to Action. An Independent Scholar who works with Malagasy slam poetry is interested in working with the form (Slam) and the Calls to Action. These are projects we intend to take on during the academic year 2019-2020. A faculty member stressed that making things (and contributing) is an optimistic act. Much of our work this year has been focussed around the act of “making”.

Photo credits: top right, Jill Carter, 2019; bottom left, Anne Milne 2019.
2. 20 October 2018. Attendance 15
Sylvia Plain introduced us to a birch bark canoe she had constructed with secondary students in Nogojiwanong (Peterborough) and allowed us to experience the multiple levels of relationship that have been activated in its construction (from harvesting to launch). The teachings we received that day spoke to research relationships and to the resonance of each action we undertake (and the responsibility this entails). For instance, Sylvia introduced us to the traditional tools she had crafted with a group of Indigenous youth in Tkaronto over the summer of 2018. This opportunity came about because when Sylvia had accepted my invitation (spring 2018) to come and speak with “Deep Time” about the Great Lakes Canoe Journey, I also invited the Centre for Community Partnerships at the University of Toronto. So excited were they by the Great Lakes Canoe Journey (GLCJ) that they offered the GLCJ $14,000.00, and with these monies Sylvia was able to facilitate a traditional tool-making intensive for urban Indigenous youth. To be introduced to these tools in fall 2018 was a powerful teaching about the power of sharing and a keen reminder about responsibility for the (often, unforeseen and unplanned) ways in which our work may resonate.

3. 24 November 2018. Attendance 16
Paddle-Making Workshop 1: Sylvia Plain began this workshop by sharing, through personal stories, what it means to be part of a canoe family and the principles and protocols that are related to requesting and receiving welcome at the water’s edge. Through her tellings, Sylvia shared the stories of several of the paddles with which she has been gifted over the years (by other canoe families) and with which she continues to travel. Upon each of the paddles, the story of a relationship has been documented, and that story is carried to the waters upon which and the shores towards which the paddler travels.

4. 19 December 2018. Attendance 9
Paddle-Making Workshop 2: Here, under the tutelage of Sylvia Plain, the members of Deep Time began to add their mark to the paddle that will document our burgeoning relationship. Through this work, our members have marked their personal commitment to uphold this relationship that we are building with the Canoe Family that is the Great Lakes Canoe Journey and, by extension, to all the canoe families with which the GLCJ enters into relationship.

5. 2 February 2019. Attendance 9
Story-ing Relationship: During this meeting, Deep Time members took the opportunity to articulate our memories of our first encounter with the GLCJ and its work and how our relationship with that work has progressed. We looked back to our early work with “Deep Time,” weaving our memories of Santee Smith’s “Edge of the Woods” Workshop (2016-2017), Floyd Favel’s workshop on pictographs and embodiment (2016-2017), Jill Carter’s Personal Cosmography and Land Activation workshop (2017-2018), our work around the Two Row Wampum (2018-2019), and our understanding of the teachings Sylvia Plain has shared with us (2018-2019) into the exercise of conceptualizing our research relationships with and intentionality towards community partners, and specifically with the GLCJ. Throughout our conversations, we recorded key principals and sketched out ideas for a ‘collective/group signature,’ which will be burnt into one side of the paddle, which we are gifting to Sylvia Plain and the GLCJ.

6. 9 February 2019. Attendance 16
Community Outing: Native Earth Performing Arts kindly offered our group a block of free tickets to attend a performance of Niimi’iwe (Gathering Light) at Aki Studio. Gathering Light (choreographed by Raven Spirit Dance’s Michelle Olson) carries its audience on a healing journey through the process of growth (from seed to full flower) to uncover the mechanisms that stunt us in our growth cycle and the mechanisms that free us and “support our full bloom.”

7. 15 March 2019. Attendance 9
Story-ing Relationship with ‘irreconcilable spaces of Aboriginality”: Continuing our work from 2 February, group members met to discuss Dylan Robinson’s “Welcoming Sovereignty” in which he carves out an irreconcilable space of Aboriginality on the page, enjoining non-Indigenous readers to resist the drive to know what is not theirs to know by refraining from reading a significant section of his chapter, which he reserves for Indigenous eyes only. How might we apply the lessons of his work
and operationalize the call to create and respect “irreconcilable space” in our classrooms, in our writings, in our art, and in our research methodologies?

8. 19 March 2019. Attendance 15
Community Outing 2: Native Earth Performing Arts offered our group a block of free tickets to attend a performance of Imitiwendam (An Understanding), written and performed by Meegwun Fairbrother. Imitiwendam is, at once, an “epigenetic response to” Prime Minister Harper’s Residential School Apology (2008) and a performative healing ceremony, intended to promote awareness, understanding, conversation, and healing.

9. 29 March 2019. Attendance 9
Story-Ing Relationship within “irreconcilable spaces of Aboriginality” 2: Discussions around operationalizing Garneau’s concept of “irreconcilable space” were informed by our viewing of Imitiwendam. How might the lessons we are learning inform the process of relationship-building between the academy and its representatives (Deep Time members) and an Indigenous community partner (GLCJ)? How might we operationalize these lessons and Story them onto the paddle (itself a physical manifestation of Imitiwendam—a witness to the understanding that grows between us) upon which we have been working?

10. 12 April 2019. Attendance 10
Story-ing the Paddle: Trina Moyan offered a teaching around the positioning of our collective shoulder-to-shoulder design for the paddle we will gift to the GLCJ. The Oji-Cree syllabics (positioning us linguistically between the Cree of the far north and the more southern Ojibwe dialects) simply describe “Deep Time.” Shoulder-to-shoulder with Sylvia Plain and the GLCJ, we commit ourselves, as representatives of the Academy, to a process that requires us to reach back even as we pull forward in our work of seeking, carrying, creating and disseminating the knowledge systems upon which worlds we may never live to see will be built. At the end of a very productive evening, the “Deep Time” members who stayed behind to complete work on the paddle displayed all of the pictographic signatures that have been added by Deep Time members through this journey of relationship-building.

11. 20 April 2019. Attendance 15
PUBLIC EVENT: Walking workshop Indigenous History Tour with seasonal teachings for April (Sugaring Moon) and May (Blossoming Moon) at the UTSC campus, through Highland Creek and Military Trail. We braved chilly temperatures, hail, mud and steep climbs to walk an ancient trail and celebrate the flourishing of new life. Professor Jon Johnson offered us a historical overview of this area (Williams Treaty), while Sylvia Plain reminded us of the bounty still provided to us by the natural world despite the ecological devastation that threatens all life. Despair, she reminded us, paralyzes. We must awaken the spirit of gratitude within our hearts and work with vigor and good intent to restore what has been lost and take care of what remains. The walk was concluded with a potluck picnic inside the Student Centre and the presentation of the Deep Time paddle to Sylvia Plain.

Benefits
Over 2018-2019, “Deep Time” sought to deepen its collaboration with The Great Lakes Canoe Journey (GLCJ). The GLCJ (led by Anishinaabekwe Sylvia Plain) partners with Elders to recover traditional technologies used in the construction of Ciimaanan (birchbark canoes). The land is the classroom; the students are Indigenous youth; and the pedagogical model is experiential, concluding with the construction of a canoe. During summer 2018, seven members of “Deep Time” (including Co-convenor Jill Carter) stepped forward to begin the process of crafting an MOU with the GLCJ. As we engaged ourselves in this task, the opportunity to apply for an Indigenous Research Capacity and Reconciliation—Connection Grant—through SSHRC presented itself. Our application was successful and our team Research as Restitution and Redress: The Great Lakes Canoe Journey and the Transmission of Anishinaabewin through “Deep Time” was awarded $50,000.00. These funds are to facilitate a two-pronged project. First, the academic partners (who are Indigenous and non-Indigenous members of the JHI working group “Deep Time”) have embarked upon a ‘relationship-build’ with Sylvia Plain and the GLCJ. Next, the GLCJ will host a canoe-build at Garden River First Nation this summer, so that Anishinaabe Gikendaasowin (knowledge) and Anishinaabewin (Anishinaabe way of being) will be transmitted to and embodied by the Anishinaabe youth who participate in this build. While this project lies apart from the
activities of the larger academic working group, it may never have happened had it not been for the sustained support of the JHI, which has allowed the larger working group to convene, to bring in artists and activists who work with us, and to take the space to reflect, imagine, and “play” through embodied thought-experiments. Moreover, Sylvia Plain of the GLCJ has continued to work with the larger “Deep Time” working group to build relationship, so that future partnerships and projects may emerge from our work together.

9.9. Postsecular or Postcritique? New Approaches to Reading Religion

Organizer
Alex Eric Hernandez, FAS English

Focus
The JHI Working Group on the question “Postsecular or Postcritique?: New Approaches to Reading Religion” was formed to initiate dialogue across these two contemporary trends in the humanities. On the one hand, members in the group are interested in thinking about how recent work on “postsecularism” and “critical secular studies” has revitalized interest in the role of religion and changed the way we approach ritual, devotion, and the experience of sacrality across a range of cultural forms. In our view, classic secularization theses are woefully inadequate in accounting for the complexity of beliefs persisting even to this day. Indeed, religion has long involved a careful negotiation of its role in collective life in ways that stymy the easy opposition between sacred and secular. On the other hand, members of the group share a set of concerns about the limits critical theory often places upon our reading practices, the way that critique flattens ontologies and agencies, reducing complex phenomena into other privileged analytic or identitarian categories. In such conditions, religion especially appears as just one of many so-called symptoms, to be understood as a feature of class, for instance, or the falsely conscious outgrowth of empire that awaits our unmasking. While this may be true in some cases, we are also interested in developing “postcritical” (not uncritical) tools that seek a richer understanding about the work of belief and sacred practice. To critique, after all, is only one way to read religion; what happens when we approach these experiences, cultural artifacts, and discursive practices with sympathy and curiosity, with an emphasis on their importance to self-care and community-building, or with an openness to how for many of us the arts remain a site of enchantment—even perhaps, transcendence?

Over the past academic year, therefore, we sought to explore the affinities and tensions between postcritique and postsecular thought, laying out the terrain of our inquiry. Initial meetings focused on developing a shared vocabulary and teasing out some of the overlapping issues to both postsecular and postcritical discourses. Reading key sections of Rita Felski’s influential recent manifesto on The Limits of Critique alongside Lori Branch’s argument for a postsecular approach to reading religion, we wondered if the latter had in fact paved the way for some of the postcritical turn precisely in turning the tools of critique upon the work of criticism itself. Very early on, we found that our discussions returned repeatedly to the institutions—departments, disciplines, Universities—that grounded and defined our reading practices. For Branch and Mark Knight, for instance, critique entails aggressive institutional demands to secularize, or as Edward Said argues, to divest oneself of the filiations and affiliations that obscure one’s approach to culture. The critic thereby carefully cultivates their detachment that is, at once, a methodological stance and affective disposition. And because the claim to teach “critical thinking” is central to how the humanities justifies its existence and funding, critique is sustained in part by appealing to the secular rationales of the public institution. Discussing the work of Michael Warner, Heather Love, and Felski allowed us novel points of entry into these debates, and in their various ways offered postcritical suggestions for how to countenance not only diverse reading strategies but also to foster our students’ attachment to cultural objects. Ironically, granting their affection for particular authors, texts, rituals, and beliefs—which is to say, acknowledging their devotions—may ground what we do as scholars in much more holistic fashion.

Nevertheless, over this year’s meetings we also became increasingly skeptical of moves to identify critique with secularity. For many of us, these terms are far from synonymous, for a close (and sometimes deep!) attention to religion reveals the ways in which confessional traditions are intertwined with critical thought. This became clear in our discussions of Michel Foucault’s meditation on “critique,” which saw such habits of thought
as the long-term effects of Renaissance and Protestant biblical criticism. We placed Foucault’s lecture in
dialogue with Talal Asad’s recent meditation on the embeddedness of reason and the subtlety of the Arabic
terms \textit{tajdīf} and \textit{isā'ah}, both of which can be glossed as “blasphemy,” but which also connote transgressions
arising from very different contexts of governmentality (the latter reserved, for instance, for cases of secular
power). As Asad goes on to claim, critique is not ipso facto secular. A similar line of thought came out in Gauri
Viswanathan’s rejoinder to Said’s secular criticism, which seeks to read religious conversion (and hence, the
movement between filiation and affiliation) as a complicated and perhaps also compromised act of protest that
embodies the work of critique as faithfulness. Ironically, in fact, the group’s interest in conversion originally
stemmed from the work of the postcritical sociologist, Bruno Latour, who stresses the “felicity conditions” by
which objects become agents, the unique tangle of circumstances that render our experience ontologically rich
with vitalist actors (be they computers, a river, a friend, or a eucharistic wafer). To observe the world closely,
he contends, is to trace the chains of conversion that pulse through its modes of existence.

\textbf{Members}

\textbf{Faculty Members, University of Toronto}

- Randy Boyagoda, FAS English
- Thom Dancer, FAS English
- Shaun Ross, VIC Literature & Critical Theory
- J. Barton Scott, FAS Study of Religion
- Naomi Seidman, FAS Study of Religion and FAS Diaspora & Transnational Studies
- Paul Stevens, FAS English
- Stephen Tardiff, SMC Christianity & Culture

\textbf{Independent Scholar}

- Çağdaş Dedeoğlu, Research Associate, The Center for Critical Research on Religion

\textbf{Graduate Students, University of Toronto}

- Judith Ellen Brunton, Study of Religion
- Amy Cote, English
- Norah Franklin, English
- Christina Pasqua, Study of Religion
- Stephanie Redecop, English
- Kimberly Rodda, English
- Alexander Thomas, English

\textbf{Graduate Student, outside University of Toronto}

- Erin Prior, English, Brown University

\textbf{Undergraduate Student, University of Toronto}

- Maral Attar Zadeh, FAS English

\textbf{Meetings}

1. 24 September 2018. Attendance 20
   Initial Meeting and Discussion of chaps. 1 and 4 of Felski, \textit{The Limits of Critique} and Branch, “The
   Rituals of our Re-Secularization”
2. 22 October 2018. Attendance 12
   Backgrounds of Postcritique: Discussion of Warner, “Uncritical Reading” and Love, “Close but not
   Deep: Literary Ethics and the Descriptive Turn”
3. 15 November 2018. Attendance 25
   PUBLIC EVENT: Visit and Lecture by Mark Knight on “Unnatural Reading: Literary Criticism, the
   Novel, and the Postsecular”
4. 18 January 2019. Attendance 10
   11 of \textit{An Inquiry into Modes of Existence}
5. 15 February 2019. Attendance 15
6. 12 March 2019. Attendance 15
   PUBLIC EVENT: Visit and Special Seminar Hosted by Rita Felski on David Scott and “The Ethics
   of Receptive Generosity”
   Critique and Secularity: Discussion of Foucault, “What is Critique?” and Asad, \textit{Is Critique Secular}
7. 14 March 2019. Attendance 30
   PUBLIC EVENT: Visit and Lecture by Lori Branch on “Imagining a Better Religiousness and
   Secularity: Marilynne Robinson and James Wood” (Attendance: 30)
8. 23 April 2019. Attendance 10
The Legacy and Limits of “Secular Criticism”: Discussion of Said, “Secular Criticism” and Viswanathan, chap. 2 of Outside the Fold

Benefits and Future Plans
In the course of the year, a listserv initially begun to assist with logistics has grown to over 50 faculty members. For the core of our membership, the year’s events have catalyzed their interest in these issues and provided them vital support for their research programs. In the coming year, we hope to continue our meetings and expand our institutional reach to other divisions and departments, utilizing public events as a way to forge new intellectual connections. For instance, and in the interest of fostering a broad, scholarly ecumenism, we are in the early planning stages of lectures by scholars situated at the crossroads between Jewish studies and critical theory (for one) and working in the political science of postsecularism (for another). We also hope to collaborate with Victoria College’s Literature and Critical Theory, the Department of English, and St. Michael’s College as we did this past year in order to host a larger public lecture on our theme. These details are currently being sorted out, but in the meantime, syllabus of readings for the following year is shaping up which will have us pursuing the late turn I outlined above, whereby religious thought turns out to be a strange bedfellow of critical theory. Possible readings to this end may include Irfan Ahmad’s Religion as Critique and Zhange Ni’s The Pagan Writes Back. There remains as well a wealth of contemporary work on postcritique that we have left unexplored but which may be especially fruitful to further discussions focused more on the affective labor in reading as well as religious practices. As the following section suggests, that topic is one that has been an interest of our group, forming a link between the group’s focus and our individual research. Consequently, it is our hope as well to establish a setting for us to share work-in-progress now that the first fruits of last year’s exchange are making their way to publication. In the meantime, a syllabus of readings for the following year is shaping up which will have us pursuing the late turn I outlined above, whereby religious thought turns out to be a strange bedfellow of critical theory. Possible readings to this end may include Irfan Ahmad’s Religion as Critique and Zhange Ni’s The Pagan Writes Back. There remains as well a wealth of contemporary work on postcritique that we have left unexplored but which may be especially fruitful to further discussions focused more on the affective labor in reading as well as religious practices. As the following section suggests, that topic is one that has been an interest of our group, forming a link between the group’s focus and our individual research. Consequently, it is our hope as well to establish a setting for us to share work-in-progress now that the first fruits of last year’s exchange are making their way to publication. In addition to reading groups and our public lectures, therefore, we hope to host two work-in-progress meetings for members to share and receive feedback on their current projects. Finally, the group will be taking on a second lead, Amy Cote, graduate student in the English Department, who will not only help with the administrative load of running the group, but also co-write a SSHRC Connections grant aimed at instituting a summer exchange program in the near future.

9.10. Practices of Commentary

Organizers
Walid Saleh, FAS Study of Religion and FAS Near & Middle Eastern Civilizations
Markus Stock FAS Germanic Languages & Literatures and FAS Medieval Studies

Focus
The working group Practices of Commentary focused on the comparative and interdisciplinary study of commentary by exploring and disseminating fundamental knowledge of religious, literary, and scientific uses of commentary in premodern cultures. Our aim was to develop new collaborative links and to make use of shared interdisciplinary research interests at the University of Toronto. Our working group included faculty and graduate students from humanities departments at St. George and UTM spanning cultures from East and South Asia through the Middle East to Europe. Through our interdisciplinary approach on the rich and diverse tradition of commentary we studied the function of commenting and commentaries as a central mode of the Humanities’ engagement with the world.

In the Fall Term, we discussed pre-circulated foundational texts on commentary from a variety of fields and analyzed their rationale by pairing them with different traditions of commentary. In the Spring Term, we continued to pair these theoretical texts with the work in progress presented by group members through which we explored new avenues in approaching commentaries. In the winter term, the group also organized a day-long workshop for which we invited faculty and graduate students from the University of Toronto to partake in roundtable discussions. The themes of these roundtables focused on a variety of methodological concerns we identified throughout our previous meetings. The workshop was concluded by a keynote lecture by Professor Andrew Hicks (Cornell), a specialist on medieval philosophical and musicological commentary.
A highlight of the group’s work was a three-day visit of six graduate students and four faculty members to the GU Frankfurt for a joint conference “Theories and Practices of Commentary” with our ‘mirror’ working group at the Humanities Centre (Zentrum für Historische Geisteswissenschaften) at the GU (10-12 Dec 2018, funded by sources we additionally applied for and obtained). The results of this meeting will be published in Zeitsprünge, the peer-reviewed journal of the Zentrum. Our JHI working group also engaged in organizing another international and interdisciplinary conference (“Commenting and Commentary: The Historical Emergence of a Global Interpretive Mode”) at University of Toronto in October 2019, where we expect our GU partners and a number of other international and Canadian scholars.

Members

Faculty Members, University of Toronto

Suzanne Akbari, FAS Medieval Studies
Alexander Andrée, FAS Medieval Studies
Elisa Brill, FAS Italian Studies
Bob Gibbs, FAS Philosophy
Amanda Goodman, FAS East Asian Studies
Peter King, FAS Philosophy
Jennie Miller, FAS Near & Middle Eastern Civilizations
Luther Obrock UTM Historical Studies
Enrico Raffaelli, UTM Historical Studies
Ajay Rao, UTM Historical Studies
Jill Ross, FAS Comparative Literature
Audrey Walton, FAS English
Kenneth Yu, FAS Classics

Graduate Students, University of Toronto

Shuaib Ally, Near & Middle Eastern Civilizations
Alessia Berardi, Medieval Studies
Miriam Borden, German
Deanna Brook’s, Medieval Studies
Cara Bruni, German
André Flicker, German
Anthony Fredette, Medieval Studies
Sloane Geddes, Near & Middle Eastern Civilizations
Katie Menendez, Medieval Studies
Francesco Pica, Medieval Studies
Joel Richmond, Study of Religion
Ramzi Taleb, Near & Middle Eastern Civilizations
Simon Whedbee, Medieval Studies
Dylan Wilkerson, Medieval Studies
Parisa Zahiremami, Near & Middle Eastern Civilizations

Meetings

1. 14 September 2018. Attendance: 21
   Introductory Readings: Articles by Gumbrecht; Most
2. 19 October 2018. Attendance 23
   Presentation by Ajay Rao (UTM Historical Studies) on South Asian commentary traditions
   Readings: McCrea/Patil; Griffiths
3. 14 November 2018. Attendance 14
   Meeting held at UTM Campus in the Centre for South Asian Civilizations. Presentation by Anthony
   Fredette (CMS) and Simon Whedbee (CMS) on Servius’s Accessus to the Aneid and the ancient Latin
   commentary tradition
   Readings: Minnis; Ziolkowski; Putnam.
4. 7 December 2018. Attendance 19
   Presentation by Suzanne Akbari (CMS) on the construction of texts through commentaries and the
   concept of textual integument paired with William of Conches Latin commentary on Boethius
   Readings: Copeland; Akbari
5. 10-12 December 2018 (remote) at GU Frankfurt. Attendance 10
6. 11 January 2019. Attendance 13
   Presentation of Markus Stock on the tradition of commentaries on the Song of Songs
   Reading: Rodda/Stock
7. 8 February 2019. Attendance 35
   Half day workshop hosted at the Pontifical Institute for Mediaeval Studies
Session 1 “Media and Pedagogy”; Session 2 “Materiality and Manuscript”; Session 3 “Disciplines and Knowledge Structures”; Keynote by Andrew Hicks (Cornell University) “Hypomnema, Commentarii, Sharḥ, Zhuan: Cross-Cultural Perspectives on Commentary”

8. 20 March 2019. Attendance 10
Meeting held at UTM Campus in the Centre for South Asian Civilizations Presentation by Walid Saleh (NMC) on the tradition of Qur’an commentaries
Reading: van Lit

9. 26 April 2019. Attendance 12
Presentation by Kenneth Yu (Historical Studies) on the ancient Greek commentary tradition on the Iliad
Reading: Schironi

Benefits
The Practices of Commentary working group created and fostered an interdisciplinary network between faculty and graduate students at the University of Toronto and beyond. Our discussions were greatly enriched by sharing the experiences of work in a variety of fields: historians, religious historians, medievalists and philosophers from a number of humanities units. Through the pairing of theoretical readings and the presentation of work in progress by participating scholars and graduate students we made advances in the collaborative research and theoretical understanding of commentaries as an interpretive mode. The workshop held in February carried our discussion outside of the monthly meetings and opened this field of research to public participation. The hosted panels were well-attended and initiated a productive exchange of experiences and ideas that fostered interdisciplinary relationships between graduate students and participating faculty members.

Our discussions and advances resulting from the monthly meetings will continue through the interdisciplinary conference that will take place in October 2019. For this conference, we will be reunited with our ‘mirror’ working group at the Humanities Center at Goethe-Universität Frankfurt, and we will invite additional scholars from Canada, the U.S., and Europe. The papers from this conference will be published.

9.11. Refiguring Iranian Studies

Organizers
Jairan Gahan, Postdoctoral Fellow, Near and Middle Eastern Civilizations
Delbar Khakzad, Ph.D. Candidate, Study of Religion
Jennifer Jenkins, FAS History
Mohammad Tavakoli-Targhi, UTM Historical Studies

Focus
The purpose of Refiguring Iranian Studies was to explore the timely debates and disciplinary challenges confronting studies of modern Iran, as well as to engender intellectual exchange amongst a growing interdisciplinary community of scholars, both at the University of Toronto and in the broader GTA area. Iranian modernity has been a controversial and contested topic of investigation as it continues to influence contemporary studies of Iran. In this reading group we engaged with a recent body of cutting-edge scholarship to explore new methodological and theoretical frameworks that allow for an exploration of non-Western genealogies of modernity and modern political and cultural formations in Iran. We explored these issues across a broad range of disciplines, particularly history, literary studies, religious studies, anthropology, cinema studies, ethnomusicology, and women and gender studies.

This group worked collaboratively with the Toronto Initiative for Iranian Studies Seminar Series, which holds talks by scholar of Iran almost every week throughout the year. But the group has been exclusively meeting every month, with a total of 9 meetings. In each of the meetings we read one recent book that is either close to being published, or has been published during the past year. Every meeting one or two graduate students or post-Doctoral fellows volunteered to respond to the book. This reading group was a valuable opportunity for junior and senior scholars of modern Iran, for graduate students and faculty members, who are
otherwise confined within disciplinary and institutional fields. It allowed scholars to come together to create a new shared body of knowledge of the field. This group has further enhanced the visibility and leadership role of University of Toronto in Iranian Studies, both in Canada and worldwide.

Members

Faculty Members, University of Toronto
Sara Saljoughi, UTSC English
Farzaneh Hemmasi, Music
Nasim Niknafs, Music
Neda Maghbouleh, UTM Sociology
Shahrzad Mojab, OISE

Graduate Students, University of Toronto
Elmira Alhosseini, Anthropology
Zeinab Farrokhi, Women and Gender Studies
Amir Ganjavi, OISE
Shirin Gerami, Anthropology
Sheragim Jenabzadeh, History
Hadi Milanloo, Music
Marjan Moosavi, Drama, Theatre & Performance Studies
Hamidreza Salehyar, Music
Saharnaz Samaeinejad, Comparative Literature
Mahshid Zandi, Religion

Faculty Members, outside University of Toronto
Farzin Vejdani, History, Ryerson

Postdoctoral Fellows
Amir Khadem, UTSC English; Jackman Humanities Institute
Mary Yoshinari, English

Graduate Students outside University of Toronto
Ahsan Mughol, Ryerson University

Meetings

1. 19 October 2018, Attendance 15
   What do we mean by “Refiguring” Iranian Studies? We discussed goals and purposes of these meetings, and possible reading material.

2. 23 November 2018, Attendance 10
   Theme: Islam and Science

3. 14 December 2018, Attendance 8
   Respondent: May Yoshinari

4. 11 January 2019, Attendance 8

5. 22 February 2019, Attendance 6

6. 7 March 2019, Attendance 11
   Theme: Law as Practice. Arzoo Osanloo was our invited guest. She had one reading seminar with graduate students on March 7 in which we pre-circulated two chapters of her forthcoming book.

7. 8 March 2019, Attendance 40
   Public Event: Theme: Law as Practice
   Arzoo Osanloo from University of Washington gave a public talk on her forthcoming book on gendered aspects of legal forbearance in Iran. The talk was well attended by a mix of community members and academics from Ryerson, University of Toronto, and York.

8. 6 April 2019, Attendance 50


**Benefits**

These meetings have brought scholars of modern Iran together in unexpected and exciting ways and turned University of Toronto into a local hub for Iranian studies events. We have reconnected to Ryerson scholars (Dr. Nima Naghibi and Dr. Farzin Vejdani). Graduate students from ethnomusicology, anthropology, and history have particularly been keen in attending the meetings. These meetings also provided a platform for postdoctoral fellows whose works focus on Iran to find a home at the University of Toronto during the short tenure of their fellowships. One of the most valuable benefits and outcomes of this group has been to discover a significant gap in the scholarship on modern Iran, which is the study of the micro-workings of law and its role in state building. As a result, a double panel has been organized for the Iranian Studies conference in 2020, to which group members are contributing.

**9.12. Simmel Discussion Group**

**Organizers**

Willi Goetschel, FAS German and Philosophy  
Dan Silver, UTSC Sociology

**Focus**

This group was convened to study *Soziologie*, the magnum opus of Georg Simmel (1858-1918), who is widely regarded as the father of Sociology. Simmel’s work has also had major influence on the fields of Philosophy, Critical Theory, and Cultural Studies.

In ten sessions, we worked through the ten chapters of Simmel’s ‘big’ Sociology. Each of the meetings was dedicated to an in-depth discussion of one of the chapters. The conversations were so popular, the committed group of ten participants (graduate students, post-docs, and faculty) all regretted the fact this group came to an end and we discussed possible ways to continue with another project. To mark the completion of the reading of the 650 page book chapter for chapter, we also had a dinner at the end for the group of the committed Simmel readers. We are grateful for the opportunity to pursue this project. All the participants agreed that this was one of the most stimulating activities they had experienced at the University of Toronto.

**Members**

**Faculty Members, University of Toronto**

Milos Brocic, FAS Sociology  
Bonnie Erickson, FAS Sociology  
Sida Liu, FAS Sociology  
Ali Marin, FAS Sociology

**Visiting Faculty Member**

Dagmar Ellerbrock (DAAD Hannah Arendt Visiting Chair to FAS History)

**Postdoctoral Scholar outside University of Toronto**

Vasuki Shanmuganathan, York University Centre for Aging Research & Education

**Graduate Students, University of Toronto**

Fernando Calderon Figuerora, MA student, Sociology  
André Flicker, Ph.D. student, German  
Nathalie Helberg, Ph.D. student Philosophy  
Rita Laszlo, Ph.D. student, German

**Meetings**

1. 7 September 2018. Attendance 10  
   Introductions; structure of meetings. Simmel *Soziologie* Chapter One
Public Event
The year’s work was kicked off with the international conference “Interdisciplinary Simmel” in September 2018, co-sponsored by the DAAD (German Academic Exchange Service), the Departments of German, Philosophy, and Sociology.

Benefits
The quality of the papers at Interdisciplinary Simmel was so good we were able to produce a special theme issue on Simmel that appeared already at the end of April 2019 as issue number 2 of the 2019 volume of The Germanic Review. The year has provided a rare opportunity for scholars in the several disciplines that look to Simmel for their origins to read and think together, in a text that is inaccessible to most scholars.
9.13. Sovereignty and the State in South Asia, Past & Present:
Mediating Divine & Secular Power

Organizers
Karen Ruffle, UTM Historical Studies
Nika Kuchek, FAS Study of Religion

Focus
Sovereignty and the State in South Asia is a Working Group emerging from the South Asian Religions Reading Group (SARG) convened by faculty and graduate students in the Department for the Study of Religion over the past decade. This Working Group critically assesses the relationship between religious ideologies, saints, and state power in ancient, medieval, and modern Hindu, Sikh, and Muslim politics in South Asia. We began the year with a theoretical discussion of what sovereignty meant in ancient India and what defined dharmic kingship.

Themes explored during the course of the year included materiality and memory in the formation of Sikh sovereignty, as well as different modalities of narrative formations of regional authority and Rajput identity. We engaged with current debates about the founding of the post-colonial state of Pakistan and its sovereign status as a Muslim state. The year ended with a guest lecture by Chinnaiah Jangam (Department of History, Carleton University) on the Indian general election being held between 11 April and 19 May 2019. This election is a referendum on the Hindu-nationalist government of Prime Minister Narendra Modi, which has been in power since 2014. The BJP (Bharatiya Janata Parshad)-led government of Narendra Modi has seen the rise of violence against religious minorities, particularly Muslims and Christians and Dalits (low caste groups).

The Sovereignty and the State in South Asia Working Group met a total of seven times during the academic year, including two times at UTM in Fall 2018. Our Working Group was comprised of a core group of faculty and graduate students who consistently met to discuss assigned readings, which we agreed upon in advance of each meeting.

Members

Faculty Members, University of Toronto
Luther Obrock, UTM Historical Studies
Waqas Butt, UTSC Anthropology
Bart Scott, UTM Historical Studies
Ajay Rao, UTM Historical Studies

Graduate Students, University of Toronto
Nabeel Jafri, Study of Religion
Jesse Pruitt, Study of Religion
Sloane Geddes, Study of Religion
Faisal Kamal, Political Science
Sanchia DeSouza, History
Usman Hamid, Near & Middle Eastern Civilizations

Postdoctoral Fellow
Mekhola Gomes, UTM Historical Studies

Graduate Student outside University of Toronto
Anusha Sudindra Rao, University of Calgary

Meetings
   Epic Kings, Ideal Leadership? Dharmaraja Then and Now
   The Many Lives of Aurangzeb: Graduate Workshop on Reading, Writing, and Teaching Religious Controversy in South Asian Religious History. Guest Speakers: Samira Sheikh (Department of History, Vanderbilt University) Dipi Khera (Department of Art History, New York University); Abhishek Kaicker (Department of History, University of California at Berkeley); Muzaffar Alam (South Asian Languages and Civilizations, University of Chicago)
3. 9 November 2018. Attendance 12 (at UTM).
   Sikhism and Sovereignty
   Reading: Anne Murphy, Materiality of the Past: History and Representation of the Sikh Tradition (2012).

   Kingship as Site of Memory, Kings as Nationalist Symbols: Prithviraj Chauhan

   Queens, Women Warriors, and Female Nationalist Heroines

   Whose Islamic Republic? Islamic governance in Pakistan
   Readings: Faisal Devji, Muslim Zion: Pakistan as a Political Idea (2013, selections). Venkat Dhulipala,
   Creating a New Medina: State Power, Islam and the Quest for Pakistan in Late Colonial North India (2016, selections).
   Faisal Devji, “Young Fogeys: The Anachronism of New Scholarship on Pakistan,”

   New Uses for Old Tropes: The “Modi Raj,” a discussion with Chinnaiah Jangam, Assistant Professor
   of History at Carleton University.

Benefits
The year’s work resulted in a closer and more coherent approach to South Asian Studies, particularly amongst scholars located at the UTM campus.
Looking Ahead
Announcements, 2019-2020
10. Looking Ahead: Announcements for 2019-2020

10.1. Annual Theme, 2019-2020

Strange Weather
How might the humanities contribute to the critical discourse on energy and climate? The energy crisis is no longer simply about limited supplies but now concerns the very nature and place of energy in human life and society. Strange weather as symptom of changing climate destabilizes our trust in and certainty of our home (i.e. our planet) and provokes fantasies of control and of chaos. How can we help frame questions of environmental degradation, scientific knowledge and its popularization, especially in their relation to social equity, and societal futures?


The following themes were developed by the Advisory Board out of over 40 suggestions from the University of Toronto community as a whole. The annual theme for each year will focus choices of the Circle of Fellows, the Program for the Arts, the Marquee event, and the JHI exhibition of art.

2020-2021: Collectives
From political parties to literary coteries, from fan groups to sports teams, from terrorist organizations to online groups, our collectives, associations, and communities are multiform and complex. How do we band together and why? In teaming up, how does membership of a collective affects one’s own agency and standing – what do we lose, what do we gain? Can collectives truly be agents and how do group dynamics emerge? How do we balance the interests between collectives, of individuals and collectives, and of the individual within the collective?

2021-2022: Pleasure
Whether understood as light amusement or passionate pursuit, as pure enjoyment, sensual gratification, bliss or hedonism, pleasure may be the most agreeable motivator. Yet pleasure has been described as “curious and appalling,” one of modern civilization’s most deadly poisons. Through its diverse manifestations — as intellectual satisfaction and the pleasures of knowledge, across studies of media audiences, addiction, virtual sex — when, and how, has pleasure become divorced from ideology, politics, and power? Uneasiness concerning pleasure resonates readily with humanists’ tendencies to formulate our subjects of study as constellations of problems, but is there space in our discourses for unironic joy?

2022-2023: Labour
From the labour of childbirth to the travail of making a living, human beings are labouring animals who derive meaning and experience meaninglessness in work. Historically, human creativity has long flourished both through and against labour-saving technologies. In a globalizing and climate-changing world, rising nationalist movements call for the fortification of borders that would stop seasonal flows of labour, while women call for pay equity and harassment-free workplaces to allow for the freedom to work in peace. In a world of increasingly precarious labour, thanks in part to automation, what does the future of work portend for both people and the planet? What forms of resistance are possible when workers face both the irrelevance of their labour and its exploitation?

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<thead>
<tr>
<th>Annual Themes at the JHI</th>
<th>2014-2015: Humour, Play, and Games</th>
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</thead>
<tbody>
<tr>
<td>2018-2019: Reading Faces–Reading Minds</td>
<td>2012-2013: Food</td>
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<td>2015-2016: Things that Matter</td>
<td>2009-2010: Pressures on the Human</td>
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10.2. **Humanities at Large in 2019-2020** (see section 3.0. for a full introduction)

The Jackman Humanities Institute received a three-year award from the Andrew W. Mellon Foundation in December 2018, for the years 2019, 2020, and 2021. The project, Humanities at Large, will support activities that encourage knowledge interchange between the University and the public. It is organized into six pillar activities (see below), and will also bring a visiting faculty fellow and an early career fellow to the JHI each year in 2019-2020, 2020-2021, and 2021-2022. To achieve these goals, JHI has also added a 60% Communications Officer, Sonja Johnston and a 20% Program Manager, Kimberley Yates (Associate Director).

10.2.1. **Humanities at Large Fellows** (see section 10.6. for project descriptions)

- **Visiting Public Humanities Faculty Fellow**
  Daniel McNeil, History, Carleton University

- **Community-Engaged Humanities Research Fellow**
  Khaled Abu Jayyab, Ph.D. Near & Middle Eastern Civilizations, University of Toronto
10.3. Art at the Jackman Humanities Institute in 2019-2020

**Weather Amnesia**
18 September 2019—30 June 2020
Exhibition Launch: 18 September 2019

**Curator**
Yuluo Wei

Yuluo Wei is a student in the MVS Curatorial Studies program at the University of Toronto with an economics and business background. Her passion for contemporary art stems from her work at the Robert Langen Art Gallery at Wilfrid Laurier University. The encounter with an abundance of artistic resources and the strong humanities focus on campus drew her into pursuing curatorial study. Yuluo was Youth Advisor to the Board of Directors for Art Awards Waterloo Region in 2017, and has been a writer and translator for the China Central Academy of Fine Arts since 2018. She assisted in curating the Chinese contemporary art exhibition emergence (Toronto, 2018) with Emerging Young Artists (EYA). In her research, she is interested in overlooked narratives embedded in myths, legends, and fairy tales in a cross-cultural context. Yuluo was awarded the Reesa Greenberg Curatorial Studies Award for 2019, which supports travel and internships for students in the MVS Curatorial Studies Program at the Daniels Faculty of Architecture, Landscape & Design, University of Toronto.

**Exhibition Description**
How often do we take note of the strange weather? With the onset of global climate change, weather patterns historically used by societies to anchor and frame the concept of seasonality are becoming less predictable and reliable. Traditional tales guiding ideal preparation, planting and harvesting times lose their value as knowledge, and all life on earth, from insects to plants, from farmers to fishermen, and from insurance companies to industrial giants, are forced to evolve and accommodate to new circumstances.

At the same time, the increasingly urban nature of our lives, with climate control and accessibility to global goods and services, effectively insulates us from change. Living within modernity’s capacity and mechanics of control, it is easy to forget (and even deny) the abundant evidence of change outside. The artists’ works included in Weather Amnesia offer visual insight into the profound disruptions that are under way. With strangeness becoming the new normal, the exhibition makes us wonder and think about what kind of future awaits us.

**Artists**

10.4. Research Communities: Plans for 2019-2020

10.4.1. Aesthetic Education: A South-North Dialogue

Director Neil ten Kortenaar, UTSC English
Project Manager Melissa Levin, New College African Studies program

An application for renewed funding will be submitted in August 2019 to the Andrew W. Mellon Foundation. If successful, plans for the second cycle of activity will appear in the JHI’s annual report of 2019-2020. What follows here are the plans for completion of activities already underway in the first cycle of funding.

Truth and Reconciliation in Canada and South Africa
Papers presented at the 13-15 May 2019 workshop on Futurity will be edited for a special issue of a journal.

Museums and Public History
The Museums and Public History sector plans a writing workshop in Cape Town in the third week of August 2019. The plan is for a publication growing out of the South-North Dialogue that reflects both the intellectual traditions of each place and each scholar, as well as the intellectual work undertaken jointly.

Puppetry
The next event of the Puppetry sector will be a series of linked seminars to inaugurate the Laboratory of Kinetic Objects (LoKO) in Cape Town as an international research institution during the second week of July 2019. Members of the puppetry sector will join UWC graduate students, post-doctoral fellows, scholars, and affiliated artists (e.g. Basil Jones, Adrian Kohler, and William Kentridge) to discuss topics that will form the foundation of scholarly and artistic inquiries at LoKO. The seminars will run every day for a week and will be structured as follows:
   1. Animism, magical thinking, and indigenous epistemologies
   2. Black aesthetics and subject/objecthood
   3. Consciousness and the animal
   4. Avant-garde and anti-realist traditions and object performance
   5. AI, engineering, puppetry and robotics
   6. Prosthetics and wellness
   7. Mastery and anti-mastery in decolonial and artistic projects

Literature and Decolonization
The event on 12 April 2019, “The University and the Challenge of Indigenous Stories” will be developed into a special issue of The Cambridge Journal of Postcolonial Literary Inquiry. The Literature and Decolonization sector is planning a workshop in Cape Town later in 2019.

Image, Sound, and Movement
The sector plans a writing retreat with CHR and JHI colleagues in Cape Town in December 2019 in anticipation of contributing to a special issue of Kronos. Plans are also ongoing for a large workshop or conference in Toronto based around the William Kentridge-designed production of Berg’s opera Wozzeck, scheduled to be performed at the Canadian Opera Company in 2020. This event will involve the Museums, Puppetry, and Image-Sound-Movement sectors, as well as the Faculty of Music, the Royal Ontario Museum, and other local participants.

JHI-Mellon Fellows
Further selection of affiliated fellows at graduate and early career levels will depend on renewed funding.
10.4.2. Digital Humanities Network

Director Elspeth Brown, UTM Historical Studies
DHN Postdoctoral Fellow Andrew S. Brown

In the coming year, the Digital Humanities Network will offer a new series of five lightning lunches, since these have been so successful in bringing communities of researchers who share interests into contact with each other. The first will be held on 20 September 2019, and will feature new digital humanities researchers in the fields of art and visual studies.

The Annual DHN lecture will be presented by Wendy Hui Kyong Chun, Canada 150 Research Chair in New Media at Simon Fraser University. Her research spans the fields of digital media, new media, comparative media studies, critical race studies, and critical theory, and she is the author of the trilogy Updating to Remain the Same: Habitual New Media (MIT Press, 2016), Programmed Visions: Software and Memory (MIT Press, 2011), and Control and Freedom: Power and Paranoia in the Age of Fiber Optics (MIT Press, 2006), among many other books and articles.

The University of Toronto Mississauga’s new Building, Maanjwe Nendamowinan, includes a Digital Humanities Research Hub that will officially open in September 2019. The new space will regularly host Lunch & Listen events, the first of which will be a showcase of digital storytelling methodologies for teaching and research faculty. The Senior Research Associate for this space is Elizabeth Parke, who has been deeply involved with the DHN for several years and will continue to collaborate in her new role.

The annual conference will not be held in 2019; instead, an Annual General Meeting will provide a shorter, more focused opportunity for the DHN community to think together about its future directions.

10.4.3. Scholars-in-Residence (SiR)

Director: Angela Esterhammer, FAS English and Principal, Victoria College
Program Manager: Ira Wells, Academic Programs Director, Victoria College

Scholars-in-Residence will undertake a comprehensive program review during the summer of 2019 to evaluate the first four years of the program. A review committee including senior administrators from all three campuses will review findings and make recommendations for future directions.

Organizers project another slate of 20 faculty projects, supporting another 100 students, for May 2020. After two years of significant expansion, Scholars-in-Residence has now achieved its full size, and will remain at a steady state of 50 students on the St George Campus, 25 at UTM, and 25 at UTSC, with a total of 20 faculty projects supported.

Priorities for 2019-2020 include enhancing publicity to attract a deeper pool of faculty supervisors, assisting supervisors in applying for external (e.g., SSHRC) funding for Scholars, and locating and ensuring sufficient University of Toronto budgetary support for the program now that the 3-year LEAF start-up grant has ended.
10.5. UTM and UTSC special programs

10.5.1 JHI-UTM Annual Seminar:

*Dealing with Fragmentary Evidence in Graeco-Roman Antiquity*

Organizing Committee (UTM Historical Studies)
Andreas Bendlin, Boris Chrubasik, Carrie Fulton, Martin Revermann

The torso of a sculpture; seeds and animal bones inside a Roman wall; the broken stone of an inscription; the sherd from a painted vase; the bits and pieces from a papyrus roll; or the odd quotation of a line of prose or poetry in a much later author. The study of Graeco-Roman antiquity may very well be described as ‘a study of fragments,’ in terms of its literature, history, and material culture. In a way, the differences between various fields are about nothing but the degree of what in Latin is called *fragmentum*, i.e. ‘that which is broken off.’ Just how much of the Greek novel, of Roman tragedy, of Roman daily life, of the body of Latin inscriptions, and so forth, is not completely lost but rather ‘broken off’? Anyone working on Graeco-Roman antiquity—whether they approach their topic from a historical, literary or archaeological perspective—is constantly confronted with fragmentary evidence. Critical reflection on this aspect of our evidence is therefore of central importance to anyone in the discipline; this invites comparison as to how colleagues in adjacent fields of Classics approach their fragmented sources. This seminar sets out to address material, methodological, and historical questions that arise from this crucial fact concerning the state of our evidence. This seminar will present ten academic papers and two public events (*The Worlds of Sappho and Fragmentary Evidence: Materials and Methods*) in the course of the 2019-2020 year. The public events will be geared toward community building, advancements in pedagogy, and generating published research, and will be held in the new collaborative research space on the third floor of UTM’s just-opened New North Building.

10.5.2 JHI-UTSC Early Career Fellowship in Digital Humanities

Kenzie Burchell

*Making Responsible Voting Practices Visible: Humanitarian Crisis, Global Media, and the War in Syria*

Kenzie Burchell (Ph.D. Media Communications, Goldsmiths, University of London, 2012) is Assistant Professor of Media, Journalism, and Digital Cultures at the Department of Arts, Culture and Media (UTSC) and holds a graduate appointment at the Faculty of Information.

As a media sociologist, Professor Burchell conducts qualitative investigations into the role of technology in everyday life and the associated emerging media practices, focusing in particular on the use of mobile and online platforms. Other work combines journalism studies, political theory and language-base area studies for policy related outcomes. This involves multi-national comparative research into contemporary journalism practices, social media discourse, and policy for the analysis of protest, terror, and war. His research engages with the changing patterns of news consumption, production, and information sharing in data-saturated contexts. Other areas of interest include visual communication and surveillance studies. In addition to these research endeavours, Professor Burchell’s photography has been exhibited internationally as part of game-art exhibitions at the Dublin Science Gallery and Russian Polytechnic Museum in 2013 and at the 54th Venice Biennale in 2012, as well as venues in the UK, Italy, and Japan.

About this Fellowship

The JHI-UTSC Digital Humanities Early Career Fellowship is an 18-month scholarship that supports the development of research projects in the humanities and social sciences with a DH component at the University of Toronto Scarborough. It is supported by the DHN, UTSC, UTSC Library (Digital Resources Unit), UTSC Office of the Dean, and UTSC Office of the Vice-Principal, Research.
10.6. Fellowships in 2019-2020

Distinguished Visiting Indigenous Fellow (Spring 2020)
Heidi Stark, Political Science, University of Victoria

Artist in Residence (Fall 2019)
Public Studio: Elle Flanders and Tamira Sawatzky

Distinguished Visiting Fellow (October 2019)
Amitav Ghosh, author

Faculty Research Fellows (12 months)
Alan Ackerman, FAS English and FAS Drama, Theatre & Performance Studies
Ben Akrigg, FAS Classics
Mark Cheetham, FAS Art History
Bhavani Raman, UTSC Historical & Cultural Studies

Faculty Research Fellows (6 months) *
Katherine Blouin, UTSC Historical & Cultural Studies
Katie Kilroy-Marac, UTSC Anthropology
Cecilia Morgan, OISE Curriculum, Teaching & Learning and FAS History
Sergio Tenenbaum, UTM Philosophy
Victoria Wohl, FAS Classics
Yiching Wu, FAS East Asian Studies

Public Humanities Visiting Faculty Fellow
Daniel McNeil, History, Carleton University

JHI New Media Public Humanities Visiting Faculty Fellow
Stephanie Bernhard, English, Salisbury University

Community-Engaged Early Career Fellow
Abu Khaled Jayyab, Ph.D. Near & Middle Eastern Civilizations, Toronto

Digital Humanities Postdoctoral Fellow
Andrew S. Brown, Ph.D. English, Yale University

Doctoral Fellows
Judith Ellen Brunton, Study of Religion
Chiara Graf, Classics
Julie Zatzman, OISE Adult Education & Community Development

Undergraduate Fellows
Almeeera Khalid, Ethics Society & Law / Criminology / Political Science
Aisha Assan-Lebbe, American Studies / Geography / History
Zachary Rosen, Philosophy / History
Olive Scott, Classics / Environmental Studies
Olivia Smith, International Relations / Peace, Conflict & Justice Studies

*6-month Faculty Research Fellows do not participate in the Circle of Fellows at the JHI, and are not chosen for the relevance of their projects to the annual theme. Their funding is generally used to support travel and research in other places.
10.6.1. Distinguished Visiting Indigenous Faculty Fellow (spring 2020)

Ci aa'ako wiitamakeyak kaa kitaawew kaye kikhentamaawin awenewiyak
Sharing with others, wisdom and knowledge, about who we are

Heidi Kiiwetinepinesiik Stark

Heidi Kiiwetinepinesiik Stark (Turtle Mountain Ojibwe) is an Associate Professor of Political Science at the University of Victoria. She is the Director of the Centre for Indigenous Research and Community-led Engagement (CIRCLE) and the Director of the Graduate Certificate in Indigenous Nationhood. She has a Ph.D. in American Studies from the University of Minnesota. She is the co-editor of Centering Anishinaabeg Studies: Understanding the World through Stories with Jill Doerfler and Niigaanwewidam Sinclair and is the co-author of American Indian Politics and the American Political System (3rd and 4th edition) with Dr. David E. Wilkins. She has published articles in journals such as Theory and Event, American Indian Quarterly, American Indian Culture and Research Journal, and Michigan State University Law Review.

Her primary areas of research and teaching are Indigenous law and treaty practices, Aboriginal and Treaty rights, and Indigenous politics in the United States and Canada. Her research background includes collaborative work with Indigenous communities in the United States and Canada. She was awarded a SSHRC Insight Development Grant for her project titled “Sakimay First Nation Governance,” in collaboration with John Borrows which involve students, Anishinaabe Elders, and Sakimay First Nation community members, and aims to advance the development and resurgence of Anishinaabe political structures and institutions that are informed and shaped by Anishinaabe philosophies, values, and teachings.

Anishinaabe Inaakinogoowin: Governed by Creation

Professor Stark will be a member of the Circle of Fellows at the Jackman Humanities Institute in 2019-2020, when we will be focussing on the annual theme of Strange Weather. Her research in the coming year will explore Anishinaabe political thought and governance models expressed through relationships with Creation. Indigenous nations have long had to contend with climate change and radical transformation of creation. This project focuses on unearthing Anishinaabe governance principles rooted in Anishinaabe philosophies and values pertaining to relationships with creation that shape and guide how we live with each other and other beings in this world. Building on previous work with Zagime First Nation, this research invokes traditional Anishinaabe knowledge and political principles to build an understanding of Anishinaabe governance and organizational structures that are focused on land management plans, and the development of water and hunting councils.

About this fellowship

The Distinguished Visiting Indigenous Faculty Fellowship was inaugurated in 2016-2017, with the intention to bring a senior Indigenous scholar into the Circle of Fellows to do research relevant to the year’s theme. The name of this fellowship is transliterated above in the Anishinaabemowin language. Professor Stark will be the fourth person to hold this fellowship; her predecessors include Sherry Farrell Racette, Tracey Lindberg, and Alex Wilson.
10.6.2. 2019-2020 Artist in Residence: Public Studio
Fall 2019 term; in partnership with the UTSC Department of Arts, Culture & Media

Public Studio is the collaborative art practice of filmmaker Elle Flanders and architect Tamira Sawatzky. Public Studio creates large-scale public art works, lens-based works, films, and immersive installations engaging with themes of political dissent, war and militarization, and ecology and urbanization, through the activation of site.

In 2017, Public Studio embarked on a 900km hike along Ontario's escarpment known as The Bruce Trail. Their project, entitled The New Field: Tracing Decolonisation, brought artists, philosophers, geologists, playwrights, Indigenous writers, botanists and youth together to better understand the land. From climate change to treaty rights, the project culminated with a performance at Toronto's Art Gallery of Ontario calling on the government to include a Rights of Nature clause in our Charter of Rights and Freedoms.

At the Jackman Humanities Institute, Public Studio will undertake the final phase of this project in the creation of Unsettled -- a multimedia exhibition at the Doris McCarthy Gallery (UTSC) and a graphic novel that together with new research will retrace the findings of that event.

10.6.3. Distinguished Visiting Fellow: Amitav Ghosh
7-11 October 2019

Public reading from his new novel, Gun Island (Penguin Random House Canada, 2019), 8 October 2019

Public lecture 9 October 2019
“A Crisis of Culture: Art, Literature, and the Humanities in the Anthropocene”

Amitav Ghosh was born in Calcutta and grew up in India, Bangladesh and Sri Lanka. He is the author of two books of non-fiction, a collection of essays and eight novels. His most recent book is The Great Derangement: Climate Change and the Unthinkable (2016). His books have won many prizes and he holds four honorary doctorates. His work has been translated into more than thirty languages and he has served on the Jury of the Locarno and Venice film festivals. He is married to the writer Deborah Baker and divides his time between Brooklyn, Goa and Kolkata.

In 2018 the Jnanpith Award, India’s highest literary honor, was conferred on Amitav Ghosh. He was the first English-language writer to receive the award. In 2019 Foreign Policy magazine named him one of the most important global thinkers of the preceding decade.
10.6.4. Profiles: 2019-2020 Chancellor Jackman Faculty Research Fellows (12 months)

**Alan Ackerman**, FAS English and FAS Drama, Theatre & Performance Studies

Alan Ackerman (Ph.D. Harvard University 1997) is Professor of English. His primary areas of teaching are American Literature and Modern Drama. He is the author *Just Words: Lillian Hellman, Mary McCarthy, and the Failure of Public Conversation in America* (Yale University Press, 2011), *Seeing Things, from Shakespeare to Pixar* (University of Toronto Press, 2011), and *The Portable Theater: American Literature and the Nineteenth-Century Stage* (The Johns Hopkins University Press, 1999). He is also the editor of numerous books in the field of modern drama and theatre. From 2005 to 2015, he served as Editor of the journal *Modern Drama*. His current research is in the field of environmental humanities and focuses on literary and cultural aspects of the rise of fossil fuels as a major energy source in the nineteenth century. Professor Ackerman holds a joint appointment in the Centre for Drama, Theatre, and Performance Studies.

**Energy and Economy in Nineteenth-Century American Literature**

My research focuses on the cultural significance of fossil fuels and the ecological unfeasibility of high-carbon life. I will examine how specific ways of using energy shape culture and vice versa, in three main directions: (1) the transition in 19th-century America from an economy fuelled by wood, water, whales, horses, and enslaved African Americans to one powered by fossil fuels with climatological impacts; (2) dialogue about the environment across the disciplines and beyond the university; and (3) bringing ecocriticism to students via experiential and embodied learning.

**Ben Akrigg**, FAS Classics

Ben Akrigg (Ph.D. University of Cambridge, 2006) is Associate Professor of Classics. His research has focussed on the economic history and historical demography of the ancient Greek world. He has taught courses at undergraduate and graduate levels in Greek language and literature, and in ancient history and material culture. For the past two years he has also taught undergraduate courses on humanities approaches to energy and energy history within the School of the Environment. He is currently the editor of *Phoenix*, a journal of the Classical Association of Canada, and one of the oldest humanities journals in Canada.

**Energy, Economy, and Environment in Ancient Athens**

This project will investigate the history of energy in the ancient city-state of Athens in the first millennium BC. I aim to advance our understanding of Athens’ economic, social and environmental history, and to contribute to contemporary discussions about energy transitions and about the interactions between human beings and their environments. Ancient Athens remains an important focus of discussion on the interactions between economic development, political institutions, and cultural production. None of these can be understood separately from the prevailing energy technologies and their environmental impacts.
Mark Cheetham, FAS Art History
Mark A. Cheetham (Ph.D. University College London, 1982) is Professor of Art History and a Fellow of the Royal Society of Canada. He writes on art theory, art, and visual culture from c.1700 to the present and is active as an art curator. He is the author of eight books, co-editor of three volumes, and author of numerous articles on topics ranging from Ecological Art to Immanuel Kant and Art History to abstract art to Postmodernism. His most recent book is Landscape into Eco Art: Articulations of Nature Since the 60s (Penn State UP, 2018), and his most recent exhibitions are Ecologies of Landscape (B E Contemporary Projects, 10 November 2018—26 January 2019) and Struck by Likening: The Power and Discontents of Artworld Analogies (McMaster Museum of Art, 2017). He was Acting Director of the Jackman Humanities Institute from 1 January—30 June 2011.

Weather as Matter and Metaphor
Weather is both familiar and strange. In spite of our tendency to describe weather in human terms, atmospheric phenomena occur outside of our realms of affect and control. I will address the coeval familiarity and foreignness of the weather through two linked investigations in the visual arts: Weather Words, Weather Images will explore contemporary and historical visualizations of atmospheric phenomena. Arctic Anthropocene: Images about John Franklin will approach non-anthropocentric aspects of weather via a new reading of John Franklin’s ill-fated and endurably controversial mid-19th century search for the Northwest Passage in what is now the Canadian Arctic.

Bhavani Raman, UTSC Historical & Cultural Studies
Bhavani Raman (Ph.D. University of Michigan, 2007) is Associate Professor of History. Her research pertains to bureaucracy, legal geography, and media ecology and archives of early colonial India and the wider Tamil world. She is the author of Document Raj: Scribes and Writing in Early Colonial South India (University of Chicago Press, 2012) and articles on the bureaucratic structures, extraordinary law and land management of early colonial Madras. Her interest in legal geography and land use has led to a new project on public lands in the coastal city of Chennai, India. She has also published on migration and the reinvigoration of the culture question around the Bay of Bengal after imperial withdrawal. Her essays have appeared in Comparative Studies in Society and History, Journal of Economic and Social History of the Orient, and the Indian news portal, The Wire.

The Strange Nature of Urban Commons: Landscapes of an Indian Coastal City
My project will offer a historical account of the making and unmaking of urban infrastructural landscapes through the lens of the commons in the coastal city of Chennai, India’s fourth-largest metropolitan region. Drawing on archival documents and digital technology, the project will explore the making of lands called poramboke. Poramboke, ‘making outside’ or ‘outside’ in Tamil, refers to public (Government) land, the commons, and waste, as well as to the practices of usufruct that congealed around them. These contradictory meanings describe amphibious landscapes that straddle the city’s ecologically sensitive beaches, wetlands, swamps, engineered reservoirs, waterways, canals and their shores. By creating a digital overlay of topographical maps, city plans, aerial and thematic maps I will aim to understand how Chennai’s poramboke as government land, ruin and commons were historically made and unmade in the last 240 years at the intersection of law, ecology and property.
10.6.5. Profiles: 2019-2020 Chancellor Jackman Faculty Research Fellows (6 month-leaves)

Katherine Blouin, UTSC Historical and Cultural Studies
Katherine Blouin (Ph.D. Université Laval / Université de Nice Sophia Antipolis, 2007; postdoctoral diploma, École Pratiques des Hautes Études, 2014) is Associate Professor of History. Her work centres on the socio-economic and environmental history of Roman Egypt. Katherine’s research interests include the Nile Delta, multiculturalism, cultural identities, as well as environments, peoples, and periods that are commonly considered to be ‘marginal’. Her most recent scholarly, pedagogical, and public-facing work has been exploring the ways in which imperialism, colonialism, and Orientalism have impacted (and are still impacting) the fields of Classics, Papyrology, and Egyptology. Her publications include *Triangular Landscape: Environment, Society, and the State in the Nile Delta under Roman Rule* (2014, Oxford) and *Le conflit judéo-alexandrin de 38-41: l’identité juive à l’épreuve* (2005, Paris). She is currently editing *The Ancient to Modern Nile Delta: Empires, Societies, and Environments* (Cambridge) and preparing a monograph titled *Living on the Edges: Environmental Orientalism and the Ancient Nile Delta*. You can also read her on the blog *Everyday Orientalism*.

Living on the Edges: Environmental Orientalism and the Ancient Nile Delta (Egypt)
Living on the Edges is a project on the history and historiography of the ancient Nile Delta. Through an interrelated series of essays focusing on three areas located at the agricultural margins of the Delta, it proposes to investigate how the traditional, overly Nilocentric narrative regarding Egyptian history is rooted in a series of "occlusions". The result is a system of Classically-fed, historiographical topoi about the region's land, indigenous population, and economy that amount to forms of environmental Orientalism. Thanks to the multidisciplinary analysis of a diverse, multilingual and diachronic set of evidence, Living on the Edges seeks the establishment of a more layered and integrated socio-environmental history of Egypt and, by extension, to foster an enhanced understanding of the Delta's position within the wider Mediterranean and Near Eastern worlds.

Katie Kilroy-Marac, UTSC Anthropology
Katie Kilroy-Marac (Ph.D. Columbia University, 2010) is Associate Professor of Anthropology. Her research interests are the social history of psychiatric thought, colonial and postcolonial psychiatric practices, and what she calls the “psychiatric imagination;” the ethics and politics of care and the everyday crafting of ethical lives; materiality, material relations, and ways of being with things; and the creation and recognition of difference. Her first book, titled *An Impossible Inheritance: Postcolonial Psychiatry and the Work of Memory in a West African Clinic* (University of California Press, 2019) was based on ethnographic fieldwork conducted at the Fann Psychiatric Clinic in Dakar, Senegal.

The Passage to Marseille: Colonial Subjects and the Psychiatric Imagination in a Southern French Asylum, ca. 1900
Between 1897 and 1914, 144 West African mental patients—103 men and 41 women—were transported from l’Hôpital Civil in St. Louis, Senegal to Marseille, where they were institutionalized within a large public asylum known as l’Asile de St-Pierre. My research examines the constellation of ideas about race, civilization, and madness that were articulated in this colonial experiment, and that emerged out of the psychiatric encounter between French doctors and West African patients at St-Pierre circa 1900. I have compiled a database of archival materials, and will be working with artists to create an installation based on this research that would allow me to bring the story to larger audiences.
Cecilia Morgan, OISE Curriculum, Teaching & Learning, and FAS History

Cecilia Morgan (Ph.D. University of Toronto, 1993) is a Professor of the History of Education. Her research interests include the history of gender in Canada, of Canadian popular culture, of commemoration and memory in Canada, and the history of gender and colonialism in the British Empire. She is the author of (among others) Travellers Through Empire: Indigenous Voyages From Early Canada (McGill-Queen’s UP, 2017); Building Better Britains? Settler Societies Within the British Empire, 1783-1920 (U of Toronto Press, 2017); Commemorating Canada: History, Heritage, and Memory, 1850s-1990s (UTP, 2016); Creating Colonial Pasts: History, Memory, and Commemoration in Southern Ontario, 1860-1980 (UTP, 2015); ‘A Happy Holiday’: English-Canadians and Transatlantic Tourism, 1870-1930 (UTP, 2008) and, with Colin M. Coates, Heroines and History: Representations of Madeleine de Verchères and Laura Secord (UTP, 2002). She has just completed a manuscript, “Canadian Actresses on Transnational Stages, 1840s-1940.”

Elite Families and Settler Society in Nineteenth Century Ontario

My research explores the histories of two upper-middle-class Ontario families, the Hamiltons of Queenston and the Harris family of London, from their arrival in British America in the 1770s to the 1920s. Both families left significant markers of European expansion on places that, until recently, had been Indigenous territory. Many of these families’ male members enjoyed careers that were intertwined with Indigenous peoples’ lives and fortunes, either through the fur trade or the Department of Indian Affairs, and represented important colonial and imperial institutions within the late 18th and early 19th centuries. I plan to explore the ways in which these families were a part of larger processes of settler expansion.

Sergio Tenenbaum, UTM Philosophy

Sergio Tenenbaum (Ph.D. University of Pittsburgh, 1996) is Professor of Philosophy. His research examines ethics, practical rationality, moral psychology, and Kant’s practical philosophy. He is the author of numerous articles on these topics, as well as of Appearances of the Good, An Essay on the Nature of Practical Reason (Cambridge University Press, 2007). He has previously taught at the University of New Mexico, and was Chair of the UTM Department of Philosophy from 2009-2011 and 2012-2015.

The Action Itself: The Extended Theory of Rationality

My research aims to provide a systematic account of practical rationality that does justice to the interaction between the temporality of our actions and the indeterminacy of our ends. I argue that most theories of practical reason distort our understanding of the nature of practical rationality by focusing on momentary mental states. My own theory, which I call “The Extended Theory of Rationality”, provides a systematic account of the nature of instrumentally rational agency in the pursuit of long-term, perhaps less than fully determinate ends; that is, ends that cannot be realized through a single momentary action and whose representation leaves partly open, at least to the agent herself, what counts as realizing the end.
**Victoria Wohl, FAS Classics**

Victoria Wohl (Ph.D., University of California-Berkeley, 1994) is Professor of Classics. She works on the literature and culture of ancient Greece. Spanning a wide variety of genres, her research focuses on the social relations, political thought, and psychic life of democratic Athens. She is the author of *Intimate Commerce: Exchange, Gender, and Subjectivity in Greek Tragedy* (Texas, 1998), *Love Among the Ruins: The Erotics of Democracy in Classical Athens* (Princeton, 2002), and *Law’s Cosmos: Juridical Discourse in Athenian Forensic Oratory* (Cambridge, 2010), as well as articles on Greek tragedy, comedy, oratory, philosophy, and cultural history. She also edited a collection titled *Probabilities, Hypotheticals, and Counterfactuals in Ancient Greek Thought* (Cambridge, 2014). Her most recent book, *Euripides and the Politics of Form* (Princeton 2015), was based on her 2011 Martin Classical Lectures. She has previously taught at Ohio State University and the University of Texas-San Antonio and is an Associate Editor of the *American Journal of Philology*. [Photo: Diana Tyszko, 2014]

**The Poetics of the Presocratics**

The “Presocratic” philosophers (writing roughly between 600 and 400 BCE) are credited with inventing a new way of thinking about the universe, reality, and the self. In the process, they also conceived new ways of using language and novel forms of expression. The active interrelation between these two innovations is the focus of my project, which investigates how the Presocratics used literary form to develop their radically new modes of thought.

**Yiching Wu, East Asian Studies**

Yiching Wu (Ph.D. University of Chicago, 2007) is Associate Professor of East Asian Studies and Director of the Dr. David Chu Program of Contemporary Asian Studies at the Asian Institute. His research focuses on the history, politics, and culture of the People’s Republic of China during the Mao era (1949-1976), and in particular on the history and memory of the Cultural Revolution (1966-1976). He is the author of *The Cultural Revolution at the Margins: Chinese Socialism in Crisis* (Harvard University Press, 2014). He is currently working on a monograph that re-examines the beginning of the Cultural Revolution, tentatively titled *The Slippery Slope: The Coming of Mao’s Last Revolution*.

**How Mao’s Last Revolution Began: Toward a Non-Linear and Conjectural History**

Beginning in early summer of 1966, Mao Zedong, Communist China’s paramount leader, unleashed a ferocious mass movement to purge his allegedly disloyal senior colleagues and to violently assault the country’s gargantuan party-state bureaucracy that he had founded and personally embodied. Why—and how—Mao initiated the great turmoil during the last years of his rule remains arguably the single greatest puzzle in the conflict-laden history of twentieth-century China. This project reconsiders established scholarly narratives and interpretations of how Mao’s last revolutionary endeavor began. Rather than privileging Mao’s ideological vision, premeditated political intention, and power of manipulation, the project seeks to develop a more contextually sensitive understanding of the open-ended, path-dependent historical processes in which a heterogeneous array of currents and forces became intertwined with one another in contingent and at times unforeseen ways to produce the seemingly inexorable cataclysm.
Daniel McNeil


Professor McNeil brings many years of experience in nurturing interdisciplinary communities, fostering innovations in pedagogy, and public outreach work at all levels from local to international. He will be the first person to hold the Visiting Public Humanities Faculty Fellowship.

**Climate Refugees / How Culture Lives: An Unofficial History of Multiculturalism**

This research will undertake two necessary theoretical interventions in order to bring environmental humanities and critical race studies into conversation. Each will result in a publication in work already underway.

The first will be to unpack the concept of ‘climate refugees’ with an examination of the need for communication between climate activists and refugee advocates; a look at the ways that climate refugees are, and are not like other kinds of refugees, and at the ways that climate change intersects with other causes of forced migration; definitions and problematic legal terminology; and the ways that racist notions of environmental determinism have shaped these definitions. This project will result in the introduction to *Migration and Stereotypes in Performance and Culture*, and an edited collection of essays.

My second project will reveal the environmental metaphors that govern the discourse on immigrants and immigration (such as ‘the winds of change,’ ‘swamping,’ and ‘swarming’). This research will rely on archival research into three periods of Canadian history: 1971-1983 (the formative period after the promulgation of multiculturalism); 1984-1993 (the institutionalization of multiculturalism as anti-racist and pro-business); and post 1993 (attempts to mobilize multiculturalism in support of national cohesion). It will disrupt studies of multiculturalism through the key concept of shy elitism in case studies of Rosemary Brown and Frances Henry. This work will form major sections of *How Culture Lives: An Unofficial History of Multiculturalism*.

**About this fellowship**

The Visiting Public Humanities Faculty Fellowship is intended to foster knowledge exchange between the academy and the public. It is a component of the Jackman Humanities Institute’s research commitment to public scholarship, Humanities at Large, which has received support from the Andrew W. Mellon Foundation for the Humanities for 2019-2022.
Stephanie Bernhard
Stephanie Bernhard (Ph.D. English, University of Virginia, 2017) is Assistant Professor of English at Salisbury University, where she specializes in the environmental humanities. Her current work-in-progress is a monograph titled *Modernist Farming: Writing the Rural Cosmopolitan in the Long Twentieth Century*. She recently published “Climate Change as Chronic Crisis in Ben Lerner’s 10:04” in *Resilience: A Journal of the Environmental Humanities*, and she also brings substantial experience in writing for the public sphere as a blogger and published essayist in *Slate, Orion,* and the *LA Review of Books*.

**Writing Species History in an Era of Climate Change**
Stephanie’s project at the JHI will be a series of public-facing essays showcasing her current research on texts that narrate stories of the human species from ancient epics such as *Gilgamesh* and the *Aeneid* to contemporary science fiction, including Yuval Noah Harari’s *Sapiens* and Elizabeth Kolbert’s *The Sixth Extinction*, to scholarly attempts to define a newly human-dominated geological era. She argues that the urgent threat of anthropogenic climate change compels a re-envisioning of the origins, traits, purposes of, and divisions within humans as a species.

A. Khaled Abu Jayyab
Khaled Abu Jayyab (Ph.D. Near & Middle Eastern Civilizations, University of Toronto, 2019) recently completed doctoral research titled “Nomads in late Chalcolithic Mesopotamia: Mobility and Social Change in the 5th and 4th Millennium BC” based in extensive archaeological research conducted in the Republic of Georgia on the origins of viticulture and wine production. His work has regularly brought him into engagement with government agencies in Canada and Georgia, museum partnerships, media outreach initiatives with public school students.

**Landscape Archaeology and Human Adaptation to Changing Environmental Conditions during late prehistory in the southeastern Caucasus**
Khaled will work to teach the public about archaeology and environmental change. His research focuses on diachronically understanding human responses to changes in environmental conditions through changes in settlement organization and subsistence strategies, bringing a time-depth perspective to discussions of contemporary climate change.

Andrew S. Brown
Andrew Brown (Ph.D. English, Yale University, 2019) has recently completed doctoral research titled “Artificial Persons: Fictions of Representation in Early Modern Drama”, which asks: how did the stage contribute to the idea that we can authorize people not just to speak and act on our behalf, but to stand in for us and take on aspects of our very personhood? Andrew’s approach sits at the intersection of two fields: the history of the book and the digital humanities. Examining plays alongside imaginative prose, legal texts, corporate documents, and theological treatises, he argues that Renaissance drama can reinvigorate our
sense of what it means (and how it feels) to be represented and to represent others in turn. Andrew’s other research interests include gender and sexuality studies, law and literature, religious toleration, and the history of Shakespearean performance and editing. He has written on these topics for the journals *Studies in Philology, Eighteenth-Century Studies, Milton Studies, and Early Theatre*, the edited collection *Shakespeare and Consciousness*, and the *Marginalia Review of Books*.

**Water, Waste, and Rising Seas in the Early Modern Atlantic World**

Andrew’s fellowship research project uses text mining and mapping tools in order to track how the inhabitants of the early modern Atlantic world developed a new conception of water as a crucial form of infrastructure: that is, as an urban resource that must be carefully managed, and which could also be fatally corrupted. It puts particular pressure on those sites and moments when environmental and climatic disruptions appear to threaten this infrastructure. He has begun this research with a preliminary case study based on a single London historical archive, and he anticipates that the project will also extend to a series of sites from the colonial Americas.

10.6.10. Doctoral Fellows in 2019-2020

**Chiara Graf, Classics**  
Chancellor Henry N.R. Jackman Graduate Fellow in the Humanities  
**Wisdom and Other Feelings: Affect, Knowledge, and the Senecan Subject**  
Chiara’s dissertation treats the relationship of affect and natural science in the works of the Roman philosopher, scientist, and tragedian Lucius Annaeus Seneca (c.1 BCE-65 CE). What feelings arise in the face of unexpected, beautiful, or frightening natural phenomena? What can these feelings teach us? How can we harness them towards ethical thought and action? She argues that affect can provide routes to knowledge and define the subject’s relationship to the cosmos. Chiara’s research draws heavily upon the history of science, the study of ancient literature, and modern philosophy and critical theory.

**Judith Ellen Brunton, Study of Religion**  
Chancellor Henry N.R. Jackman Graduate Fellow in the Humanities  
**A Pandemonium of Hope: Oil, Aspiration, and the Good Life in Alberta**  
Judith’s research explores how oil companies, government agencies, and community organizations in Alberta use oil to describe a set of values about land use, labour, and aspiration. Oil, in Alberta, is a key symbolic element in imagining what a good life is. To explore these messages about goodness, her project follows oil through four key cultural portraits grounded in ethnographic and archival work: the Christian colonial project of settlement in western Canada; historical narratives that frame energy as “heritage”; white-collar corporate culture in Calgary; and the entangled cultural assertions of the Calgary Stampede. Judith’s research works to discover the relationship between oil and these social worlds of value in Alberta, and to identify key areas of inquiry for the work of imagining a future that navigates the realities of climate change.

**Julie Zatzman, OISE Adult Education & Community Development**  
Amilcare Iannucci Graduate Fellow in the Humanities  
**Fishing Communities and Social and Economic Change: Learning, or Unlearning Collectivist Traditions?**  
This dissertation aims to shed light on an increasingly urgent question: why, with all the alarming news concerning the state of the environment and climate change, do some communities take progressive action, while others do not? It does so from an unusual perspective, the role of collective learning processes in times of economic and social change. It employs critical ethnography and a novel application of Jean Lave’s (1988) situated learning theory (SLT) and argues that the unique conceptual framework of this theory can help explain the unpredictability of collective learning described in adult education literature. The background to this study is the 1992 collapse of northern cod stocks off the coast of Atlantic Canada and the subsequent restructuring of the fishery by the Canadian government. The differing responses to the restructuring by two communities – the Mi’kmaw of Prince Edward Island, and a nearby Acadian community in Cape Breton, Nova Scotia – form the focus of this qualitative study.
10.6.11. Undergraduate Fellows in 2019-2020

Almeera Khalid, Ethics, Society & Law / Criminology / Political Science
James Fleck Undergraduate Award in the Humanities
*Climate-Caused Migration: The Case for Climate Refugees*
Supervisor: Bhavani Raman

Aisha Assan-Lebbe, American Studies / Geography / History
Jukka-Pekka Saraste Undergraduate Award in the Humanities
*Continental America and 19th Century Atmospheric Milieu*
Supervisor: Mark Cheetham

Zachary Rosen, Philosophy / History
Dr. Jan Blumenstein Undergraduate Award in the Humanities
*Environmental Justice: Individual, International, Intergenerational*
Supervisor: Alan Ackerman

Olive Scott, Classics / Environmental Studies
Zoltan Simo Undergraduate Award in the Humanities
*How to Face the Climate Crisis: A Greco-Roman Perspective*
Supervisor: Ben Akrigg

Olivia Smith, International Relations / Peace, Conflict & Justice Studies
Milton Harris Undergraduate Award in the Humanities
*Anarchy in the Anthropocene: Environmental Ethics, Human Security, and International Relations in an Age of Total System Failure*
Supervisor: Ben Akrigg

10.7. JHI Program for the Arts, 2019-2020

Qaggiq: Gathering Place
Exhibition, 21 September – 30 November 2019
Barbara Fischer, Director, Art Museum of University of Toronto and John M. Daniels Faculty of Architecture, Landscape & Design

Naturecolony
Exhibition in partnership with Royal Ontario Museum, 9 November – 7 December 2019
Christine Shaw, Blackwood Gallery (UTM)

The Ends of Social Media
Artificial Intelligence Symposium, November 2019
Tero Karppi, Institute for Communication, Culture, Information & Technology and Faculty of Information

Talking About the Weather: The Science and Art of Climate Change
Workshop, November 2019
Alexandra Rahr, Centre for the Study of the United States

Weather Soundings
Three-day event series, January 2020
Sherry Lee, Faculty of Music
Strange Weather: Cinematic Climates
Symposium with graduate workshop and public film screening, 13-14 February 2020
James Cahill, Cinema Studies and French
Brian Jacobson, Cinema Studies

Strange Weather Symposia
Workshops in conjunction with visits by Anne Carson and Denise Ferreira, dates TBA
Ben Hjorth, Ph.D. candidate, Comparative Literature
Eva-Lynn Jagoe, Spanish & Portuguese
Elizabeth Harvey, English

Heeding the Messenger: Songbirds and the Scale of Climate Change
Workshop and performance with critical scholarly discussion and public film screening, date TBA
Lucia Dacome, Institute for the History & Philosophy of Science & Technology
Angelica Fenner, Cinema Studies Institute and German
Rebecca Woods, Institute for the History & Philosophy of Science & Technology

Dirty Laundry
Literature reading series, ten events at monthly intervals throughout 2019-2020
Zachary David Jones, Ph.D. candidate English
Paul Stevens, English

10.8. Marquee Event
The 2019-2020 Marquee Event on the theme of Strange Weather will be organized in partnership with the
with the Ontario Institute for Studies in Education

10.9. Wiegand Family Memorial Lecture
The 2019 Wiegand Family Memorial Lecture will be presented by Andrew Hicks,
Associate Professor of Music and Dale R. Corson House Professor and Dean, Hans
Bethe House at Cornell University. Date and title were not formalized at the time
of publication of this report.
## 10.10. Working Groups in 2019-2020

### Bridging Disciplines in Manuscript Studies

[renewal]

**Leads**

- Adam Cohen, FAS Art History
- Matthew Orsag, Ph.D. cand., Medieval Studies
- Nora Thorburn, Ph.D. student, Medieval Studies

**Faculty, University of Toronto**

- Enrico Raffaelli, UTM Historical Studies
- Natalie Rothman, UTSC Historical & Cultural Studies
- Maria E. Subtelny, FAS Near & Middle Eastern Civilizations and Study of Religion
- Misha Teramura, FAS English

**Faculty outside University of Toronto**

- Miguel Angel Andrés-Toledo, Classical Philology & IndoEuropean Studies, University of Toledo

**Professional Staff, University of Toronto**

- Greti Dinkova-Bruun, Librarian, Pontifical Institute of Mediaeval Studies
- Natalie Oeltjen, Centre for Reformation & Renaissance Studies
- Tim Perry, Librarian, Thomas Fisher Rare Books Library

**Graduate Students, University of Toronto**

- Shuaib Ally, Near & Middle Eastern Civilizations
- Justin Arnwine, Medieval Studies
- Alessia Berardi, Medieval Studies
- Nicholas Fields, Study of Religion
- Rebecca Golding, Art History
- Jessica Henderson, Medieval Studies
- Lara Howerton, Medieval Studies
- Lale Javanshir, Near & Middle Eastern Civilizations
- Jared Johnson, Medieval Studies
- Esther Kim, Art History
- Shirley Kinney, Medieval Studies
- Mary Maschio, Medieval Studies
- Julia Mattison, English
- Sepideh Najmzadeh, Near & Middle Eastern Civilizations
- Kari North, History
- Jonathan Peterson, Study of Religion
- Lane Springer, Medieval Studies
- Steven Teasdale, History

**Graduate Student outside University of Toronto**

- Sarah Wilk, History, York University

### Building Environmental Humanities at the UofT

**Leads**

- Caroline Holland, Ph.D. cand., FAS English
- Andrea Most, FAS English
- Alexandra Rahr, FAS Centre for the Study of the United States

**Faculty, University of Toronto**

- Alan Ackerman, FAS English
- Tania Aguila-Way, FAS English
- Alan Bewell, FAS English
- Mark Cheetham, FAS Art History
- Michael Eckers, UTSC Human Geography
- Matt Farish, FAS Geography & Planning
- Kajri Jain, UTM Visual Studies
- Sherry Lee, Faculty of Music
- Stanka Radovic, UTM English & Drama
- John Robinson, Munk School of Global Affairs & Public Policy
- Stephen Scharper, UTM Anthropology
- Avery Slater, UTM English & Drama

**Graduate Students, University of Toronto**

- Judith Brunton, Study of Religion
- Henry Ivry, English
- Julia Lum, Art History
- Olivia Pellegrino, English
- Michaela Rife, Art History
- Lana Tran, Faculty of Information, Museum Studies

**Graduate Students outside University of Toronto**

- Aftab Mirzaei, Science & Technology Studies, York University
- Justyna Poray-Wybranowska, English, York University
- Colin Sutherland, Geography, York University
Entitlement and the Common Good [renewal]

Leads
Laura Colantoni, FAS Spanish & Portuguese
Ana Teresa Pérez-Leroux, FAS Spanish & Portuguese and Cognitive Science program

Faculty, University of Toronto
Naomi Nagy, FAS Linguistics
Victor Rivas, FAS Latin
American Studies program
Nathan Sanders, FAS Linguistics
Jeffrey Steele, FAS French

Community Professionals
Brandon Forrest, Local Government & Housing, ON Ministry of Municipal Affairs
Maria Hadzis, Prison Fellowship Canada
Maria Amelia Lonardi, Consul of Argentina
Eliza Trotter, Archdioceses of Toronto
Maria Jose Zatarain, Kintore College
Gillian McConnell, psychosynthesis practitioner
R. John, mediator

Faculty members outside University of Toronto
Shahrrokh Yadegari, composer and sound designer, UC-San Diego
Sandeep Bhagwati, Director, Matralab, Concordia University
Bruce Barton, Director and writer, University of Calgary

Graduate Students, University of Toronto
Yadira Alvarez, Spanish & Portuguese
Ailén Cruz, Spanish & Portuguese
Paula Karger, Comparative Literature
Ruth Maddeaux, Linguistics

Imagining a Music-Theatre Curriculum in North America

Leads
Aiyun Huang, Faculty of Music T. Nikki Cesare Schotzko, FAS Drama, Theatre & Performance Studies

Faculty, University of Toronto
Daniel Bender, UTSC Historical & Cultural Studies
Jacob Gallagher-Ross, UTM English & Drama
Maria Hlady, UTSC Arts, Culture & Media
Norbert Palej, Faculty of Music

Faculty members outside University of Toronto
Shahrrokh Yadegari, composer and sound designer, UC-San Diego
Sandeep Bhagwati, Director, Matralab, Concordia University
Bruce Barton, Director and writer, University of Calgary

Graduate Students, University of Toronto
Jonathan Smith, Faculty of Music
Tyler Cunningham, Faculty of Music
Joyce To, Faculty of Music
Sarah Robbins, Drama, Theatre & Performance Studies
Julia Mattias, Drama, Theatre & Performance Studies

Arts and Professionals outside University of Toronto
Alyssa Ryvers, Toronto composer
James Harrison Monaco, NY storyteller/writer/musician
Jerome Ellis, NY composer/improviser/theatre artist
David Schotzko, Toronto percussionist and artistic director of Array Music
**Jesuit History Research Group**

**Leads**
- Andreas Motsch, FAS French
- Jean-Olivier Richard, SMC Christianity & Culture
- Thomas Worcester, S.J., Regis College

**Faculty, University of Toronto**
- Paul Cohen, FAS History
- Mairi Cowan, UTM Historical Studies
- Sébastien Drouin, UTSC French & Linguistics
- Francesco Guardiani, FAS Italian Studies
- Grégoire Holtz, FAS French
- Valentina Napolitano, FAS Anthropology
- Stephen Tardif, SMC Christianity & Culture

**Graduate Students, University of Toronto**
- Ziba Amadian, Italian Studies
- Oana Baboi, History & Philosophy of Science & Technology
- Petre Ene, Spanish & Portuguese
- Adam Richter, History & Philosophy of Science and Technology

**Undergraduate Students at University of Toronto**
- Isaure Vorstman
- Isadora Ateljevic
- Agha Saadaf
- Marco Istasy
- Ksenia Meteleva

**Faculty Members outside University of Toronto**
- Fr. Michael Knox, Regis College
- Sharonah Fredrick, Romance Languages & Literatures, University of Buffalo
- Carlota McAllister, Anthropology, York University

**Latin American Racial Technologies through the 21st Century**

**Leads**
- Valentina Napolitano, FAS Anthropology
- Luisa Schwartzman, UTM Sociology
- Tamara Walker, FAS History

**Faculty, University of Toronto**
- Susan Antebi, FAS Spanish & Portuguese
- Ted Sammons, CLTA, FAS and UTSC Anthropology

**Faculty, outside University of Toronto**
- Gillian McGillivray, History, York University
- Antonio Torres-Ruiz, Equity Studies, York University

**Postdoctoral Scholars**
- Alexandra González Jiménez, FAS Anthropology
- Eshe Lewis, FAS Latin American Studies

**Graduate Students, University of Toronto**
- Diana Barrero, OISE Curriculum Studies & Teacher Development
- Fernando Calderón Figueroa, Sociology
- Roxana Escobar Nuñez, Geography & Planning
- Mariana Ferraz Duarte, Della Lana School of Public Health
- Nae Hanashiro Avila, Spanish & Portuguese
- Ximena Martínez Trabucco, OISE Social Justice Education
- Matias Recharte, Faculty of Music
- Tania Ruiz Chapman, OISE Social Justice Education
<p>| Native Performance Culture and the Rhythm of ReConciliation: Re-Membering Ourselves in Deep Time |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Leads                                            | Leads                                            | Leads                                            |
| Native Performance Culture                       | Faculty, University of Toronto                   | Graduate Students, University of Toronto          |
| and the Rhythm of ReConciliation:                | Anjie Budde, FAS Drama, Theatre &amp; Performance Studies | Susan Aaron, Faculty of Education                 |
| Re-Membering Ourselves in Deep Time              | Jon Johnson, FAS Indigenous Studies               | Sherry Bie, Faculty of Education                  |
| [renewal]                                        | Isabelle Kim, OISE Curriculum, Teaching &amp; Learning | Paula Danckert, Drama, Theatre &amp; Performance Studies |
| Leads                                            | Trina Moyan, lecturer, Daniels                   | Sara McDowell, Faculty of Education               |
| Jill Carter, FAS Drama, Theatre &amp; Performance Studies | Faculty of Architecture                           | Maria Meindl, Drama, Theatre &amp; Performance Studies |
| Myrto Koumarianis, Ph.D. cand., Drama, Theatre &amp; Performance Studies | Karyn Recollet, Women &amp; Gender Studies            | Sonia Norris, Drama, Theatre &amp; Performance Studies |
| Community Professionals                          | Dolleen Manning, Independent Scholar             | Graduate Students outside University of Toronto   |
| Faculty, University of Toronto                   | Natasha Rojas, alumna, Indigenous Studies         | Morgan Johnson, Environmental Studies, York University |
| Graduate Students, University of Toronto         | Hallie Wells, Independent Scholar                |                                                 |
| Susan Aaron, Faculty of Education                | University of Toronto staff                      |                                                 |
| Sherry Bie, Faculty of Education                  | Gabriele Simmons, Centre for Community Partnerships |                                                 |
| Paula Danckert, Drama, Theatre &amp; Performance Studies | Graduate Students, University of Toronto          |                                                 |
| Sara McDowell, Faculty of Education               | Tania Aguila-Way, FAS English Studies             | Jeni Barton, History &amp; Philosophy of Science &amp; Technology |
| Maria Meindl, Drama, Theatre &amp; Performance Studies | James Cahill, FAS Cinema Studies                  | Austin Due, History &amp; Philosophy of Science &amp; Technology |
| Sonia Norris, Drama, Theatre &amp; Performance Studies | Scott Richman, FAS Cinema Studies                 | Morgan Harper, Cinema Studies                     |
| Morgan Johnson, Environmental Studies, York University | Avery Slater, UTM English &amp; Drama                | Bree Loman, History &amp; Philosophy of Science &amp; Technology |
| Morgan Johnson, Environmental Studies, York University | Rebecca Woods, FAS History &amp; Philosophy of Science &amp; Technology | Félix Veilleux, Cinema Studies                   |
| Morgan Johnson, Environmental Studies, York University | Tania Aguila-Way, FAS English Studies             |                                                 |
| Morgan Johnson, Environmental Studies, York University | James Cahill, FAS Cinema Studies                  |                                                 |
| Morgan Johnson, Environmental Studies, York University | Scott Richman, FAS Cinema Studies                 |                                                 |
| Morgan Johnson, Environmental Studies, York University | Avery Slater, UTM English &amp; Drama                |                                                 |
| Morgan Johnson, Environmental Studies, York University | Rebecca Woods, FAS History &amp; Philosophy of Science &amp; Technology |                                                 |</p>
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<th>Practices of Commentary [renewal]</th>
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<tr>
<td>Leads</td>
<td>Suzanne Akbari, FAS English and Medieval Studies</td>
<td>Shuaib Ally, Near &amp; Middle Eastern Civilizations</td>
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<td>Walid Saleh, FAS Study of Religion and Near &amp; Middle Eastern Civilizations</td>
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<td>Kenneth Yu, FAS Classics</td>
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<td>Miriam Borden, Jewish Studies</td>
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<td>Amanda Goodman, FAS East Asian Studies</td>
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<td>Audrey Walton, FAS English</td>
<td>Peter King, FAS Philosophy</td>
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<td>Faculty outside the University of Toronto</td>
<td>Miguel Angel Toledo, Avestan and Pahlavi Languages &amp; Literatures, University of Salamanca</td>
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<th>Rethinking Iranian Studies [renewal]</th>
<th>Faculty, University of Toronto</th>
<th>Graduate Students, University of Toronto</th>
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<tr>
<td>Leads</td>
<td>Farzaneh Hemmasi, Faculty of Music</td>
<td>Saharnaz Samaejad, Comparative Literature</td>
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<tr>
<td>Jairan Gahan, Postdoctoral fellow, FAS Near &amp; Middle Eastern Civilizations</td>
<td>Neda Maghbouleh, UTM Sociology</td>
<td>Mahdieh Valizadeh, Comparative Literature</td>
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<tr>
<td>Jennifer Jenkins, FAS History Delbar Khakzad, Ph.D. student, Study of Religion Mohammad Tavakoli Targhi, UTM Historical Studies</td>
<td>Shahrzad Mobaj, Faculty of Education</td>
<td>Shirin Gerami, Anthropology</td>
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<td>Nasim Niknafs, Faculty of Music Sara Saljoughi, UTSC English Victoria Tahmasbehi-Birgani, UTM Historical Studies</td>
<td>Mahshid Zandi, Study of Religion</td>
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<td></td>
<td>Farzin Vejdani, History, Ryerson University</td>
<td>Hadi Milanloo, Faculty of Music</td>
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<td>Nima Naghibi, English, Ryerson University</td>
<td>Hamidreza Salehyar, Faculty of Music</td>
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<tr>
<td>Faculty outside University of Toronto</td>
<td>Farzaneh Hemmasi, Faculty of Music</td>
<td>Marjan Moosavi, Drama, Theatre &amp; Performance Studies</td>
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<td>Neda Maghbouleh, UTM Sociology</td>
<td>Sheragim Jenabzadeh, Faculty of Education</td>
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<td>Soundscapes at UofT Leads</td>
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<td>Graduate Students, University of Toronto</td>
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<tr>
<td>Joseph Clarke, FAS Art History</td>
<td>Mitchell Akiyama, Daniels Faculty of Architecture, Landscape &amp; Design</td>
<td>Liora Belford, Art History</td>
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<tr>
<td>Sherry Lee, Faculty of Music</td>
<td>Marla Hlady, UTSC Arts, Culture &amp; Media</td>
<td>Alexandra Fiori, Daniels Faculty of Architecture, Landscape &amp; Design</td>
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<td>Brady Peters, Daniels Faculty of Architecture, Landscape &amp; Design</td>
<td>Brady Peters, Daniels Faculty of Architecture, Landscape &amp; Design</td>
<td>Laura Fox, Daniels Faculty of Architecture, Landscape &amp; Design</td>
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<tr>
<td>Lilian Radovac, UTM Communication, Culture, Information &amp; Technology</td>
<td>Stephen Seharper, UTM Anthropology</td>
<td>Sadie Menicanin, Faculty of Music</td>
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<td>Tigan Niziol, Faculty of Music</td>
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<td>Rupert Nuttle, Art History</td>
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<td>Margaret English, Art Library</td>
<td>Librarian, University of Toronto</td>
<td>Sherry Ostapovich, Faculty of Education</td>
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<th>Tamil Studies Leads</th>
<th>Faculty, University of Toronto</th>
<th>Graduate Students, University of Toronto</th>
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<tr>
<td>Srilata Raman, FAS Study of Religion</td>
<td>Francis Cody, UTM Anthropology</td>
<td>Henria Aton, Faculty of Information</td>
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<tr>
<td>Kristina Rogahn, Ph.D. student, Study of Religion</td>
<td>Christoph Emmrich, UTM Historical Studies and FAS Study of Religion</td>
<td>Stephanie Duclos-King, Study of Religion</td>
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<tr>
<td>Malavika Kasturi, UTM Historical Studies</td>
<td>Malavika Kasturi, UTM Historical Studies</td>
<td>Janani Mandayam, Study of Religion</td>
</tr>
<tr>
<td>Bhavani Raman, UTSC Historical &amp; Cultural Studies</td>
<td>Bhavani Raman, UTSC Historical &amp; Cultural Studies</td>
<td>Jesse Pruitt, Study of Religion</td>
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<tr>
<td>Faculty outside University of Toronto</td>
<td>Faculty outside University of Toronto</td>
<td>Ganga Rudraiah, Cinema Studies</td>
</tr>
<tr>
<td>Shobhana Xavier, School of Religion, Queen’s University</td>
<td>Shobhana Xavier, School of Religion, Queen’s University</td>
<td>Siddharth Sridhar, History</td>
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<td>Mirela Stosic, Study of Religion</td>
</tr>
<tr>
<td>University of Toronto Librarian</td>
<td>University of Toronto Librarian</td>
<td>Natkeeran Kedchumykanthan, UTSC Library Digital Scholarship Unit</td>
</tr>
</tbody>
</table>
11.

**GOVERNANCE**
11. Jackman Humanities Institute Governance

11.1. Advisory Board Members, 2018–2019

The Advisory Board meets five or six times during each academic year. Its purpose is to advise the Director on major questions of orientation and vision for the Jackman Humanities Institute, including policies, programs, and general oversight on all activities. The Advisory Board connects the Jackman Humanities Institute with the humanities departments and their faculty and students across the University of Toronto. This committee is composed of senior faculty members and department chairs from the humanities disciplines, representatives from the University of Toronto Mississauga (UTM), the University of Toronto Scarborough (UTSC), the Faculty of Arts and Science, and other faculties. Members are usually appointed for three-year terms.

Alison Keith Director, Jackman Humanities Institute  
Li Chen Chair, UTSC Historical & Cultural Studies  
Laura Colantoni Chair, FAS Spanish & Portuguese  
Wendy Duff Dean, Faculty of Information  
Anver Emon Faculty of Law  
Tara Goldstein OISE Curriculum, Teaching, and Learning  
Antoinette Handley Chair, FAS Political Science  
Julie Hannaford Deputy Chief Librarian, University of Toronto Libraries  
John Harwood John M. Daniels Faculty of Architecture, Landscape, and Design  
Susan Hill Director, Centre for Indigenous Studies  
Carl Knappett Chair, Department of Art/Art History  
Sherry Lee Associate Dean, Research, Faculty of Music  
Garry Leonard UTSC English  
Martin Pickavé Chair, FAS Philosophy  
Christine Shaw Curator, UTM Blackwood Gallery / Department of Visual Studies  
Paul Stevens Chair, FAS English

11.2. Council of Humanities Institute Deans, 2018–2019

The Council of Humanities Institute Deans meets at least once each year. The Director of the Jackman Humanities Institute reports to this body, which provides both oversight and financial resources. The purpose of this body is to oversee the Jackman Humanities Institute, including the appointment of the Director, and to assess its success in achieving its mandate. The Council connects the Jackman Humanities Institute with the administration within the University of Toronto and assures that the Jackman Humanities Institute contributes to the mission of the University. The Council is composed of the Deans of the Faculty of Arts and Science, University of Toronto Scarborough, University of Toronto Mississauga, Faculty of Law, Faculty of Music, Faculty of Information, Ontario Institute for Studies in Education, John H. Daniels Faculty of Architecture, Landscape and Design, the School of Graduate Studies, as well as the University Librarian and the Associate Dean, Research, Faculty of Arts and Science. All members are ex-officio.

David Cameron Dean, Faculty of Arts & Science  
Larry Alford University Librarian  
Maydianne Andrade Acting Vice-Principal, Academic and Dean, University of Toronto Scarborough  
Amrita Daniere Vice-Principal, Academic and Dean, University of Toronto Mississauga  
Edward Iacobucci Dean, Faculty of Law  
Don McLean Dean, Faculty of Music  
Richard M. Sommer Dean, John H. Daniels Faculty of Architecture, Landscape, and Design  
Wendy Duff Dean, Faculty of Information  
Glen A. Jones Dean, Ontario Institute for Studies in Education  
Joshua Barker Dean, Graduate Studies and Vice-Provost, Graduate Research & Education  
Jay Pratt Vice-Dean, Research and infrastructure, Faculty of Arts & Science  
Alison Keith Director, Jackman Humanities Institute
11.3. **International Humanities Advisory Board, 2018–2019**

The International Humanities Advisory Board (IHAB) meets every second year. It is composed of a combination of leading humanities scholars, directors of humanities institutes, renowned artists, and public intellectuals. Its function is to offer evaluation and advice on the general direction of the Institute in its role beyond the University. Members are appointed for up to six years.

The Jackman Humanities Institute hosted the IHAB on 10 May 2019 for a day-long meeting which included time with fellows, the Advisory Board, the FAS Dean and Vice-Dean of Research, the Research Community leaders, and the staff.

**James Chandler**  
Barbara E. and Richard J. Franke Distinguished Service Professor, Department of English, University of Chicago

**Monika Fludernik**  
Professor of English Literature, Albert Ludwigs University, Freiburg

**Camilla Gibb**  
Author of four internationally-acclaimed novels; June Callwood Professor in Social Justice, Victoria College, University of Toronto

**Sarah Guyer**  
Professor of English and Director, Center for the Humanities, University of Wisconsin-Madison, and President, Consortium of Humanities Centers and Institutes

**Greg Kelly**  
Executive Producer, IDEAS, CBC-Radio

**Premesh Lalu**  
Director, Centre for the Humanities, University of the Western Cape

**Geoffrey Rockwell**  
Professor of Philosophy and Humanities Computing, University of Alberta; Co-Chair of the AI, People and Society Initiative

**Alessandro Schiesaro**  
Head, School of Arts, Languages, and Cultures, and Professor Classics, University of Manchester

**John Ralston Saul**  
Award-winning Canadian essayist and novelist; President Emeritus of PEN International; and Co-Chair of the Institute for Canadian Citizenship & 6 Degrees

**Ella Shohat**  
Professor of Art & Public Policy and Middle Eastern & Islamic Studies, Tisch School of the Arts, New York University

**Katie Trumpener**  
Emily Sanford Professor of Comparative Literature and Professor of English, Yale University