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Overview:
The First Full Year
1. **Overview: The First Full Year at the Jackman Humanities Institute**

Annual Theme, 2008–2009: *Telling Stories*

Most fellowships and programs at the Jackman Humanities Institute (JHI) are chosen for their achievement, scholarly merit and their relevance to a single annual theme. This annual focus permits coherent, imaginative and meaningful communication between widely separated disciplines, while the year-by-year variation allows for an equitable rotation of concentration between units. The themes are chosen by consensus of the Advisory Board of the Jackman Humanities Institute.

The following are selected both for scholarly excellence and for relevance to the annual theme:

**Fellowships**
- Jackman Humanities Institute Faculty Research Fellowships (12 Month)
- Andrew W. Mellon Postdoctoral Fellowships (incoming year only)
- Chancellor Jackman Graduate Fellowships in the Humanities
- Jackman Humanities Institute Undergraduate Fellowships
- Jackman Humanities Institute Distinguished Visiting Fellows

**Programs**
- Jackman Humanities Institute Program for the Arts

The following are selected for scholarly excellence independent of relevance to the annual theme:

**Professorships**
- Chancellor Henry N.R. Jackman Distinguished Professor in Philosophical Studies
- Chancellor Jackman Professorships in the Arts

**Fellowships**
- Jackman Humanities Institute Faculty Research Fellowships (6 month)
- Chancellor Henry N.R. Jackman Junior Fellowships

**Programs**
- Jackman Humanities Institute Working Groups

1.1. **2008–2009 Annual Theme: Telling Stories**

Making sense of our world depends on the practice of narrating events. In both oral and written traditions, and ranging from the historian's monograph to the epic poem, a film, or a single painting, the activity of telling stories serves as a topic for diverse kinds of scholarly inquiry. Humanities research explores various modes of telling and the social, political, epistemological and ethical implications of how and why stories are told.
2.

STATEMENT FROM THE DIRECTOR
OF THE JACKMAN HUMANITIES INSTITUTE

ROBERT B. GIBBS
PROFESSOR OF PHILOSOPHY
2. **Statement from the Director of the Jackman Humanities Institute**  
**Robert B. Gibbs**

The Inaugural year of the Jackman Humanities Institute (JHI) was a great and bold success. The report that follows summarizes a vast array of activities and accomplishments; here, I wish only to highlight a few key aspects of our first year. Let me note at the outset that this report is not accidental to the JHI. We are developing an ongoing process to publicize the achievements of humanities scholars at the University of Toronto in order to offer focus on the excellence and importance of their work. Reporting is at the core of the work of the Institute. We will have at least five versions of this report—and the current one includes information designed to offer you a quick overview of our work year by year. More detailed information is available upon request.

The JHI exists in order to further research of humanities scholars at the University of Toronto. Its goal are to draw together scholars who might otherwise not engage each other; to foster creative new methodologies; to connect our scholars with those beyond the U of T; and in general, to raise the profile of the humanities at the U of T. We do not support proposals that can properly belong to a single department or centre; nor do we develop curriculum. Instead, we use our resources to fund fellows who conduct their independent research in a community of inquiry, and to support a wide range of other initiatives across the three campuses.

Through the course of the past year three key features of the Institute came into existence: 1) the physical space, 2) the staff, and 3) the virtual space (the website at www.humanities.utoronto.ca). Working closely with John Shnier (of Kohn Shnier Architects), we were able to design and to build a unique home for the JHI. It is a space ennobling for the humanities and hospitable for collaboration and research. The staff members provide extensive support for the multiple activities of the JHI. The website is still in its earliest phases, but it is already creating a new image of the humanities at the University of Toronto. It is visually linked to the physical space, but more importantly, as it grows over the summer, it will allow us to multiply the communication and collaboration we are supporting with funds for events in real space. We will be guiding humanities scholars of all ages to unleash the capacity of digital communications and research.

These three features supported a full set of programs whose reporting occupies most of the rest of this document. The planning process of the past two years has drawn together a range of previously endowed programs (Research Fellows, Graduate Fellows, Distinguished Visitor, Program for the Arts, Mellon Postdoctoral Fellows), as well as a new Working Group program and an Undergraduate Fellows program. Many of these were linked by theme, all were coordinated by the JHI, and the synergy was dramatic and exciting.

We have made ambitious plans for 2009–2010. Of necessity, given the economic climate, we have scaled back the funding for various elements of our programming; however, with the exception of the Distinguished Visiting Fellow, every program will continue. Moreover, we are adding a new program to help just-tenured faculty develop interdisciplinary projects. We are also engaged on many fronts with Digital Humanities research and similarly with the Arts and Humanities. Finally, we are developing partnerships with other institutes at McGill, Cornell, and the University of Wisconsin-Madison. Our roster of 2009–2010 Fellows, Working Groups, and Programs for the Arts is outlined later in this report. In short, the JHI’s second year holds great promise to step up the momentum achieved in 2008—2009.
The Jackman Humanities Institute is emerging rapidly on the international scene. The Advisory Board of the Consortium of Humanities Centers and Institutes (CHCI), an international body of almost 170 institutes, welcomed a Canadian presence, offering me a seat. The University of Toronto’s Jackman Humanities Institute will host the annual conference of the CHCI in May of 2011. We are playing a leading role in an initiative to coordinate CHCI with a younger consortium of Digital Humanities Centers (CenterNet). This initiative is supported by the Andrew W. Mellon Foundation, and is in conversation with the National Endowment for the Humanities and National Science Foundation from the USA as well as the Social Sciences and Humanities Research Council (SSHRC) in Canada. In all of these activities, the JHI is raising the profile of the University of Toronto; moreover, it is rapidly emerging as an international leader in humanities research and in advocating for the humanities with governmental bodies and foundations.

The key benefit of the JHI, however, is in the growth of individual humanities scholars. Some of our Faculty Research fellows wrote books; Graduate fellows completed their Ph.D. theses; Postdoctoral fellows engaged in teaching. Several of our fellows are moving on to new universities and new stages of their careers, as suits our programs. Our undergraduate fellows placed into leading graduate programs (Harvard, Oxford, Michigan), and one Postdoctoral fellow left after one year for a tenure track position at Syracuse University. In these cases, the JHI provided a home for their individual projects, but also created a web of relations and conversations that they will take with them as they pursue their careers.

Students and Faculty across the university participated in our working groups and in the Jackman Humanities Institute Program for the Arts. We focused our resources on events and groups that would enrich and advance humanities scholarship at the U of T, awarding funding to proposals that furthered ongoing research here. Our faculty fellows will be teaching a course based on their research leave; our working groups are seeding new collaborations; and new programs next year will address challenges of recently tenured faculty. In all of these activities the goal is to augment the fundamental and widely recognized excellent work of our departments and centres. We welcome suggestions for new initiatives as we continue to build the JHI.
3. Governance

The Jackman Humanities Institute has three levels of governance.

The **Advisory Board** meets 5–8 times during each academic year. Its purpose is to advise the Director on major questions of orientation and vision for the JHI, including policies, programs, and general oversight on all activities, including the budget. The Advisory Board connects the JHI 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 Sciences and other Faculties. Members are appointed for three-year terms.

The **Council of Humanities Institute Deans** meets at least once each year. The Director of the JHI reports to this body, which provides both oversight and financial resources. The purpose of this body is to oversee the JHI, including the appointment of the Director, and to assess its success at achieving its mandate. The Council connects the JHI with the administration within the University of Toronto and assures that the JHI 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, and Daniels Faculty of Architecture, Landscape, and Design, as well as the University Librarian and the Vice-Dean, Interdisciplinary for the Faculty of Arts and Science. All members are ex-officio.

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. The inaugural meeting of the IHAB is scheduled for 21 September 2009. Members are appointed for up to six years.
3.2. Advisory Board Members, 2008–2009

Robert Gibbs …………Director, Jackman Humanities Institute
Parth Bhatt …………Chair, Department of French Studies
William Bowen ………Chair, Department of Humanities, University of Toronto Scarborough
Brenda Cossman ………Professor, Faculty of Law
Robin Elliott …………Graduate Coordinator, Faculty of Music
Linda Hutcheon ………Professor, Department of English / Centre for Comparative Literature
Louis Kaplan …………Director, Institute for Communication & Culture, University of Toronto Mississauga
Alison Keith …………Chair, Department of Classics
David Klausner ………Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and Science
John Kloppenberg ………Chair, Department and Centre for the Study of Religion
Elizabeth Legge ………Chair, Department of Art
Robert Levit……………Professor, Daniels Faculty of Architecture, Landscape, and Design
Ron Pruessen …………Department of History

Meric Gertler ........................................ Dean, Faculty of Arts and Science
Carole Moore........................................ University Librarian
Ragnar Olaf-Buchweitz ..................Dean, University of Toronto Scarborough
Gage Averill .........................................Dean, University of Toronto Mississauga
Mayo Moran .........................................Dean, Faculty of Law
Russell Hartenberger .....................Dean, Faculty of Music
George Baird ......................................Dean, Daniels Faculty of Architecture, Landscape, and Design
Seamus Ross................................. Dean, Faculty of Information
David Klausner................................ Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and Science
Robert Gibbs......................................Director, Jackman Humanities Institute
3.4. International Humanities Advisory Board, 2008–2009

Robert Gibbs ………..Director, Jackman Humanities Institute, University of Toronto
Margaret Atwood……..Canadian novelist and poet
James Chandler………..Director, Franke Institute for the Humanities, University of Chicago
Marjorie Garber………..Director, Carpenter Center for the Visual Arts, Harvard University
Avi Lewis………………Canadian documentary filmmaker
Margaret MacMillan……Warden, St. Antony’s College, University of Oxford
Richard Miller…………Chair, Department of English, Rutgers University
Timothy Murray………..Director, Society for the Humanities, Cornell University
John Ralston Saul……..Canadian essayist and public intellectual
Kaja Silverman…………Class of 1940 Professor of Rhetoric and Film, University of California, Berkeley
Gayatri Spivak…………Director, Institute for Comparative Literature and Society, Columbia University
Michael Steinberg……..Director, COGUT Center for the Humanities, Brown University
4.

SPACE AND STAFFING
4.1. Physical Space: Jackman Humanities Building Opening
27 November 2008

The Jackman Humanities Institute is located on the tenth floor of the Jackman Humanities Building at 170 St. George Street. Originally designed by the architect (and U of T alumnus) Ferdinand Marani, the building first opened in 1929, and was known as the Medical Arts Building. The University of Toronto purchased it in 2001–2002, and after extensive renovations, the newly renamed Jackman Humanities Building was opened on 27 November 2008. Five million dollars of the capital cost of this renovation work was included in the second (2007) gift of $15 million from the Honourable Henry N. R. Jackman. The building now houses the Jackman Humanities Institute, the Departments of English, Philosophy, and Religion, and the Centre for Diaspora and Transnational Studies.

The Jackman Humanities Building was formally opened on 27 November 2008, in the third of three events that officially recognized and celebrated the generous new donation made by the Honourable Henry N. R. Jackman to the humanities at the University of Toronto.

Hosted by:
- John F. (Jack) Petch, Chair, Governing Council
- Dr. David Naylor, President, University of Toronto
- Professor Meric Gertler, Dean, Faculty of Arts and Science

Remarks:
- Professor Meric Gertler
- President David Naylor
- Professor Robert Gibbs, Director, JHI
- The Honourable Henry N. R. Jackman
- John F. (Jack) Petch
- Chancellor David Peterson

The Jackman Humanities Building Opening was held at the JHI, and was attended by approximately 80 invited guests, including holders of Jackman Professorships and Fellowships, Chairs of Humanities departments, representatives from the architectural firm Kohn Schnier, and members of the Jackman family. A dedicatory plaque on the tenth floor of the building was unveiled at this occasion, and a ribbon-cutting ceremony marked the official opening of the building.

From left: Robert Gibbs, Director of the JHI; Jack Petch, Chair, Governing Council; The Honourable Henry N. R. Jackman; Maruja Jackman; David Naylor, President of the University of Toronto; Meric Gertler, Dean of the Faculty of Arts and Science; The Honourable David Peterson, Chancellor of the University of Toronto
4.1.1. Physical Space: The Jackman Humanities Institute

In November 2008, the Institute moved from temporary space in a suite of rooms on the third floor to the whole of the tenth floor of 170 St. George. Elegantly renovated by the architectural firm Kohn Schnier, the new space takes full advantage of the stunning views of the city from all sides, creating a signature space for advanced humanities research. The renovated space includes fifteen offices for Fellows, an open area with six carrels for undergraduates, three administrative offices, a reception area, a large meeting room, a small meeting room, a kitchen, four washrooms, a lounge area, and an outdoor patio at the southeast corner. The JHI also includes a Digital Humanities workroom on the second floor of the building, and manages bookings for a conference space (capacity 100) and seminar room (capacity 15) on the first floor of the building.

The light, airy new space has proven to be very conducive to scholarly activity. The goal was to balance the seclusion of private offices with conversations in the inviting public spaces for small and larger groups. Formal weekly luncheons for JHI Fellows are held in the large meeting room, and a variety of smaller, informal activities, such as ancient language studies and reading groups, sprang up, organized by the JHI Fellows, and hosted in various spaces at the Institute. The large meeting room was also used by several of the Working Groups and for Program for the Arts events.

(Left) The visually striking main entrance hallway, with elevators to the right and the reception area to the left, features a randomized pattern of marble and slate that moves from black to white. This pattern also appears on the JHI letterhead and website.

(Right) The main meeting room features rolling tables and chairs that can be quickly rearranged for a variety of uses. It is equipped with a digital projector and screen, can be closed for privacy, and adjoins the kitchen.

(Left) Each of the offices for JHI Fellows is slightly different. They all feature windows or skylights and are arranged in an enclave at the south end of the building, with views looking east, south, and west. Professor Rosemary Sullivan, Faculty Research Fellow, occupied this office in the 2008-2009 year.

(Right) The patio on the southeast corner of the building features soaring views of Bloor and St. George streets. During the winter, it was used only by a red-tailed hawk, but the coming of spring has allowed JHI Fellows to enjoy the fresh air in a unique conversational area.
4.2. Virtual Space: Jackman Humanities Institute Website Redesign

The JHI website at www.humanities.utoronto.ca was redesigned and launched in April 2009, with additional components scheduled for release throughout the summer. Its goal is to foster connections across the university in order to provide humanities scholars with better access to events and to facilitate more shared research. What began as a largely informational site soon metamorphosed into a leading humanities interactive virtual space. In early stages of design, two new key goals emerged: 1) to facilitate ongoing interaction for the various groups that the JHI was financially supporting in physical space; and 2) to simplify and coordinate administration of the JHI. Further developments will include archiving of events hosted by the JHI, as well as reports and administrative records, and in a later stage hosting of digital humanities research.

The website is custom-developed to meet the needs of the wide range of activities hosted by the JHI, and to allow JHI staff members to manage content, users, events, and funding competitions. The new site was carefully designed to reflect characteristics of the JHI's physical space, with the goal being the continued development of a unified image for the Institute. The development of the systems architecture and visual look of the new website was supervised by the University of Toronto Library Digital Library and Web Services office. Consultations with faculty members of several humanities departments helped to guide the process. The software was designed by Mike Edmonds, and the visual look of the site was designed by Gordon Belray. To ensure compatibility with a range of possible future requirements, the application and database were designed using a flexible object oriented framework and strong relational model. The choice of an open-source hosting environment ensures long-term stability and performance, while avoiding the expensive licensing fees associated with competing products.

The new website fulfills the second part of our mandate: “to create new networks, both physical and virtual, for interaction among humanities scholars, regardless of their discipline… [and] a portal to the Humanities at the University of Toronto.”

Features

- Users manage their own profiles, interests, and communications preferences
- Events can be tagged with appropriate interest categories; events may also be posted by approved users in other departments
- Email reminders can be sent to users for matching events and funding competitions
- Private ‘salon’ spaces allow members of Working Groups and planning committees for Program in the Arts events to share information including research
- Funding competition module securely manages online applications including evaluations
- Room booking requests may be made and approved through the website
- Groups of users may be selected for email communication
- Links to every Humanities unit at the University of Toronto
4.3. Staffing at the Jackman Humanities Institute

**Associate Director:** Kim Yates (80%), Ph.D., M.I.St.
Kim joined us on 1 July 2008. She is responsible for the programs of the JHI, including managing the Circle of Fellows; researching, design, and implementation of new programs; and developing the new website. She prepares the reports of the JHI, designs publicity for JHI events, and oversees internal communications at the JHI. Kim brought a wide range of experience at the University of Toronto, including six years as Assistant to the Director at the Centre for Reformation and Renaissance Studies, three years teaching with the Department of English, a Master’s of Information Studies and a doctorate in English literature with specialization in late medieval drama.

**Office Administrator:** Monica Toffoli (83%; September – June)
Monica rejoined the Jackman Humanities Institute on 1 November 2008; she had also worked with us in our planning phase from 2006 to May 2008. She is responsible for space, furnishings, equipment, and catering. In addition she assists the Director, manages the website and supports all of the JHI’s competitions. Monica is our primary point of public contact, receiving all who come to the tenth floor.

**Financial Officer:** Cheryl Pasternak (40%)
Cheryl came to the JHI in October 2008. She is responsible for budgeting, financial reporting, day-to-day account management, including communications with other financial officers in the university. Cheryl comes to us with ten years’ experience in bookkeeping and financial management in both the University of Toronto and the private sector.
5.

FELLOWS
5.1. Jackman Humanities Institute Circle of Fellows
Synopsis

The move of the JHI into its quarters on the 10th floor of the Jackman Humanities Building in
November 2008 has had a tremendous impact on its Fellows. Selected for their common interests
relevant to the annual theme, a group of top-notch scholars at every level of study from
undergraduate to senior faculty were, for the first time, relocated to the physical quarters in the JHI
in order to focus on their research for a year. Selected first, the Faculty Fellows participate in the
selection of the other fellows. Moving to the space at the JHI has two benefits: the quiet
environment supports the process of thinking and writing, and the possibility of interacting with
other Fellows working on projects relevant to the same theme brings them into circulation with new
disciplines, approaches, and ideas. They have private offices (or, in the case of undergraduate
fellows, carrels) in a quiet, shared enclave; they attend a weekly luncheon 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. By sharing their projects and the
contours of their disciplines, they find new ways to conceptualize their work, discover resources, and
force each other to think beyond disciplinary assumptions to the wider goal of how their project
addresses the Humanities as a whole.

There are five levels of Fellows who share the privileges of this Circle of Fellowship:

a) Jackman Humanities Institute Faculty Research Fellows (12 month). See 5.1.
b) Andrew W. Mellon Postdoctoral Fellows in the Humanities. See 5.2.
c) Chancellor Jackman Graduate Fellows in the Humanities. See 5.3.
d) Jackman Humanities Institute Undergraduate Fellows. See 5.4.
e) Jackman Humanities Institute Distinguished Visiting Fellow. See 5.5.

a) Faculty Research Fellows

Jonathan Burgess (Classics), “The Odyssey’s Travel Tales”
Rosemary Sullivan (English), “The Road to Out: Rescuers and Refugees in the Aftermath of the
Spanish Civil War”
Pamela Klassen (Religion), “Protestant Experiments with Truth: Testimonies of the Spirit in a
Scientific Age”

b) Postdoctoral Fellows

Mareike Neuhaus (English), “Aboriginal Languages Influences in Aboriginal Oratures Composed in
English”
Laurie Marhoefer (History), “Among Abnormals: Queer Media, Biopolitics, and Sexual
Revolutionaries in Germany’s Weimar Republic, 1918-1933.”

c) Graduate Fellows

Shami Ghosh (Medieval Studies), “The Barbarian Past in Early Medieval Historical Narrative”
Alma Mikulinsky (Art), “The Chisel and the Lens: Picasso, Brassai and the Photography of
Sculpture, 1933-1948”
Charles Repp (Philosophy), “The Ethical Relevance of Literature”
Laurie Zadnik (Anthropology), “Narrating Religious Lives: Becoming Mormon in Madang, Papua
New Guinea”
d) Undergraduate Fellows

Jeremy Andrews (History and Political Science), “Perpetrators-Bystanders-Victims”  
(Supervisor: Pamela Klassen)
Maya Chacaby (Aboriginal Studies and Drama), “Storytelling and Technologies of Orality in Ojibwa 
Language Revitalization: implications, possibilities and practice” (Supervisor: Neil ten 
Kortenaar)
Alison Chapman (English), “Medieval Dream Poetry and Pilgrimage” (Supervisor: Jonathan Burgess) 
Arden Hegele (English), “Translated Women: Identity and the Caribbean-Canadian Diaspora”  
(Supervisor: Neil ten Kortenaar)
Devani Singh (English & Drama at UTM), “Orality and Order: the Rejection of the Carnivalesque in 
the Canterbury Tales” (Supervisor: Jonathan Burgess)
Rodrigo Toromoren (Spanish & Portuguese), “South-American and Classical Narratives”  
(Supervisor: Rosemary Sullivan)

e) Distinguished Visiting Fellow

Mieke Bal: Royal Netherlands Academy of Arts and Sciences Professor (KNAW) at the Amsterdam 
School for Cultural Analysis (ASCA), University of Amsterdam
5.1.1. Chancellor Jackman Faculty Research Fellowships in the Humanities
Synopsis of Research Fellowship Program

Faculty Research Fellowships supported by the Jackman Endowment Fund provide a means to recognize and assist University of Toronto scholars of demonstrated excellence. Fellows are selected on the basis of proven ability as evidenced by a distinguished record of research and scholarship, as well as the scholarly merit of their research proposal.

The Faculty Research Fellowship is a twelve-month residential position. Research Fellows hold an office on the tenth floor of the Jackman Humanities Building and are the central members of a circle of fellows for their year. They receive a twelve-month leave from teaching and administrative duties in their departments in order to focus on their own research. They participate in the life of the Institute by attending and presenting at the weekly luncheons, organizing regular activities of the JHI, and helping to plan special events. They also take a leading role in the selection process for postdoctoral fellows, graduate fellows, and undergraduate fellows, and they each supervise one or two undergraduate fellows. In the year following their fellowship, they will teach a course inspired by the year’s work for their home departments. They are chosen for their excellence and for the relevance of their proposed project to the annual theme for the year.

The Jackman Humanities Institute also awards six-month research leaves as a continuation of the Chancellor Jackman Research Fellowships in the Humanities Program. Holders of this fellowship are not required to participate in the activities of the Institute, and their projects are not selected for relevance to the annual theme. They receive a six-month leave from the normal teaching and administrative duties of their department in order to undertake research (including travel) on the project proposed in their application. Holders of these fellowships are chosen for demonstrated excellence.

Up to six Faculty Research Fellowships may be awarded in each year.
Jonathan Burgess (Classics)

Refereed Publications
“Intertextuality without Text in Early Greek Epic.” Forthcoming, Relative Chronology, Cambridge University Press.

Non-Refereed Publications
“Achilles’ Heel: The Historicism of Troy the Movie.” Forthcoming in Reading Homer: Film and Text, Fairleigh Dickinson University Press. ca. 30 pp.

Invited lectures
“The Odyssey’s Travel Tales.” Presented at Narrative Matters conference (JHI panel), May 2008, Toronto.
“Astyanax and the Walls of Troy.” Presented at the University of Mississippi, invited by the Department of Classics, November 2008.
“The Odyssey’s Travel Tales.” Presented at JHI luncheon symposium, January 2009, Toronto.
“Odysseus as a Naturalist-Traveler: Colonialism, Utopia, and Nature in the Odyssey.” Presented at the Fifth International and Interdisciplinary Conference Alexander von Humboldt (Travels Between Europe and the Americas), Berlin, July 2009.

Summary
For my project, collaboration with the other Fellows has been productive and inspiring. My topic, the Odyssey and travel literature, has presented me with many challenges that have forced me to move into new and unexpected directions: new types of literature, new time periods, and new theoretical approaches. Our visiting lecturers were inspiring and taught me much. Isidore Okpewho did an amazing job bringing together African performance and Homeric poetry; we keep up a friendly email correspondence, and just last week he wrote to tell me how much he liked my new book. Janice Kulyk Keefer was an excellent presenter, whose Honey and Ashes is the best travel book that I have read this year. Julie Cruikshank was engaging in providing new perspectives, both in her talk and over dinner. I have also learned much from my fellow Faculty fellows; for instance, anthropological methods from Pamela Klassen and postcolonial insights from Neil ten Kortenaar. Rosemary Sullivan seems to know something about everything, and I have stopped counting the times when I’ve come across something in my readings that I first heard about from her.
I’ve learned more about Chaucer from my two undergraduate supervisees, Alison and Devani, than they’ve learned from me, I am sure, and I enjoyed the experience. I can’t mention everyone, and the most concise way of putting it is that my work has improved in some ways through contact with many of the graduate and postdoctoral fellows, in ways that they do not realize.
As for the future of my project, it has the potential to splinter off into several different topics that will keep me busy for years to come. I have just presented a paper on my JHI project to the Classical Association of Canada annual conference in Vancouver, and I am excited about delivering another paper at a huge travel conference in Berlin in July. I will be presenting a third paper from my project at a symposium in Thessaloniki next year. Though I have much more research...
to do, it is nice to have begun writing these papers: they will serve as chapters in a monograph that is steadily gaining notional clarity in my head. I have also started to talk with academics in Toronto who work with travel in some way; I’m sure a reading group and a conference to result in the future.

My work at the JHI will affect my future teaching plans in several ways. Because I am on a half-leave next year, I will therefore not be immediately available to teach the prescribed 300-level course. I will request this for 2010–2011, perhaps at 300 and 400 level, since students I taught in a HUM199 course on a related topic will be in 4th year then. But next year I will be teaching a graduate seminar on the Odyssey, which will naturally be largely devoted to my recent work on the JHI project. Of necessity, I will be covering the basics of Homeric language and research generally, and general topics about the Odyssey will not be excluded. The focus will be inside-out, so to speak, in that I will start with the embedded travels of Odysseus, and move outward from there. I don’t want to make the students do what I do, but I believe some of my interests will lead to possible research connections to be made with travel in antiquity, and the theme of travel provides a good theme with which to explore reception of Homer in post-antiquity, a big trend in Homeric studies. As well, I am teaching CLA160, Introduction to Classical Studies, and my plans, still forming, favour spending a week or two on select examples of primary material as pauses in the comprehensive review of Greco-Roman antiquity. One of these weeks would be devoted to the travel tales of Odysseus.

My own sense of what Telling Stories can be has steadily expanded. We have seen that stories are often rooted in diction, linguistic structure, and language. Narratives are presented in oral contexts, through iconography, and through performance. Narrative can provide diversion but also can serve profound truths. It includes personal histories, clan histories, and national histories, and its reach extends to all time periods and all parts of the world.
Pamela E. Klassen (Religion)

Refereed Publications

Non-Refereed Publications

Work submitted
Healing Christians: Liberal Protestants and the Pathologies of Modernity under review at University of California Press.

Work in progress
Articles:
“‘The Great Psychic Apostle’: Paul, Authority, and the Contemporary Reader,” in preparation for submission to Constellations.

Papers presented at meetings and symposia
2008 Response to Stewart Hoover’s Religion in a Media Age, American Academy of Religion Annual Meeting, Chicago, 2 November 2008

Grants
2008–2011
Social Sciences and Humanities Research Council Standard Research Grant for “Protestant Experiments with Truth: Testimonies of the Spirit in a Scientific Age” – $82,843.

Summary
Having spent five months as a wandering JHI Fellow before the renovations were complete, and now six months as a JHI Fellow ensconced on the tenth floor, I am fully convinced of the catalyzing potential of the space (and time) of the JHI. The chance to focus on my research in a new place of work was an important process of removal that separated (without severing) me from my usual academic channels and relationships, and placed me in a new community of scholars. Through formal and informal interactions with JHI faculty, staff, post-docs, and graduate and undergraduate students, I came to a new sense of the scope of my work as a scholar and teacher of the humanities, broadly speaking.

In particular, conversation with the JHI Fellows helped me to see new ways of approaching the study of religion that would let me accomplish more rigorous interdisciplinary research, as well as allow me to convey my work to wider audiences. My conversations with Neil ten Kortenaar were especially helpful, as we talked through the complicated relations between the study of literature and the study of religion in the “secular” university, and exchanged reading suggestions. Along the way, we also discovered that we shared an academic interest in how notions of telepathy and metaphors of electricity figured in twentieth-century storytelling about spirit possession. I also found particularly fruitful my conversations with Graduate Fellow Alma Mikulinsky about photography and history, and with Rosemary Sullivan about the conjunction of literary and academic approaches to biography.

The visit of Mieke Bal was a high point in the year both in terms of the opportunity to learn from her body of work and her present research and for the ways that her presence generated new conversations among the fellows, and within humanities departments more widely. Having the time to pursue the suggestions for new directions that came from all of these conversations was particularly important for me. For example, I found myself reading widely in literary criticism, political theory, and visual studies.

Working with Jeremy Andrews, a JHI undergraduate fellow seeking to make a music video to accompany his rap about the Holocaust, was a productive challenge as we both worked to figure out what we had to learn from each other. I also enjoyed speaking with the other undergraduate fellows on a regular basis, and found their Thursday presentations particularly impressive. Overall, the structure of the Fellows community was successful. The Thursday lunches were particularly important—in my view it is very important that attendance at these seminars remains an expectation of all Fellows. The coffee machine was, of course, also centrally important to conviviality, and served as an important way to welcome visitors to the JHI.

My teaching in the coming years will bear the powerful impression of my time at the JHI. In 2009-2010, I will teach two courses, both JHI-related: a third-year undergraduate course titled Memoir and Confession, which focuses on autobiographical texts written in relation to Christianity, whether from within or without, or in-between; and a graduate course titled Genealogies of Christianity that considers theoretical, historical, and anthropological narratives of the development and significance of Christianity in modernity, including Nietzsche, Weber, Charles Taylor, Talal Asad, and Luce Irigaray, among others.

I am most grateful for the opportunities and experiences I have enjoyed at the JHI. I know that the relationships I developed during this year, along with the new intellectual directions I pursued, will allow me to return to my “regular” work with renewed energy for cultivating networks among faculty and students both within and beyond the study of religion. Equally importantly, the time I have had to focus on my research and writing has allowed me to complete several projects, as well as to establish myself in new endeavours, in such a way that I am now able to return to my teaching and administrative duties with a fresh sense of purpose and clarity.
Rosemary Sullivan (English)

Books

Refereed articles
“Catherine Morrison,” due out in *BorderCrossings* in the summer of 2009. 15 pages in typescript.

Reprints

Publication in 2008-09 of foreign translations of *Villa Air-Bel: World War II, Escape and a House in Marseille*

Invited Lectures
Creative Writing Workshop, Canadian Authors Association. Full-day workshop with 20 participants, preceded by evening lecture, 26–27 September 2008.
Screening of *Villa Air-Bel*: Film and Lecture, The University of Windsor, 28 October 2008.
Screening of *Villa Air-Bel*: Film and Lecture, University of Toronto in Berlin, 4 December 2008.
Screening of *Villa Air-Bel*: Film and Lecture, University of Stockholm, 11 December 2008.
*The Road Out*, Film and lecture, Massey College Journalism Fellows, Massey College, 9 March 2009.
Reading from *Villa Air-Bel* in the evening organized by Prof. Pia Kleber: Artists: U of T’s Best Kept Secret, 19 March 2009.

Conferences

Interviews
Honours
Lorne Pierce Medal, 2008, awarded biannually by the Royal Society of Canada for distinguished contribution to Canadian Literature and Culture.
Pierre Elliott Trudeau Foundation Fellow 2008–2011
Canada Research Chair in Biography and Creative Non-Fiction. Renewed for seven years in 2007.

Summary
To begin, I would like to speak of the Jackman Humanities Institute in general and then of its impact, in particular, on my own work.

The participation by the senior fellows in the selection of post-doctoral, doctoral, and undergraduate fellows in the spring preceding our fellowships turned out to be an excellent initiation into the work of the JHI. It was a long and involved process, but by being central to the process as research fellows, we were able to see the breadth and range of the humanities disciplines the JHI represents. Because we ourselves come from such a range of disciplines, we were able to select a wonderful and varied group of young scholars. During the year, I have been repeatedly impressed by the quality, poise, and intellectual calibre of our fellows.

I was pleased with the quality of the visiting scholars and the relevance of their work to our theme: Telling Stories. Though I was initially concerned about our hosting visiting speakers, the selection of the time slot (4:00) and the invitations to the visitors to attend our lunches made the speakers series a considerable success. It was a pleasure to personally host Canadian author Janice Kulyk Keefer and to see the enthusiasm with which our group greeted a writer/scholar's insights into the process of telling stories. Keefer's visit gave me the chance to discuss my own project with her and to share my fascination with the complexities of creative non-fiction. I was glad to be involved in Paulo Henrique Britto's visit as well. He explicated the mysteries of the art of translation superbly. Many professors and students from the Spanish and Portuguese department attended, which helped to spread the reputation of the JHI.

Most important to me personally was the extended visit of Mieke Bal. I was delighted with her lecture, her film screenings, her installation at University College, and her luncheon talks about the integration of book and video installation. I would have been happier to see her stay even longer than the allotted days, but she worked very hard for us. I had the chance to speak privately with her on several occasions and she gave me invaluable reading tips as I pursue my project.

Many will speak of how the very structure of the tenth floor facilitated colleagueship, so I will keep my comments brief. Having had an office next to Neil ten Kortenaar meant that we shared papers and conversations frequently. He is a wonderful colleague. But Pamela Klassen and Jonathan Burgess were also great colleagues. In our reading groups, particularly preparatory to the visits of guests, and in our luncheon conversations, I was introduced to scholarship from other disciplines that broadened my own interests. Jonathan was always alert in sending me material he encountered relevant to my own research, and I attempted to do the same for him. Pamela and I share an interest in a particular subject and our conversations were stimulating to say the least. I have to say it was a great relief to escape the solitude of ghettoization within a single discipline, which is the norm at the university, and I hope I will be able to continue this.

It was a pleasure to have the responsibility to direct undergraduate fellow Rodrigo Toromoreno. I was initially skeptical about whether I could be helpful, since, though I know a fair amount about Latin American literature, I am not a specialist; but I was able to introduce him to texts that broadened his focus on his subject and he reciprocated. It was a lovely working relationship. I was also able to put him in contact with my colleague Linda Hutcheon, whose adaptation theories were very helpful to him. He is a gifted young man, of whom I expect much.

As a consequence of our JHI theme of 2008–2009, Telling Stories, I have decided to teach a graduate course that will focus on biography as a narrative art. It will be titled “The Pragmatics of Writing Biography”. I will invite the students to select a biographical subject about whom (or which) to write a profile that might lead to an extensive biography. The course will teach the students how
to engage in interdisciplinary research. The course will be open to students at M.A. and Ph.D. levels in the English Literature and Creative Writing programs.

Finally, a few words about my own project: the pressure of having to give the luncheon presentation before our benefactors gave me the impetus to work very hard on my lecture, a process that proved very satisfying indeed. I think my PowerPoint presentation and talk went well, but the process also helped me to focus my research project. My initial intention was to tell the story of Robert Capa and the discovery, after 70 years, of lost negatives that are expected to prove or disprove the authenticity of his iconic photograph of the Spanish Civil War, “The Fallen Soldier.” A two-week trip to Spain in April convinced me that I have a much broader project in mind, and I am now writing a proposal for my publisher. The book I have in mind will be complex and innovative, and I expect it will take me several years to write. Extensive reading and a number of false starts are required before I discover the thread of a book, but when it is done, one of the major credits on the acknowledgement page will belong to the JHI, which gave me the time to go through the first and painful stages of honing in on a project.
Neil ten Kortenaar (Humanities, University of Toronto Scarborough)

Publications

Major Work in progress

*Postcolonial Literature and the World on Paper.* Current length: 400 pp. ms.  Anticipated length: 350 pp. ms.  Expected completion: 31 August 2009.  This monograph incorporates parts of three articles published or accepted for publication and one article previously written but never published.  The vast bulk was written this year.  Cambridge University Press has asked to see the manuscript when ready.

One article published


Three articles reprinted


Two articles excerpted


One paper published in conference proceedings


One article written this year accepted


Four reference entries written this year accepted


Three articles accepted before this year and still forthcoming


Presentations
Four conference papers

One invited lecture

One invited panel

Other work this year
President, CACLALS (Canadian Association of Commonwealth Language and Literature Studies), 2007–

“Things Fall Apart at Fifty: a One-Day symposium” supported by Jackman Humanities Institute Program for the Arts, September 2008. Uzoma Esonwanne was co-organizer.

Appointments
I will become the Director of the Centre for Comparative Literature starting on 1 July 2009.
Summary

My year at the JHI has proven wonderfully conducive to work. I spent every morning writing. Afternoons I read and took notes, went to the library, and scheduled meetings. I loved my office. It afforded me quiet and privacy, but there were always people around so it did not feel like solitude. I have largely finished a book, which I hope to complete by September when I start my new duties as the Director of the Centre for Comparative Literature.

The JHI community was ideal. Pamela Klassen helped steer me to literature on telepathy and telecommunications, a topic that in September I had not even realized was part of my subject. Mareike Neuhaus steered me to an article in German that solved a conundrum I had been working on: how to distinguish between proximate communication with neighbours and distant communication with strangers without repeating the problematic division of orality and literacy. Both Pamela and Mareike will figure in my credits. I had regular and very fruitful conversations with others as well, often about subjects that interested me (postcolonial travel, ethics and literature, gesture and imitation, Bataille and sacrifice) and just as often about the process of writing and researching.

I enjoyed supervising Maya Chacaby and Arden Hegele, the undergraduate fellows. Maya challenged me to learn Ojibwa so I took her courses for six weeks. I found it useful for my own thinking about the meaning of school-taught literacy to sit in on a language class as a beginner again. Maya and I had thought-provoking, sometimes frustrating conversations about orality and literacy that, I think, did both of us good. It was also wonderful to see Arden grow and come into her own as a scholar.

The weekly lunch meetings were consistently profitable. The common theme made for a healthy balance between the intersection of interests and diversity, and the convergence of interests helped make the lunchtime meetings very fruitful. It was wonderful to host Professors Silverman, Okpewho, Cruikshank, and Bal. Their talks were full of insight and incitement. They were all gracious and interesting. This was an important part of the year for us all. However, in retrospect, I do think we four faculty fellows could have been bolder and more ambitious in our selection of speakers, for instance, by organizing a colloquium with several speakers on the media and mechanics of telling stories. Part of what inhibited us was that last spring it was still difficult for us to imagine the Institute before we had the space. We did not anticipate the level of support that was available: none of us, with the possible exception of Rosemary, had known such bounty before. Another challenge was that we did not know each other and were still feeling out what the theme “Telling Stories” meant to each of us. I think future years will have an easier time arriving at a consensus about speakers because they will have seen the space and started their planning with the space in mind.

In the spring of 2010, I will be teaching a graduate course in Comparative Literature titled “Postcolonial Literature and the World on Paper” which is the direct outcome of my time at the JHI.
5.2. Andrew W. Mellon Postdoctoral Fellows at the Jackman Humanities Institute: Synopsis of Program

The Jackman Humanities Institute hosts the Andrew W. Mellon Program for Postdoctoral Fellows at the University of Toronto.

Postdoctoral Fellows are engaged for two years. They are assigned private offices on the 10th floor of the Jackman Humanities Building. They participate in the weekly Fellows luncheons on Thursdays, and during the course of the year, each presents a lunchtime seminar on their current project. In addition, they are expected to attend events organized by the Jackman Humanities Institute, and are welcome to participate in University of Toronto events that are relevant to their work. Each postdoctoral fellow teaches one full-year undergraduate course in the appropriate department or unit; on the St. George campus in their first year, and at either University of Toronto Mississauga or University of Toronto Scarborough in their second year.

Postdoctoral Fellows are selected on the basis of academic excellence and the relevance of their project to the annual theme for their first year at the Jackman Humanities Institute. The selection committee for postdoctoral fellows is comprised of the incoming Faculty Research Fellows.
5.2.1. Andrew W. Mellon Postdoctoral Fellowships at the Jackman Humanities Institute
2008–2009 Reports

Laurie Marhoefer
(Ph.D. Rutgers University) / History
Laurie has accepted a tenure-track position as Assistant Professor in the History Department of Syracuse University. She resigned her position as Andrew W. Mellon Postdoctoral Fellow as of 30 June 2009.

Overview
My year as a Mellon fellow opened up opportunities for scholarly development that I know will benefit me throughout my career. I feel extremely fortunate to have had held this fellowship. I was able to reconceptualize my book project and to make substantial progress on revising my dissertation and shaping the book. The stimulating environment of the Jackman Humanities Institute enabled me to take part in interdisciplinary conversations relevant to my work. Engagement with the Institute’s series of invited guest scholars afforded me a remarkable exposure to a range of humanities-based work on narrative, and helped me focus my book project. The Faculty Research Fellows provided much-needed advice on the transition from graduate student to scholar, and I also benefitted from interactions with faculty members in the University of Toronto history department, who were extremely welcoming. I enjoyed my teaching duties very much. My undergraduate students pushed me think in new ways about history as well as about how I teach history. Finally, the Mellon fellowship provided support as I undertook a successful job search.

Teaching
My light, one-one teaching load allowed me to develop two new courses:
 Fall 2008 “Sexuality and State in Modern Europe”
This third-year, fifty-student lecture and discussion class introduced students to major historical developments in the history of gender and sexuality in Europe in the nineteenth and twentieth centuries. I used a discussion component of the class to help students practice techniques of document analysis.
 Spring 2009 “Seminar: The History of Sexuality”
This fourth-year seminar of only fourteen students introduced major problems pertaining to sexuality and historiography. My students wrote twenty-page papers based on original research into a problem in the history of sexuality.

Publications
My main project during the year was a book based on my dissertation; I completed a substantial portion of the necessary revisions. I also began an related article, which I expect to submit for review this summer. In addition, I am preparing a review for H-German.

Presentations
 “Illusionary Liberation? German Politics and Sexuality in the Weimar era, 1918-1933.” Joint Initiative in German and European Studies, Munk Centre for International Studies, University of Toronto, January 30, 2009
 “Progressive Sexual Politics in Weimar-era Germany and the 1929 Vote to Repeal Paragraph 175.” Jackman Humanities Institute, University of Toronto, January 22, 2009
 “Eugenic Sterilization and Non-normative Sexualities.” Presentation to the Graduate Colloquium on Women and Gender, Rutgers University, New Brunswick, NJ, October 2008
Scholarly Participation
The Jackman Humanities Institute provided me with exceptional opportunities to engage with internationally recognized scholars, as well as a supportive community in which to work. I attended many Jackman Institute events, including weekly lunch seminars. In addition, I feel fortunate that the German history faculty of the University of Toronto went out of their way to include me in their events and to mentor me. I attended sessions of the Central European History working group, a lecture series sponsored by the Munk Center for International Studies (I was also invited to give a talk in this series), and informal events.

Mareike Neuhaus

(M.A., Ph.D., English, Philipps-Universität Marburg, Germany) / English
Mareike will continue her position as Andrew W. Mellon Postdoctoral Fellow in 2009–2010. She will be teaching two half-year courses, Canadian literature and Aboriginal literature, in the Department of English and Drama at University of Toronto Mississauga.

Overview
The Andrew W. Mellon postdoctoral fellowship at the Jackman Humanities Institute at the University of Toronto has given me the opportunity for a smooth transition into faculty life. I am grateful to the Jackman Humanities Institute for hosting my fellowship. The way the postdoctoral fellowship is designed has been ideal to further my career progression: having a teaching load of only one course per term, I have been able to gain invaluable teaching experience all the while continuing my research, which has resulted in material for conference and other presentations as well as publication submissions. Learning how to balance teaching and research has been an extremely beneficial experience. As a fellow at the JHI, I have been able not only to share my research and ideas with others, but also to learn from the other fellows and to experience the richness of humanities research, which has given me an even better understanding of my own field, its overlaps with others, and the significance of the humanities. During this first year of my Mellon fellowship, I have also been able to gain experience competing on the academic job market and was short-listed for a position as Assistant Professor for Indigenous Literatures in the Department of Critical Studies at University of British Columbia Okanagan.

Teaching
During the 2008–2009 academic year, I taught one full course for the Department of English, “Indigenous Literatures of North America” (ENG254; 21 students). This second-year undergraduate course introduces students to a broad selection of Indigenous literatures in English from both the United States and Canada. In our readings, we engaged with the social, political, historical, linguistic, spiritual, and intellectual contexts of the texts studied, paying specific attention to Indigenous struggles for decolonization. The feedback I got from my students has been very positive, and teaching this course has been a very rewarding experience.

Publications
My main writing project during this year was the book that has grown out of my dissertation, Holophrastic Readings of Aboriginal Literatures. I completed and submitted the manuscript for review to the Canadian Plains Research Centre, University of Regina, before starting my fellowship (April 2008). CPRC has expressed a strong interest in publishing the book; the reader reviews have been very positive; I am currently revising the manuscript to resubmit it in June/July 2009. The following article I co-authored with Wolfram Keller (HU Berlin, Germany) was published during the 2008–2009 academic year:

Aside from my book, I have completed or am completing the following writing projects:

- The article, “The Significance of Paraholophrases in Louise Bernice Halfe’s Blue Marrow,” that I submitted for publication in Interfaces of the Oral, the Written, and Other Verbal Media (ed. Susan Gingell and Wendy Roy), has been accepted with revisions that I will submit by July 2009.
- I have submitted an essay for the Deutsche Studienpreis 2009 (three 30,000 Euro prizes for dissertations on major societal issues, awarded by the Körber Foundation, Hamburg, Germany), entitled “Die Holophrase ist keine hohle Phrase: Reflexionen über indigene Literaturen und Literaturkritik” (“The Holophrase Is not a Hollow Phrase: Reflections on Indigenous Literatures and Literary Criticism”).
- I am revising an article on ancestral language influences in Indigenous oratures composed in English, which I anticipate to submit to Studies in American Indian Literatures in August/September 2009.
- I have agreed to review a book for “Letters in Canada 2008” (University of Toronto Quarterly Volume 79:1).

Presentations

- “The Holophrase in Contemporary Aboriginal Literature in English.” The Oral, Written, and Other Verbal Media Conference, University of Saskatchewan, Saskatoon, 18-21 July 2008.

Other

As a fellow at the Jackman Humanities Institute, I participated in our weekly lunch seminars and presented my current research on ancestral language influences in Indigenous oratures on April 23. I have been part of the JHI Reading Group, which met to read and discuss selected works (both creative and academic) that are related to the JHI’s annual theme for 2008–09, Telling Stories, and attended many of the events of the JHI Program for the Arts. I was a member of a focus group that Jeremy Andrews, a JHI undergraduate fellow in 2008–2009, formed to discuss his project (the making of a video for a rap song on the Holocaust), and together with Laurie Marhoefer and John Wesley, have met with the 2009–2010 postdoctoral candidates to share our experiences at the JHI. I have had ample opportunities to discuss my work (both research and teaching) and that of the other fellows this year, and to share with them the richness of an interdisciplinary working environment. During my first year at U of T, I have also become interested and involved with Aboriginal Studies, meeting Jonathan Hamilton-Diabo, Director of U of T’s First Nations House, as well as Eileen Anton, Program Director of Aboriginal Studies at U of T, attending events regularly (particularly Indigenous language-related events), getting to know undergraduate and graduate students in the program, and meeting regularly with Daniel Heath Justice, an Associate Professor of Aboriginal Literatures and Affiliate Member in the Aboriginal Studies Program, to discuss my teaching and research and Indigenous literatures in general. Both the JHI and Aboriginal Studies have become a very enriching part of my experience at U of T. I hope to complete my project on ancestral language influences in Indigenous oratures in the final year of my fellowship. For this purpose I will also be attending a full course in Anishnaabemowin (Ojibwa language) that is TA’d by Maya Chacaby, one of the 2008–2009 undergraduate fellows at the JHI, with whom I hope to continue working in the future. I am happy to complete my postdoctoral fellowship at the JHI in the coming year and will be seeking permanent employment for 2010–2011.
John Wesley (B.A., University of British Columbia; Ph.D., St Andrews University U.K.) / English

John will continue his position as Andrew W. Mellon Postdoctoral Fellow in 2009–2010. He will be teaching two half-year courses, ENGC32H3F The Golden Age: Elizabethan Literature and ENGC33H3S Literature of Deceit and Dissent, 1603–1660, in the Department of Humanities, University of Toronto Scarborough.

Overview
My first year as a postdoctoral fellow at the Jackman Humanities Institute has been highly rewarding. Researching in an interdisciplinary environment like the JHI has provided a unique sense of the shared aims and methods of the humanities, and indeed many of the conversations that took place over this past year have broadened my project quite usefully. The JHI also brought in a number of guest speakers for their program, all of them eminent scholars in fields related to this year's theme: ‘Telling Stories.’ These lectures were very inspiring, and as a member of the Institute, I was able to interact with these scholars individually as well, including with our Visiting Distinguished Scholar, Mieke Bal. The support of the Institute has allowed this dialogue to occur, and has afforded research whose imminent or prospective publication will be of real value to my professional development, as well as, it is hoped, to my field.

Teaching
In the 2008–2009 academic year, I taught one full-year course at the St. George campus of the University of Toronto. This course—ENG220 Shakespeare, 40 second-year undergraduates—was very well received by the students, and enabled me to teach within my specific field of interest. I will once again have the opportunity to teach English Renaissance literature in the 2009–2010 academic year, this time at the Scarborough campus. The coincidence between teaching and research in terms of field specialty was mutually beneficial, and several new insights for my book project were fostered in the classroom.

Publications
I have been engaged chiefly with writing a book based on my doctoral research, but two of its chapters were revised this year as journal articles: one appeared in The Review of English Studies in March 2009, and the other was accepted this April for eventual publication in Renaissance Studies. In the course of my research in April and May, some new discoveries were made which are currently being prepared as a journal article; I will submit this research to a publisher this summer. My research encouraged in this manner, and with work on the manuscript nearing completion, I will be approaching book publishers in July 2009 with a proposal.

Presentations
Research for my book project has been presented at the Folger Institute in Washington, D.C., and at St Andrews University, as well as during a 45-minute presentation at the Jackman Humanities Institute in February.

Academic Service
I participated in weekly meetings at the Jackman Humanities Institute to discuss the research of its fellows. I have also participated in colloquia organized by the U of T’s Centre for Ethics, Faculty of Law (“Law and Literature” workshops), Centre for Reformation and Renaissance Studies, Department of English and the JHI. I joined three reading groups: the narrative theory of Mieke Bal; Kant’s ideas of peace and freedom; and the Bible as literature. Finally, I held meetings with Mellon postdoctoral candidates for the 2009–2010 competition.

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5.3. **Chancellor Jackman Graduate Student Fellowships in the Humanities**  
**Synopsis of Program**

The Chancellor Jackman Graduate Student Fellowships in the Humanities program is the continuation of the existing program. The focus of the Fellowships has shifted from early thesis research to the final stages of thesis writing, and therefore the requirements have shifted to include residence at the Jackman Humanities Institute, and only limited travel time for research.

Four Graduate Fellows were appointed in 2008–2009. The holders of this fellowship receive an award equivalent to $25,000 as well as an office on the 10th floor of the Jackman Humanities Building. They do not work as Teaching Assistants for the duration of the award in order to concentrate on writing their theses; they also attend the weekly Thursday Fellows luncheons, and present their work to the other Fellows at one of these meetings. Graduate Fellows are also expected to participate in other events organized by the Jackman Humanities Institute.

Applications were solicited from all graduate units in the Humanities at the University of Toronto for doctoral students who had completed at least one chapter of their thesis. The incoming Faculty Research Fellows choose the Graduate Fellows on the basis of excellence in scholarship and scholarly promise, as well as the relationship of their thesis topic to the annual theme.
5.3.1. Chancellor Jackman Graduate Student Fellowships in the Humanities, 2008–2009

Shami Ghosh (Medieval Studies)
The Barbarian Past in Early Medieval Historical Narrative

During my time as a Chancellor Jackman Graduate Student Fellow at the Jackman Humanities Institute, I wrote my entire dissertation. I submitted it for examination on 15 April 2009; my defense is set for 7 August 2009. Beyond that, I am also expanding an earlier paper (on 12th- and 13th-century Icelandic and Norwegian historiography) for publication as a monograph, and I expect to be able to submit a proposal and a draft for consideration to the University of Toronto Press by the end of August. I have also submitted two reviews on H-German, a branch of H-Net, an online peer-reviewed forum for reviews of work in the Humanities relating to German studies, edited by Prof. Susan Boettcher (University of Texas at Austin); one was published in December, and the other will appear during the course of the summer.

My job search focused on postdoctoral fellowships. I was called interviewed at Jesus College and Magdalen College (Oxford), and I was offered a three-year fellowship at the latter, but due to complications caused by new U.K. immigration regulations, I was unable to take it up. I have also been offered a two-year SSHRC postdoctoral fellowship for tenure at the University of Leicester (U.K.), starting in October 2009. I have also applied to the British Academy's Newton International Fellowship competition for a two-year fellowship at King's College London (U.K.).

It should be said, however, that the greatest benefits I have received from this year at the JHI have been of a less tangible nature. I have had the great fortune to have lived within a wonderful community of scholars working on a very wide range of subjects, and this has proved to be an immensely enriching experience. Overspecialization is a pitfall of modern academia, especially at my current stage, when one is expected to become an expert on a very narrowly-defined subject, on which there is already a huge amount of scholarship. It is all too easy to bury oneself only within this one field, forgetting about the big picture and the broader implications of humanistic study. I have long had a very wide range of interests, from early modern economic history to the rituals and perceptions of death; being a part of the community of fellows has forced me to come out of the confines of the subject of my dissertation and to think about and engage myself in discourse on all manner of subjects, always with the underlying question: how does this help us to understand what it is to be human? Being a fellow at the JHI has, in other words, reconnected me with my own sense of intellectual curiosity about matters beyond my own discipline, and more fundamentally, engaged me again in thinking about the meaning of the Humanities, and the ways in which I might be able to contribute to the larger goals of this most fundamental aspect of human inquiry, one that, ultimately, bears the highest of moral purposes: helping us to try and be good human beings in our interactions with others and with the world.

Alma Mikulinsky (Art)
The Chisel and the Lens: Picasso, Brassaï and the Photography of Sculpture, 1933–1948

It has been a great privilege to be a part of the JHI in its inaugural year. The combination of a quiet working space, friendly and helpful staff, and colleagues who share similar intellectual interests turned the Institute into an optimal working environment. The academic community nurtured there, the daily conversations with the other fellows, the weekly presentations and discussions, and the sponsored lectures have stimulated and affected my work. I expect that the full impact of all of this will continue to make itself manifest for many years to come.

The Chancellor Jackman Graduate Student Fellowship freed me from all teaching responsibilities, enabling me to devote myself to researching and writing. In the course of the 2008–2009 academic year I revised the first chapter of my thesis and completed a second. The award allowed me to conduct a final research trip to France in September 2008 in which I visited the photographic archives of Centre de George Pompidou. These archival materials have proven to be invaluable for my third chapter. In addition to my luncheon presentation to fellows at the Institute, I presented two papers resulting from my work on Picasso and Brassaï’s photographs: an hour-long
talk for a diverse audience of academics, curators, and artists at the University of Toronto Art Centre in February, and a conference paper presented at an interdisciplinary conference held at the English Department at University of California Los Angeles. I intend to complete my dissertation by December 2009, and defend at the beginning of 2010.

Charles Repp (Philosophy)
The Aesthetic Relevance of Truth in Fiction

Being a Graduate Fellow at the Jackman Humanities Institute this year has enabled me to make substantial progress towards my goal of completing a draft of my dissertation while allowing me to pursue related projects and participate in the academic life of the university to an extent that I would not have been able to otherwise. In addition to producing around 100 pages of new material for my dissertation, I audited a course on Tolstoy’s *War and Peace*, a work that is now likely to figure significantly in at least one chapter of my thesis, participated in a year-long reading group on ethics and narrative which exposed me to works by Imre Kertész, J.M. Coetzee, and Pat Barker, wrote a book review that has been selected for publication in the upcoming issue of the *American Society for Aesthetics Graduate E-Journal*, and presented a paper at the JHI-sponsored conference on Ethics and Narrative which won the award for best graduate student essay. I was invited to present the same paper at the annual Canadian Philosophical Association Congress in May 2009 in Ottawa. These activities, combined with the talks I have attended this year at the JHI and Philosophy Department, too numerous to mention individually, have greatly enriched my research and contributed valuably to my professional development.

Laurie Zadnik (Anthropology)
Narrating Religious Lives: Becoming Mormon in Madang, Papua New Guinea

It is difficult for me to convey the full extent of the profound impact that the Chancellor Jackman Graduate Student Fellowship has had on my personal and professional life. Previously, in addition to my personal responsibilities as a single parent, I had been juggling teaching and research assistantships with my own research and dissertation writing. I value and appreciate the academic experience I have gained from such work. However, it often entailed taking on hours of work out of economic necessity, which detracted from my ability to devote time and efforts to my own research. The award from the Jackman Humanities Institute freed me from that situation and enabled me to focus on my own research and writing in a way that had not been possible before. This change in situation has allowed me to make substantial progress in my dissertation project and academic career.

During the year of my fellowship at the JHI, I presented research papers at two conferences, made significant progress in my dissertation writing, and found further opportunities for my academic career. At the Annual Meeting of the American Anthropological Association in November, I presented an invited paper entitled “Maintaining Beliefs and Values, Changing Lives: Stories of Becoming Mormon in Madang, Papua New Guinea.” At the Society for the Anthropology of Religion meeting in March, I presented another invited paper entitled “Exchanging with God as a Moral and Material Development Project: Mormon Endeavors in Madang, Papua New Guinea.” At these conferences, I was able to meet other scholars who are working on related research and engage in discussions with them. Their feedback on my project has aided me in developing the central themes of these conference presentations into the basis for two more chapters in my dissertation. I am now in the process of putting the pieces of my dissertation together into one complete rough draft (which requires some internal revisions within the different sections). I anticipate having a full rough draft of my dissertation by the end of the summer. In addition to the progress on my dissertation, I was able to make applications for academic career opportunities for next year. I am happily accepting an offer for a limited term teaching appointment at the University of Victoria for the 2009-2010 academic year. I would like to take this opportunity to offer my heartfelt appreciation for the wonderful opportunity to be a graduate fellow at the JHI.
5.4. Jackman Humanities Institute Undergraduate Fellowships
Synopsis of Program

The Jackman Humanities Institute Undergraduate Fellowships program was launched as a trial in September 2008 in order to bring participation at all levels of study to the Circle of Fellows.

Six undergraduate fellows were appointed for 2008–2009. Each was assigned to a secured open carrel in a shared common area on the tenth floor of the Jackman Humanities Building. Undergraduate Fellows are required to register for a half-year supervised reading course through their home department. One of the year’s current Faculty Research Fellows provides the supervision for this project, which is presented to the whole circle of fellows as a Thursday luncheon seminar. Undergraduate Fellows are expected to attend all Thursday luncheons, and are welcome to participate in other events organized by the Jackman Humanities Institute. Each fellow was provided with a $1,000 scholarship, and (if necessary) limited funds for research travel.

Applications were solicited through all undergraduate departments and teaching units at the University of Toronto for advanced undergraduates with distinguished records of academic excellence who were themselves conducting research on a topic in the humanities, and who are likely to go on to graduate school. A committee comprised of the Vice-Deans Interdisciplinary and Undergraduate of the Faculty of Arts and Science, the Director of the JHI, and the Undergraduate Coordinator of a representative department (History) chose the fellows. (Applications were also reviewed by the incoming Faculty Research Fellows to determine fit and complementarity of interests.)

As anticipated, the opportunity to converse with, to be mentored by leading scholars, and to participate in a cutting-edge interdisciplinary conversation in the humanities provided major impetus and inspiration for growth to the Undergraduate Fellows.
Jeremy Andrews (History / Political Science)
Perpetrators, Bystanders, Victims (Supervised by Pamela Klassen)

I returned to school to pursue a history and political science degree after an aborted attempt to make a name for myself in the world of rap music. At the time, I viewed history and political science as a potential path to law school. If the last three years have taught me anything, however, it is that I belong in the humanities. Where else but the humanities could I attempt to combine my love of reading and writing with my seemingly unrelated passion for rap music or teaching history?

My project for the Jackman Humanities Institute was to produce a music video for a rap song about the Holocaust, which I had created as a final project in another class at the University of Toronto. My project supervisor was Pamela Klassen, from the Department of Religion. I fondly remember the day we sat around a banquet table introducing our projects, and Pamela’s response was, “Well, I’m not sure exactly how much help I can give.” She must have been referring to the technical and artistic aspects and not the scholarship; as it turned out, I couldn’t have created the scholarship for such an unconventional work without her constant support and guidance. My project has been embraced by the Holocaust education community in Toronto, including the Toronto Holocaust Centre, the March of the Living, and the March of Remembrance and Hope. The latter were so impressed that they invited me to join their annual trip to Berlin and Poland to view the sites and concentration camps. I performed the song and debuted the video on that trip, and one of the fellow students enthusiastically told me it was "the future of Holocaust education!"

I am thrilled with the responses I have received, both from a pedagogical and entertainment standpoint, and I am deeply grateful for the feedback I received from the other JHI fellows. In what has been an amazing year, I enjoyed the sense of community with the other fellows most of all. Whether the formal weekly lunches, or the informal chats as we met in the office, I think my project could have fallen short in several key areas were it not for the availability of a diverse amount of opinion from many disciplinary backgrounds.

My plan is to finish my undergraduate degree in history and political science, and to go on to complete a Ph.D. in history. I want to be a professor, and spend my days working with young people who share my passion for inquiry into the past. Also, I think fellows Alma Mikulinsky and Shami Ghosh would disown me if I became a lawyer.

Maya Chacaby (Aboriginal Studies)
Anishinaabe Pedagogy and Technologies of Orality (Supervised by Neil ten Kortenaar)

Boozhoo, Maya nintishinikaas, Kaminiistiquia nitooinci, Amik nitootem. This year I have had the great honor of working with the Jackman Humanities institute under the guidance of Professor Neil ten Kortenaar. I undertook a study of Oral traditions in Anishinaabe pedagogy and its impact on language revitalization. Through this project, I was able to articulate Anishinaabe technologies of orality and apply them to community-based projects. Orality in Anishinaabe pedagogy is more than storytelling. It is an intricate expression of an “equality of inter-relatedness” between all living beings. It is a complex meta-ethics of relationality that accounts for one’s relationships to one another, to our ancestors, and to future generations. To apply this in a community setting has enormous implications. This year I was able to launch a program that has, at its foundation, the theoretical framework I developed in my fellowship. (See attached.) The program consists of several components that circle around the application of Anishinaabe technologies of orality:

**Bzindamowin** (learn from listening):
I created video clips of fluent Elders and community leaders so that learners in the GTA would have access to the language and to positive role-models in the community. This creates a sense of connection to the language that is less isolating.

**Ganawaaminjigewin** (to look, see and witness)
To witness and event in Anishinaabe tradition requires active participation. To do this, I created interactive community-based language socials, a job-training initiative that allowed learners to
participate in community-building projects while gaining transferable job skills, a community theatre project, computer game design training for community members across Canada, and a digital archive for a First Nations community (Chippewas of the Nawash F.N.).

**Manidoo-minjimendamowin** (spirit memory)
I created activities that would allow learners to engage with ceremonial practices, learn to pray in the language and understand the contemporary applications of Anishinaabe spirituality.

**Manidoo-waabiwin** (to see in a spirit way)
I created opportunities for learners to work closely with Elders and to take on the Helper role—a role that is integral to community practices. I also organized a Language honoring ceremony for all the Anishinaabemowin learners in the G.T.A. Over 100 people attended.

**Kimiigona manda Kendaaswin** (original instructions given by Creator)
Our original instructions are to serve the community and all our relations through fulfilling our Clan responsibilities. To do this, the projects were built on developing community partnerships and respecting the different abilities that come with each Clan.

**Eshkamikwe Kendaaswin** (land-based knowledge)
I have designed an immersion camp and outdoor urban activities to take place this summer. These activities will allow the learners to explore our environments through the language. Learners are expected to explore the environments through stories and storytelling.

Altogether it has been a year full of innovative applications of an Anishinaabe theoretical framework—something that has never been done at the University of Toronto. I feel very fortunate to have worked with Neil ten Kortenaar. He was extremely helpful in exploring this worldview and in developing a solid theoretical understanding of my subject. The project that was developed during my undergraduate fellowship has been funded and will continue for the next several years. I will be beginning a Master's at OISE in the fall. I am thankful to the Jackman Humanities Institute for providing the intellectual space and support to create a program that will have a lasting positive effect in the First Nations community in Toronto.
Ciimaan (chee-maan) in Ojibwe means ‘Game’ and the Ciimaan Anishinaabemowin Learning Community is a vehicle for allowing participants to become skilled bi-cultural navigators in an urban environment. To do this, Ciimaan provides an opportunity to develop transferrable job skills while teaching, learning, and promoting Anishinaabemowin (Ojibwe Language) through culturally-based activities and community projects.

Ciimaan is led by a group of six Anishinaabe youth who are steadily gaining fluency and developing the skills to become the future leaders in our communities. We are assisted by community Elders and traditional teachers who provide a cultural foundation for us to build from.

The Ciimaan Language initiative began in February 2009 as a two-month pilot project funded through Miswaken Batch and the University of Toronto’s Centre for Aboriginal Initiatives (CAI).

Participants had the opportunity to:
- Gain transferrable job skills such as group facilitation, event planning, volunteer coordinating, computer skills, creating digital community archives, presenting at conferences, computer programming, assisting Elders, helping at ceremonial events, audio editing etc. that will enable them to pursue careers in Aboriginal community organizations.
- Be part of an environment where Anishinaabemowin (Ojibwe Language) is used and promoted in daily activities.
- Facilitate language workshops and Ojibwe language promotional activities throughout the Greater Toronto Area.
- Work directly with First Nations communities and community organizations to create language material, assist with program development and create digital archives.
- Coordinate community-building events that celebrate Anishinaabemowin and reach out to Anishinaabemowin learners.
- Leadership development through skills and job training projects.
- Build long-term relationships with Elders, Anishinaabemowin program coordinators, policy makers, teachers and activists.
Kiminopitoookaakonaa nintashiikewininaak
Welcome to our community

Climaan Job-Training Initiative
In partnership with Minwe Buk, and the University of Toronto’s Centre for Aboriginal Initiatives, Climaan developed a unique training program that allows language learners to develop transferrable job skills while focusing on language revitalization activities. Participants are involved in language archiving skills, facilitating language workshops, planning community events, designing language materials and building long-term relationships, all while continuing to learn Ojibwe. Some of the projects included in this initiative are:

Anishinaabemowin Socials
A community social activity that allows new learners and advanced speakers to gather for quick conversations in the language. The social has been held in several different communities and organizations including, the University of Toronto, the Native Canadian Centre, Anishinaabemowin Tag in South Saint Marie Michigan, Buddies and Bad Times Theatre, Toronto.

Anishinaabemowin Theatre Project
Participants learn to create scripts in Ojibwe from traditional and contemporary stories and present them to the community audience in this 2 month program. Stories were presented as part of Aboriginal Awareness week.

Honoring Ceremony for Ojibwe Language Learners
A project aimed at fostering community pride in the language, this awards ceremony recognized the hard work that language learners do in order to carry the language forward to the next generations. Over 100 community members attended the event with 65 award recipients spanning 8 months of age to over 60.

Computer Games Development and Digital Archiving
In partnership with the University of Toronto’s Centre for Aboriginal Initiatives, Climaan participants have gained the skills to train people in the development of simple computer games for language learning as well as the development of community-based digital language archives.

Long Term Vision
To contribute to the overall development of a sustainable and vibrant Ojibwe language community in Toronto by:
* Designing projects that promote Anishinaabemowin use in everyday urban environments (workplaces, schools and home) through the development of innovative programs that provide job training to participants while also supporting First Nations organizations that share this commitment to Anishinaabemowin
* Building a long-term language learning community through social activities, networks and leadership capacity building
* Create training and job opportunities where Anishinaabemowin use and leadership building are integral components
* Develop Anishinaabemowin-centered methodologies for teaching and promoting the language in an urban setting and make this available in various media and locations.

climaan@gmail.com
Alison Chapman (English)
Medieval Dream Poetry and Pilgrimage (Supervised by Jonathan Burgess)

Applying for the Jackman Humanities Fellowship was probably my first “interdisciplinary” experience as an undergraduate at the University of Toronto. My project proposal reflected an attempt to weld my own research interests as an English student with those of my supervisor, Jonathan Burgess, a classicist. My research would examine how medieval “dream vision” poetry shared many of the same theoretical conditions as medieval pilgrimage, which fit in with his research surrounding ancient travel narratives. He and my co-fellow, Devani Singh, were both incredibly helpful in recommending bibliographical material, as well as in providing fresh perspectives on a topic I was more excited about than familiar with (I had not taken Chaucer for two years).

My project did eventually change shape quite a bit; but I think the changes reflected what I learned from our weekly seminars at the JHI. As the theme for this year was “Telling Stories,” many of our presentations focused on the role and function of fictions, and how they shape or respond to societal factors. My final paper studied how medieval dream vision poems provided a space for non-allegorical fiction (and indeed a theory of fiction more generally) otherwise not extant in the Middle Ages.

I am happy with the paper I was able to produce as an Undergraduate Fellow, but more gratifying still were the experiences I gained from being a Fellow at the JHI. I met fascinating people from across all disciplines in the humanities, and was able to mingle with formidable academics from other universities as well. But for me, the most important part of the experience was probably the presentation. I was very nervous about giving a half-hour talk in front of a room full of academics, graduate students, and postdoctoral fellows, but ultimately it was wonderful to receive their feedback and support. Next year, I will be starting my Ph.D. in English at Harvard, and I feel that the JHI has prepared me well for that experience.

Arden Hegele (English)
Translated Women: Identity and the Caribbean-Canadian Diaspora (Supervised by Neil ten Kortenaar)

As a third-year Undergraduate Fellow in the Jackman Humanities Institute’s inaugural year, I worked on an individual project supervised by Neil ten Kortenaar titled Translated Women: Identity and the Caribbean-Canadian Diaspora. I chose to study this area of literature, which was entirely new to me, after having enjoyed a course on colonial and postcolonial literatures in second year; as Caribbean literature is one of his areas of focus, I considered the project to be of interest to both of us. Neil ten Kortenaar helped me to adapt my initial project proposal to touch on a subject that had never been looked at before in scholarship: the way in which Caribbean-Canadian writers are able to take on the history of Blacks in Canada in their literary works, while Caribbean-American writers tend to react against Black American culture. This theme provided the thesis for my final assignment. The project also aimed at collecting and presenting information about the different ways that immigrant stories are represented in fiction, and what formal features of Caribbean narrative (oral storytelling, dialects) were employed in the texts written after their authors’ arrivals in Canada or the United States.

I very much appreciated my supervisor’s willingness to share his knowledge with me in our weekly meetings. As research for the project, I read twelve novels, half written by Canadians, and half by Americans (we worked together to expand the reading list to include Americans, and a few male writers, as part of our adaptation of the original project proposal). I submitted a short assignment every week to report my thoughts on what I was reading, gave a presentation to the Fellows of the Institute on 2 April 2009, and submitted a final essay, which compared two of the texts I had worked on. The project successfully addressed the issues adapted from the project proposal, while identifying that quite a bit more work can be done in this area. I received a great deal of positive feedback on my written work from Neil ten Kortenaar, and on my presentation from the Fellows. His enthusiasm in introducing me to a new area of literature and his encouragement of my work were critical to a good experience at the Jackman Humanities Institute.
As a third-year humanities student, I considered the Undergraduate Fellowship a valuable opportunity to help me determine if I would like to pursue graduate studies in literature. To this end, my positive interaction with the other fellows was the most important factor in deciding that I would like to apply to graduate school rather than pursue a professional degree at this time. I was impressed with the fourth-year undergraduate fellows, who demonstrated that it is indeed possible to get into the very best schools, by the graduate students’ diligence and commitment to their projects, and by the postdoctoral fellows’ promising career trajectories. The other fellows’ modeling of success at all stages of an academic career was both enlightening and inspiring. Further, their varied projects served to expand my own understanding of what takes place in other areas of humanities research. Towards the end of the year, I gained the confidence to begin to articulate my own views during the presentations, and discovered that I too had contributions to make to the other fellows’ work. I will be acknowledged in a conference paper given by one of the postdoctoral fellows as a result of a brief comment I made about the history of the possessive in English, and have provided another fellow with the link to my database of 90 eighteenth-century plays, which may inform his research in Early Modern drama. Further, partially as a result of a social connection discovered at the Jackman Humanities Institute, I will be hosting a series of talks next year at Trinity with the College’s faculty fellows. My admiration for the other Jackman fellows, coupled with my own growing sense of being relevant to the academic work of this community, has been my most positive experience as a fellow, and has contributed to the overall development of my scholarly identity.

In 2009–2010 I will complete my undergraduate degree in literature and languages, and determine where and how I would like to further my academic pursuits. This summer, I will be travelling to England to do research for a professor from the English Department, where I will be looking for eighteenth-century women’s autobiographies – quite a leap from Caribbean literature! Although my interests are diverse, I see this as advantageous: it allows to me to be exposed to many possible areas of focus as an undergraduate, and will allow me to make an informed decision when choosing a topic for graduate school. It is certainly a possibility that I will expand the individual studies I undertook at the Jackman Humanities Institute into a proposal for a Master’s thesis or Ph.D. dissertation. I will take care to keep in touch with this year’s fellows; it is my hope that we have developed lasting friendships. I have very much enjoyed the community at the Jackman Humanities Institute.

Devani Singh (English & Drama, UTM)  
*Orality and Order: The Rejection of the Carnivalesque in the Canterbury Tales*  
(Supervised by Jonathan Burgess)

During my year as a Jackman Undergraduate Fellow I was paired with Jonathan Burgess, whose willingness to step outside his own discipline (Classics) and to engage both the texts of Chaucer and his numerous commentators created an immensely supportive environment for my own scholarly inquiry. At the same time, as a Homer specialist, he was able to highlight many of the concerns relevant to my study of another chronologically distant period, the Middle Ages. For instance, he often steered me away from too hastily attributing post-Enlightenment or even modern concepts, such as selfhood, or sensitivity to prejudice, to the medieval text with which I was working. Crucially, he helped to elucidate much of Chaucer’s classical content and contexts. Thus emerged an interdisciplinary relationship of the most productive kind, and one of the most successful aspects of this year: he allowed me great liberty with my arguments and ideas, but was always there to steer me in my work, should he observe the need to do so.

Prior to applying for the Jackman Undergraduate Fellowship, I had only taken one course in medieval literature, ENG 300 (Chaucer). Yet while preparing essays for that class in what was then my third year, I noticed that the subject matter produced in me a certain intellectual invigoration, which I had never felt in other courses. I selected my topic, which involves storytelling and order in the *Canterbury Tales*, out of a desire to further explore the vast world of Chaucerian scholarship, to refine my knowledge of this key text, and to answer what I deem to be pertinent questions about the cultural significance of storytelling and the act of producing narrative in the Middle Ages.
This year confirmed that medieval studies is the field of English literature about which I am most curious, and by which I am most fascinated. I will be attending graduate school to study medieval English literature, and intend to continue my engagement with Chaucer’s oeuvre through my scholarly work. My proposed Master’s thesis also deals with storytelling in Chaucer; whereas the Jackman project focused on storytelling during the pilgrimage as an ordered game, my graduate work will, I hope, raise questions concerning orality and writing in the Middle Ages, specifically the place of Walter’s Ong’s “secondary” orality in a manuscript culture, and the impact of this relationship on manuscript production.

My initial proposal for the Jackman project also concerned orality but, after studying the secondary literature, Jonathan Burgess and I decided that the scope of the paper did not permit sufficient treatment of both orality and order. Nonetheless, I am pleased that this year has offered me the opportunity to think about issues of the spoken word in the Middle Ages, since I will be returning to this question during my graduate studies: in the fall, I will commence studies in the MSt program in English Literature (medieval) at the University of Oxford. I am the recipient of Oxford's Cecil Lubbock Memorial Studentship, a joint scholarship from the English faculty and Trinity College, which will provide full funding for my studies there.

Rodrigo Toromoreno (Spanish & Portuguese)
Brazilian and Andean Carnaval Narratives (Supervised by Rosemary Sullivan)

Ideas, those that perdure and effectively enhance the academic realm, originate in the space between two extremes. Quintilian noted that an eloquent speech is recognized as such only if one can adroitly alter one’s rhetoric to suit the context; only if one, in other words, can display a range of knowledge. Whilst the ancient orator was concerned with the art of persuasion when he formulated this notion, my year as an Undergraduate Fellow at the Jackman Humanities Institute has been a palpable manifestation of the range of knowledge that can be attained through an interdisciplinary environment.

Working under the tutelage of Rosemary Sullivan has provided my project on ‘Brazilian and Andean Carnaval Narratives’ with an invaluable methodological direction. Considering that at the epicenter of my research was the issue of appropriating and hybridizing foreign myths with autochthonous narratives, my work was susceptible to abstruse theories of ‘cultural origins’ that hinder most post-colonial studies. Fortunately, she problematized traditional approaches to these issues and, in doing so, infused my investigations with methods of analysis that transcended simple dichotomies. Instead of merely contrasting the different celebrations of carnaval, I began to analyze latent formal similarities, which eventually led me to discover that the Brazilian and Andean festivities are concerned with modes of adaptation where indigenous narratives are interpolated with foreign appropriations. Working with JHI Fellows from the departments of classics, anthropology, art history and political science, I was able to explore the significance of carnaval’s ‘space in between’ with greater detail and range.

Ultimately, the successful outcome of this year’s project has avered that a link between the two cultures exists and remains to be adequately scrutinized. It is for this reason that I am determined to further assay the issue in a rigorous manner during my graduate studies—a pursuit that, as a result of my inestimable year at the Institute, will undoubtedly continue to be interdisciplinary in nature. I have been accepted into the Ph.D. stream at the University of Michigan in Ann Arbor to study Brazilian and Ecuadorian ‘desert’ narratives in the Department of Romance Languages and Literature on a full scholarship.
5.5. **Distinguished Visiting Fellow Mieke Bal**  
**Overview of Visit, 16–26 March 2009**

Mieke Bal is a cultural theorist and critic. She is Royal Netherlands Academy of Arts and Sciences Professor at the Amsterdam School for Cultural Analysis, University of Amsterdam. Her areas of interest range from Biblical and classical antiquity to 17th-century and contemporary art and modern literature, feminism, and migratory culture. Her many books include *A Mieke Bal Reader* (2006), *Travelling Concepts in the Humanities* (2002) and *Narratology* (3rd edition, 2009).

She was an ideal Visiting Fellow for this year’s theme of *Telling Stories*: her groundbreaking work on narratological theory and more recently, filmed art installations, brought scholars together from fields as diverse as art, literature, cinema, museum studies, information, religion, diaspora studies, philosophy, and history. The visit lasted for ten very full days, from March 16–26. During this time, her schedule included

- four major public lectures (three on the St. George campus and another at the University of Toronto Scarborough). Each was attended by 65–120 people;
- four class visits (art history, museum studies, popular culture, and curatorial practice), two reading groups (Faculty of Information and JHI Fellows), and four private consultations with graduate students;
- five visits to art galleries on- and off-campus to meet with the local curatorial community;
- ten formally-arranged meals with a wide range of faculty members including the JHI Advisory Board, Fellows, and representatives from most of the humanities disciplines.

She also scheduled informal work and research sessions and met with her editors from the University of Toronto Press. Given the fact that she was recovering from recent knee replacement surgery during her visit, her energy and enthusiasm for such a demanding schedule were amazing.

Mieke Bal was provided with a fully-equipped office in the new JHI space on the tenth floor, and she made consistent and regular use of this space between engagements. Her constant presence in the Institute was a huge bonus for the JHI Fellows: the Fellows reading group spent three sessions on her work, culminating in a private lunch discussion, and the full Fellows Circle was treated to a Thursday luncheon presentation in which she showed a short film titled *The Violence of Language*, and a private showing of her most recent film, *State of Suspension*. She also provided a one-on-one thesis consultation to graduate fellow Alma Mikulinsky, and recruited undergraduate fellow Jeremy Andrews to provide a soundtrack for an upcoming video.

In addition, the University of Toronto Art Centre hosted her video installation, titled *Nothing is Missing* from 13–30 March, and three classes of graduate and undergraduate students toured the installation. It was available to the general public with the UTAC’s other offerings; nearly 900 people were exposed to the installation, and over a hundred spent considerable time studying it.

The dates of the visit coincided with the University of Toronto’s Celebration of the Arts, a gathering of artistic ventures by students and art-related affiliates of the university publicized through ArtsZone. Additional publicity was provided by JHI staff in the form of flyers, emails, website postings, and posting to the events@UofT service.

The response to Mieke Bal’s visit was overwhelmingly positive. Her presence invigorated the discussion of the Fellows of the JHI and allowed the Institute to perform a wide range of outreach activities with departments and extra-departmental units in the Humanities.
5.5.1. Mieke Bal Installation: *Nothing is Missing*
University of Toronto Art Centre (UTAC), 13–28 March 2009
Matthew Brower, Curator

**Description:** *Nothing is Missing* is a multiple-screen video installation set in a 'grandmotherly' domestic interior. Visitors are invited to sit in armchairs or on sofas, and around them a number of televisions show older women in conversation with someone else. Their interlocutors are people who are close to them, intimates. They discuss relationships interrupted by her child's migration: a grandchild she didn’t see growing up; a child-in-law she didn’t choose or approve of; the emigrated child; in one case, three generations. A combination of intimacy and faint unease is characteristic. Sometimes you hear the other voice, sometimes not. Unobtrusive subtitles provide translations for mothers who speak in languages other than English. The installation constitutes a monument to the mothers who were left behind, bereft of those they most cherished. A Cinema Suitcase production by Mieke Bal; edited by Gary Ward, with a contribution by Shahram Entekhabi; 35 minutes (looped), 2006.

*Nothing is Missing* has been shown in installations all over the world, including the Netherlands, Norway, Finland, Denmark, the UK, the USA, and Australia; for a description, see [www.miekebal.org/index.php?id=21](http://www.miekebal.org/index.php?id=21) for a photo album of exhibitions of *Nothing is Missing*, including the March 2009 appearance in Toronto.

*Nothing is Missing* was formally launched at the UTAC with a reception in the UTAC Art Lounge, which was paired with Mieke Bal’s public lecture “Facing Severance” in University College; both events took place on 17 March 2009.

**Response to the Installation**
Attendance at the opening reception: 60+
Visitors to UTAC during the exhibition who were exposed to the piece: 881
Visitors who sat with the piece for a length of time: 116

**Class Visits to the Installation:**
- Graduate Curatorial Practice Class from Museum Studies (MSL 2000): 21 students
- Professor Jens Wollenson’s first year art history students visited the gallery for another assignment and were also exposed to the show. Their numbers are included in the total attendance.
- Second-year MVS students also visited the show as they were preparing for their thesis exhibitions: 6 students.

The overall response of visitors was very positive. Some visitors had difficulty with the piece and requested that they be allowed to turn off some of the monitors to better follow a single DVD at a time, but these requests were refused as contravening the artist’s intentions for the work. The show fit very well into UTAC’s mandate, which is to complement the educational mission of the University of Toronto.
5.5.2. Distinguished Visiting Fellow Mieke Bal
Lectures and Film Presentations

- 17 March, 4:00 pm (lecture) - “Facing Severance” Attendance: 65
- 19 March, 12:00 pm (film) - The Violence of Language for JHI Fellows Luncheon. Attendance 19
- 19 March, 2:30 pm (lecture) - “Narratology (3rd edition) Master Class” Attendance: 48
- 19 March, 5:30 pm (film) - Becoming Vera for MVS ProSeminar speakers series. Attendance: 54
- 23 March, 2:00 pm (film) - State of Suspension for JHI Fellows. Attendance 12
- 23 March, 5:00 pm (lecture and roundtable) - “Affect as Medium.” Attendance 112. NOTE: This event was recorded for future use as a video podcast on the JHI website.
- 25 March, 9:00 am (lecture and film) - A Thousand and One Voices: Attendance 48

TOTAL ATTENDANCE: 358

Responses

It was a real pleasure to participate in the roundtable discussion, Affect as Medium. Mieke’s talk was challenging and stimulating and I thought the range of the panelists and the breadth of their questions helped to situate the work she presented. The audience seemed very engaged by the talk and would have continued asking questions if the session had not been closed. – Matthew Brower, roundtable participant and Curator, Nothing is Missing

Mieke’s interactions with members of the arts community were equally convivial and inspired. Her public lecture Affect as Medium was well attended by both university and arts community members. In fact, a number of folks from local art galleries made a special effort to thank us for inviting them to the lecture, noting that they would like to be included in more University events. On a more personal level, it was an honor to spend time with Mieke and to share her warmth with colleagues over dinner. She is a wonderful example of the impact that a visiting fellow can have on a community. Thank you again for the opportunity to be involved. – Cheryl Meszaros, Faculty of Information

The Narratology Master Class on 19 March was extremely useful to the audience. I believe it was exactly what a "master class" should be. Speaking to the 3rd edition of Narratology (UTP 2009), she gave a prepared talk on a specific narratological issue, “voice”, and then answered questions that ranged across not only theoretical and pedagogical issues but also her own formation as a theorist. The session was of interest across the disciplines, and Bal answered all questions with open, engaged, and knowledgeable good humour. – Kay Armatage, Interim Director, Cinema Studies Institute
5.5.3. Distinguished Visiting Fellow Mieke Bal
Class Visits, Reading Groups, Consultations

Class Visits
- 18 March, 4:00 pm: informal meet & greet with graduate students from the Dept. & Ctr. for Religion
- 23 March, 11:00 am: undergraduate art history class at University of Toronto Mississauga: ‘Art after 1945’
- 24 March, 9:30 am: MA class in Curatorial Practices
- 26 March, 10:30 am: undergraduate class in Women’s Studies: “Popular Culture and Women Making Film.”

Reading Groups
- 17 March, noon: JHI Fellows Reading Group
- 24 March, 6:00 pm: graduate students in Museum Studies

Consultations with Graduate Students
- Claire Sykes (prospective doctoral dissertation)
- Alma Mikulinsky (consultation on thesis in progress)
- Sergio Melo (consultation on thesis in progress)
- Ydessa Hendeles (supervising doctoral dissertation)

Responses
Overall, I found Mieke to be a model academic. She was extraordinarily generous with her time and was incredibly responsive to questions. In addition to attending her talk at UTAC and the panel discussion, I also sat in on her workshop with Museum Studies students. She responded respectfully to student questions, took them seriously, and strove to answer them to the best of her ability. She treated the students as colleagues with a shared interest in the material at hand and actively solicited their criticism of her work. I thought the visit was a resounding success and a real credit to the Jackman Humanities Institute. – Matthew Brower, roundtable participant and Curator, Nothing is Missing

Mieke Bal was brilliant and most generous interactions in all of the activities I witnessed. She is a fabulous and patient teacher. Her seminar with the Museum Studies and Curatorial Studies students was exhilarating. One of the seminar students said “I could sit and listen to her for days.” This is no small accolade given that it was 9:15 pm after a long day of classes. Further, references to Mieke’s work increased dramatically after her visit. – Cheryl Meszaros, Faculty of Information

Going back to an academic environment was something I had been ambivalent about, and your Institute was the best place in the world to straighten me out. I loved every minute of it. I will not quickly forget your resounding laughter! The intellectual exchange with the fellows, all wonderfully original and engaging, was pure joy. – Mieke Bal, JHI Visiting Fellow 2009
JACKMAN HUMANITIES INSTITUTE
PROGRAM FOR THE ARTS
6.1. **Jackman Humanities Institute Program for the Arts**

Synopsis

The Jackman Humanities Institute Program for the Arts is the continuation of the Chancellor Jackman Program for the Arts. It was renamed in October 2008 to reflect its close relationship with the other programs and fellowships of the JHI, as reflected through the Institute’s annual theme.

The Jackman Humanities Institute Program for the Arts supports a range of activities designed to raise the profile of the arts at the University. Such activities include distinguished visitors, lecture series, or other initiatives. Funded events represent the range of activities in the arts, cut across the disciplines, and have a significant appeal for the community at large. The goal is to enhance the intellectual and creative milieu for faculty, students, and public by exposing them to lively discussions and professional engagement with leading scholars and artists and by offering, where appropriate, cultural performances that help us to better understand our collective history. For 2008–2009, we devoted extra resources to this program in order to support a wider range of programs and to increase visibility of the JHI.

This program supports small and midsize events that are related to the annual theme of the JHI, with preference for interdisciplinary activities, especially those that engage students and faculty on more than one campus. Activities supported are not routine matters of the sort that individual academic units would normally cover. The Program for the Arts also supports the costs of the Distinguished Visiting Fellow.
Canadian Stories, Narrative Theories (Series of Visiting Speakers, Spring 2009)
Jonathan Burgess

Overview
The lecture series entitled “Canadian Stories; Narrative Theories” was organized by the Jackman Humanities Institute’s 2008–2009 faculty fellows: Jonathan Burgess, Pamela Klassen, Neil ten Kortenaar, and Rosemary Sullivan. The series of four visiting speakers was designed to complement the Institute’s annual theme, “Telling Stories.” In particular, it aimed to explore methodologies and contexts of narrative, with a particular emphasis on Canadian examples. The visitors were asked to participate at various locales. The speakers usually gave a St. George campus lecture that was open to the public and a classroom presentation at one of the suburban campuses; as well, they usually participated in the weekly JHI Fellows luncheons. Attendance at the public lecture events averaged about 30; total attendance for the series was 203.

Isidore Okpewho
State University of New York Distinguished Professor of Africana Studies, English, & Comparative Literature at Binghampton University
Professor Okpewho is a specialist in African and comparative literatures with emphasis on oral comparative traditions. He has published numerous books and articles on oral literature, modern African literature, and Diaspora studies, and he is also an active novelist with four titles in print and a fifth, “Fish Scales”, in preparation. Professor Okpewho’s lecture was the first event to be held in the Jackman Humanities Building multipurpose room (100a), and was recorded for future uses in teaching.

January 21, 2009
Rethinking Oral Epic Study
University of Toronto, Jackman Humanities Building; Attendance: 29

January 22, 2009
The World of African Storytelling
University of Toronto at Scarborough (class presentation); Attendance: 22

Janice Kulyk Keefer
Canadian Poet and Novelist and Professor of Literary and Theatre Studies, University of Guelph
Professor Keefer is the author of twelve major works, two of which have received nominations for the Governor-General’s award for Fiction. She received the Marion Engel Award for her body of work in 1999. Of Ukrainian heritage, she often writes about the experiences of first-generation Canadian children of immigrants.

A highlight of Professor Keefer’s visit to the JHI was the opportunity for Fellows to talk with her in the setting of the weekly Fellows’ Luncheon, where she spoke engagingly about the creative process.

February 4, 2009
Inventing the Truth: Telling Stories about ‘Real’ People, Events, and Places (Bloomsbury and Beyond)
University of Toronto at Mississauga; Attendance: 24

February 5, 2009
Telling tales Out of the Family: On Publicly Sharing—And Shaping—the Lives of (Your Closest) Others
University of Toronto, Jackman Humanities Building; Attendance: 45
Paulo Henriques Britto
Brazilian Novelist and Translator; Professor, Department of Letters, Pontificia Universidade Catolica do Rio de Janeiro

Paulo Henriques Britto was born in Rio de Janeiro in 1951. His third collection of poems, *Trovar Clara*, received Brazil's equivalent of the National Book Award from the Biblioteca Nacional, and his fourth book, *Macau*, won Brazil's most prestigious award, the Portugal Telecom Prize. In 2005, he published his first short story collection, *Paraisos artificiais*. Britto is also one of Brazil's principal translators of British and American literature, and received the National Library Foundation's prize for his 1995 translation of E.L. Doctorow's *The Waterworks*. His other translations include works by Henry James, V.S. Naipaul, Thomas Pynchon, Wallace Stevens, and Elizabeth Bishop’s poems about Brazil. He currently teaches at the Catholic University of Rio de Janeiro.

February 26, 2009
*Poetic Personae: Self-Making in Poetry and Translation*
University of Toronto, Jackman Humanities Building; Attendance: 25
(co-sponsored with Latin American Studies)

Julie Cruikshank
Professor Emerita, Department of Anthropology, University of British Columbia

Julie Cruikshank’s research focuses on how competing forms of knowledge become enmeshed in struggles for legitimacy. She is presently investigating historical and contemporary encounters among environmental earth sciences and Indigenous oral traditions within the recently designated World Heritage Site that spans the borderlands of Yukon, northwest British Columbia and Alaska. She is the author of four major books, including *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination* and *The Social Life of Stories: Narrative and Knowledge in Northern Canada.*

March 4, 2009
*Unusual Relationships in a Disorderly Terrain: Glaciers and Storytelling in Northwestern Canada*
University of Toronto, Jackman Humanities Building
March 5, 2009; Attendance: 38
*Ancient Stories Made Modern: Oral storytelling and Local Historiography*
University of Toronto at Scarborough (class presentation); Attendance: 20

Benefits
The lectures series was a splendid success. The visiting speakers enthusiastically responded to the general themes and were able to provide unique, knowledgeable perspectives. They also enjoyed the resources of the Jackman Humanities Institute and engaged productively with the fellows. Numerous methodologies and disciplines were represented by their talks; these included classical studies, performance theory, comparative literature, anthropology, creative writing, translation theory, and history. This range of approaches attracted a broad audience consisting of professors, students (graduate and undergraduate), and members of the general public. Though the speakers were not asked to address the work of other speakers, it was remarkable how a number of themes about “telling stories” emerged and were steadily clarified. These included the language of narrative, the contexts of performance, the interconnections between fiction and non-fiction, and the relationship between narratives and the individual, the family, topography, location, and/or community. The lectures and presentations encouraged recognition of the potential of interdisciplinary work among the university community and demonstrated the effectiveness of such an approach to the public. Undoubtedly JHI fellows were inspired to consider different perspectives in the undertaking of their projects.
Overview

“Story-ing the Human Being” was devised to fulfill several objectives:
1. The presenters hoped to deepen our understandings around the history and personal experiences of Native women as performers on the North American stage, and to address these questions: how much has changed over the generations, for Native performers; and how much work remains to be done.
2. We hoped to generate conversations around the aging body on stage, what is lost to communities when these bodies are absent from the nation’s stages, and how the infrastructure of public centres of entertainment might be reconfigured to accommodate aging and differently-abled performers.
3. We hoped, through this event, to inspire interdisciplinary conversations, which would facilitate inter-departmental research partnerships. Deepening the relationship between the Graduate Centre for Study of Drama and the Aboriginal Studies Program was the most immediately obvious benefit we anticipated; however, we also hoped to forge links between the host-departments and students and researchers in the areas of Women's Studies, Studies in Aging, Political Science, etc., as well as with the university’s three undergraduate drama programs.

Events Synopsis

1. 6 October (7:00 p.m.–9:00 p.m.)
This mother-daughter panel discussion (featuring Monique Mojica and Gloria Miguel) was particularly rich in that the artists covered many vital areas of interest to scholars of Native theatre and literature. They discussed their personal histories of training and performance, and they articulated the links between their works and the aesthetic and ideological traditions of the Kuna nation (to which they belong). During this discussion, Monique Mojica also articulated her own work (and its development) within Floyd Favel’s investigations into Native Performance Culture (NpC) and articulated new dramaturgical frameworks she is developing in her most recent project *Chocolate Woman Dreams the Milky Way*. This project, she reminded us, poses several logistical challenges in that it will feature her mother Gloria Miguel (who will play several elemental female creatrix-figures). As Miguel is now an octogenarian with limited mobility, sets, costumes, blocking and the selection of theatrical venues will all be profoundly affected. This evening was attended by Muriel Miguel (sister to Gloria). Muriel Miguel is the driving force behind Spiderwoman Theater (the company with which Gloria Miguel wrote and performed for over three decades), the troupe’s director, and the author of the Storyweaving method. Her own questions to her sister and niece around the development and articulation of aesthetic methodologies enlivened the discussion and inspired questions and conversations, which continued right through the reception that followed this event.

**Attendance:** 100 participants from at least eight units, plus members of the Toronto Aboriginal and theatre communities.

**Benefits:** Scholars in various disciplines including Theatre Studies, Design and Architecture, Native Studies, Feminist Studies, Education and Political Science continue to express their interest in this event. One publication (*Alt. Theatre: Cultural Diversity and the Stage*) has asked if they might publish a transcription of the evening.

2. 7–8 October (6:30–9:30 p.m.)
On each evening, Gloria Miguel and Monique Mojica joined forces to facilitate Storyweaving workshops. As such workshops usually accommodate only 15 participants at a time, the organizers asked them to teach a similar workshop to a different group of students (max. 18) each evening. Students from the undergraduate Drama Programs at University College, University of Toronto Mississauga and University of Toronto Scarborough; from the Graduate Centre for Study of Drama;
from the Aboriginal Studies Program, and from OISE all pre-registered well before the week of this event, and both workshops were filled to capacity.

**Attendance:**

Tuesday: 16 students from seven units representing all three campuses.

Wednesday: 17 students from six units representing all three campuses, plus one alumna from OISE.

3. 9 October (12:15–2:30 p.m.)
To commemorate this event, which had been made possible by the generous sponsorship of the Jackman Program for the Arts, the Centre for Aboriginal Initiatives hosted a luncheon to welcome Ms. Miguel and Ms. Mojica to our campus and to give attendees the opportunity to meet and chat with these guest artists and with First Nations House's Writer-in-Residence Lee Maracle.

**Attendance:** 35 participants from at least 12 units, plus members of the Aboriginal community in Toronto.

4. 10 October (7:30 p.m.)
To conclude the week’s events, Gloria Miguel presented a staged reading of her current work in progress. This particular project, which was first performed at the Smithsonian Museum in Washington, DC, is an intricate weave of former writings, new writings, borrowed monologue, and “American Indian Blues.” Her solo performance of *Something Old, Something New, Something Borrowed, Something Blue*, performed at the Robert Gill Theatre, was followed by an invigorating and engaging talk-back and a reception. This event was free and open to the public.

**Attendance:** 185 patrons, including 45–50 students from the Theatre Studies Department at Brock University, theatre scholars from Brock University and the University of Guelph, the Director of the Centre for Indigenous Theatre, Elders and other individuals from the Native community of the GTA, University of Toronto faculty, staff, visiting scholars and students, including students from ABS, ENG, DRM, the Graduate Centre for Study of Drama, Women's Studies, Equity Studies, Disability Studies, OISE, and the Transitional Year Program.

**Benefits**
By all accounts, “Story-ing the Human Being” has been a valuable project, which has contributed significantly to the intellectual and artistic life on this campus, and fostered possibilities for interdisciplinary projects and partnerships and for inter-institutional projects and partnerships.

a) After the Monday night panel, Professor Rauna Kuokkanen (Political Science/Aboriginal Studies) arranged to interview with Gloria Miguel and Monique Mojica. This interview will be published in a Sami Women’s journal and Prof. Kuokkanen has promised to provide a transcription of the interview and a translation of her article for archival purposes.

b) The responses of participants in the Storyweaving workshops were overwhelmingly positive. Many have articulated their appreciation for the opportunity to personally engage in a practical learning experience that complemented their theoretical knowledge of Aboriginal literature/theatre/aesthetic processes. We are confident that the obvious value of this exercise will encourage the integration of like events (with opportunities for practical engagement) into departmental curricula.

c) This event not only provided students and scholars with opportunities to engage with two historically vital Native artists but also opened a doorway to the establishment of mentor/apprentice relationships between University of Toronto students and these artists.

d) This event was fully integrated into the new required course for all M.A. students at the Graduate Centre for Study of Drama, and was very much the inaugural event in the Centre’s ongoing service to the university, combining open interviews and performances with visiting professionals, practical workshops for selected students, with seminars/discussions that will effectively prepare students for the visit. This event could not have been a better model; students read and discussed works on Spiderwoman Theatre, Canadian Indigenous Theatre, and postcolonial concerns in addition to attendance and involvement in this visit.
e) Students of DART2P96 (Aboriginal Theatre) at Brock University attended the Friday show. These students will be recording their responses to this work-in-progress, offering questions (from youth to Elder), and sharing their own stories of their relationships with Elders in their lives. They will be (through the organizers) sharing these responses personally with Ms. Miguel; thus, they will be actively participating in the ongoing creation of this new work. These students and Ms. Miguel are very excited by this opportunity, as are the event’s organizers. These responses and future incarnations of Ms. Miguel’s play will be collected and archived by the organizers to examine issues around the responsibility of the audience to the artist and of the auditor/witness to the story that is told. Furthermore, these students also had the chance to meet and speak with students of the Aboriginal Studies and Drama Programs at the University of Toronto. They have requested the organization of a joint performance-project in which students of both Universities would come together to form a large circle of storytellers to discover their own place and inter-relationships in the “fabric” of contemporary Canada.

f) An Interior Design class at Ryerson University has approached one of the event organizers to participate in a project wherein student designers are working with one Algonquin community on a cultural revitalization project. This community requires the design and construction of a portable set that both reflects a traditional aesthetic that will complement the performance of oral histories belonging to that community and that will accommodate the physical needs of its performers and orators.

Conclusion
It is very fitting that this event took place during the week immediately preceding the Thanksgiving Holiday. This event reminded so many of us—Native and non-Native—of the great gift we have in our Elders and of the gratitude we owe when spaces are made, so that they can share their stories and their wisdom with us. For this and for all of the other opportunities and possibilities this event has opened up, the Graduate Centre for Study of Drama, the Aboriginal Studies Program, and the Centre for Aboriginal Initiatives extend our thanks to the Jackman Humanities Institute without whose generous sponsorship and support “Story-ing the Human Being” would not have been a possibility. Chi Miig’wetch (Many Thanks)!
“Telling Stories through Opera” – The Opera Exchange
Caryl Clark, Katherine Larson, Sherry Lee

Overview
“Telling Stories through Opera” was a highly successful series of three symposia held over the course of the academic year. Together these interdisciplinary symposia on opera brought leading humanities scholars from other institutions into dialogue with scholars and students at our institution. These symposia, which featured lectures and performance-based workshops, were held in Walter Hall at the Faculty of Music, and were open to members of the academy, the arts community, and the opera-going public. They were also co-sponsored by the Canadian Opera Company (COC), who partnered with us in hosting these events at the university. Designed to enhance and enrich the arts at our university and community, and to showcase the scholarship being undertaken by scholars working in a variety of fields whose research intersects with and informs opera scholarship and performance, these symposia brought together researchers from Musicology, English, Comparative Literature, Russian Literature, Drama, Political Science, and Women’s and Gender Studies. Live performances were also a feature of our events, fostering dialogue between performers and scholars interested in performative studies.

1) Monster Opera: Prokofiev’s War and Peace (Saturday 18 October 2009)
Special guest speakers included Professors Simon Morrison and Caryl Emerson from Princeton University. As leading scholars in the fields of Russian music and literature respectively, they generously shared the results of their most recent research, including Professor Morrison’s book *The People’s Artist: Prokofiev’s Soviet Years* (OUP 2008) based on recently released primary sources housed in Russian archives. These researchers also met with a group of graduate students after the symposium in an informal seminar-style discussion to permit further probing of their research. Local scholars included Professors Donna Orwin from Slavic Languages and Literatures, and Sandra Horst from the Opera Division at the Faculty of Music, who directed the COC chorus in this massive operatic production performed at the Four Seasons Performing Arts Centre.
Symposium Audience: ~200
A small post-event dinner, reception for speakers, faculty, and graduate students was co-hosted at the home of University Professor Linda Hutcheon and Dr. Michael Hutcheon.

2) Love and Liberation: Beethoven’s Fidelio (Saturday 31 January 2009)
Our keynote speaker was the young Beethoven scholar, Professor Stephen Rumph, from the University of Washington. His broad overview of the history, politics, and convoluted genesis of the libretto and Beethoven’s musical setting was bookended by two presentations by University of Toronto professors: Ramin Jahanbegloo of the Centre for Ethics (and Massey College Scholar-at-Risk) addressed the opera’s revolutionary setting and thematic roots in philosophical discourses about freedom and the rights of man; and Caryl Clark, from the Faculty of Music, provided a close reading of the Mozartean opera buffa-styled opening scene, which was then demonstrated through live performance by the young members of the COC Ensemble Studio. These formal presentations were followed by a post-luncheon session which explored different video and filmic interpretations of two key scenes from the opera: the Act 1 quartet and the concluding prisoners’ chorus. With the visual dimensions of the operatic medium increasingly coming under scholarly scrutiny and analysis, this session facilitated a lively discussion between panelists and audience members.
Symposium Audience: ~175
A post-symposium dinner for 16 was held in a reception room at the Adega Restaurant on Elm Street.
3) “Antique Fables and Fairy Toys”: Britten’s *A Midsummer Night’s Dream* (Saturday 9 May 2009)

This highly successful half-day event featured exclusively local scholars and performers. Professor Katherine Larson (English and Women’s and Gender Studies) and tenor Lawrence Wiliford (who performed the role of Francis Flute in the COC production) together provided a stimulating overview of the adaptation of the operatic text from the Shakespearean original. Their work will be published in a forthcoming special issue of the *University of Toronto Quarterly* on music and lyrics. Stephen Ralls and Bruce Ubukata, both accomplished pianists and opera repetiteurs, and co-founders of the Aldeburgh Connection, demonstrated through live and recorded performance the indebtedness of the opera to Mendelssohn’s incidental music on the same dramatic subject and brought insights from their own experiences working with Britten and Pears in Aldeburgh to bear on their analysis of the opera. Professor Sherry Lee provided a window into the graduate seminar classroom through an interactive presentation that featured three graduate students from her Fall 2008 seminar on Britten. Engaging in a lively dialogue and supported by visual, musical, and digitized materials, they employed a variety of interpretive approaches to probe the opera’s many themes. This venue provided a wonderful training ground for the next generation of scholars, and linked perfectly to the live performance offered by the COC’s Oberon understudy and accompanist. The symposium concluded with a stimulating panel discussion moderated by the COC’s Education and Outreach manager Katherine Semcesen that featured members of the COC’s cast and creative team.

Symposium Audience: ~175

**Collaboration: JHI Working Group, Operatics**

The entire symposium series was also linked to the reading and study group begun this past year under the auspices of the JHI: the self-styled “Operatics: A Working Group on the Workings of Opera” consisting of 11 faculty and graduate students who together represented English, History, Comparative Literature, Women’s and Gender Studies, Medicine, and Music. This JHI-funded working group hosted a highly successful one-day opera conference at JHI on 1 May 2009, and future plans and outgrowth of this group include collaborations with The Opera Exchange.

Next year’s Opera Exchange program will include events on Stravinsky’s Opera Shorts (October 16, 2009), featuring the world-renowned Stravinsky scholar, Richard Taruskin, from UC Berkeley, in dialogue with director Robert Lepage. A winter event on Verdi’s *Otello* will feature the University of Toronto’s Shakespeare scholar Alexander Leggett and Verdi scholar, Roger Parker, from King’s College London. Our final event in the spring will be on Wagner’s *Flying Dutchman*, and will feature Wagner scholars Stephen McClatchie (Mount Allison) and Clemens Risi (Free University, Berlin).
Interrogating King Arthur (Conference 24–25 April 2009)
Brian Corman and Caryl Clark

Overview
The Jackman Program for the Arts supported a conference on the Dryden-Purcell opera *King Arthur* titled: “Interrogating *King Arthur*.” The conference was held in conjunction with a performance of the opera by the Toronto Masque Theatre at the MacMillan Theatre of the Faculty of Music. The conference coordinators were Professor Caryl Clark of Music and Professor Brian Corman of English. A number of students, mainly from the Drama Program at UTM, took part in the performance. *King Arthur* is an unusual work in that it has a spoken text punctuated by extensive scenes of music and dance. Its form (dramatic opera or semi-opera are the most frequent names given to it) has been little understood since it went out of fashion in the early eighteenth century. It is also a work that many consider of highly charged politics. Finally, its plot is a very unusual variant on the King Arthur legends.

Attendance
The conference explored these questions over two days. The audience averaged about 50, a mix of academics, students, and interested members of the public. The speakers were a mix of local academics and top Dryden and Purcell scholars from the United States and Britain. The final session was a panel discussion with members of the Toronto Masque Theatre artistic team.

Benefits
The event was a great success in achieving its goal of furthering understanding of an impressive and neglected work. The papers were of the expected high quality, and we expect to see them published as a special issue of the journal *Restoration* (the editors have been keen to publish since the conference was announced). The students who participated in the performance were grateful for the opportunity to work on such an unusual and unfamiliar project, and the members of the public who attended were uniformly positive in their responses. We are grateful to the Jackman Humanities Institute Program for the Arts for making this event possible.
6.1.5. Jackman Humanities Institute Program for the Arts, 2008–2009
Things Fall Apart at Fifty (Conference 17 September 2008)
Uzoma Esonwanne and Neil ten Kortenaar

Overview
This conference to commemorate the 50th anniversary of Chinua Achebe's groundbreaking novel Things Fall Apart was held in the Library at Hart House. We started the day with a retrospect and ended with a look forward to the present and beyond. The opening keynote address by Professor Abiola Irele of Harvard, on “Nature, Myth, and History: Chinua Achebe's Things Fall Apart in Retrospect,” provided a fine overview of the novel's range and significance. In the afternoon we had two panels of three papers each, followed by a closing address by Professor Elleke Boehmer of Oxford University, speaking on Achebe's influence on contemporary African writers.

Conference Synopsis
The same kind of sweep across 50 years characterized the papers, which focused on teaching the novel, its influence on subsequent writers, and provocative revisions of the dominant readings. Philip Mingay and Sean Hawkins discussed Achebe's novel in the Christian and History classroom, respectively. Both were concerned with the ways in which the novel was received perhaps too readily by students and how to challenge the students' first reading. Tunji Osinubi and Susie O'Brien's papers provided an interesting contrast. He looked at the way a child soldier in Sierra Leone in the film Ezra adopted the name and to some extent the significance of Ikemefuna, the adopted son sacrificed by Achebe's protagonist. O'Brien challenged the larger philosophical (specifically ecological) implications of tragedy as a narrative mode. What does it mean that Africans are identifying with the novel, sometimes in surprising ways? Should they be doing so? Chelva Kanaganayakam spoke of the novel's reception in Sri Lanka, where he regretted there had been no novel that had cast such a balanced, ambivalent look back on the national past. And Victor Rarnraj put in provocative form the thesis that Achebe did not challenge colonization as much as he thought he was doing. A recurring theme was the political value of a novel, characterized by participants variously as Christian, as tragic, as refraining from anger, or as ambivalent. Most defended these potentially negative epithets as part of the reason the novel was able to do as much political work as it has done. Another question that generated discussion was: how to account for the popularity of the novel? What needs in Nigeria, in the North American classroom, and in the novel-reading public did Things Fall Apart satisfy? Perhaps the fullest discussion was generated at the end of the day, after Professor Boehmer's address, which traced the particular themes of the twins and the ogbanje (a child who continually dies and is reborn to the same mother) from Achebe through his successors. The questions then were: did these thematic clusters reflect an African inheritance or rather the peculiar psychological needs of modernity? Was the ogbanje an African version of a general concern with the anomalous? Are twins an African version of the doubles that fascinate modernism? It was also suggested that the preoccupation of later African and Afro-British authors with children who are a problem was a reflection of their relationship to Achebe as the Father of modern African literature. The capacity of Things Fall Apart to bring into focus all of subsequent African literature was a salient point at the conference and something everyone took away with them.

Attendance
We had 25-50 people at each session. There was a great deal of discussion. We were surprised to have members of the general public, who came because they loved the novel, as well as representation from all levels of the academic community, from undergrads to professors, and representatives from disciplines ranging from anthropology to literature to African studies.

Benefits
We propose to publish a selection of the papers in UTQ, hopefully not later than 2010.
The City in Question (Conference, 13–14 March 2009)
Margaret Haderer

Overview
In the classroom and in the field, cities are approached from an incredibly broad range of perspectives. However, all too often those perspectives stay within their respective disciplinary silos. The City in Question was an attempt to break down those barriers and begin a more interdisciplinary conversation about urban issues. Going further, by connecting urban thinkers across disciplinary lines, the conference was conceived as a first step in building a community and an on-going conversation around urban issues in Toronto and at the University of Toronto in particular.

The bulk of the conference consisted of three panels that took place at the University of Toronto’s Centre for Ethics on March 14. Each comprised three presenters and a moderator. The first, “Locating the Urban Present,” focused on how we think about the city as it is today, if there are ways of conceiving today’s city beyond a purely economic framework. The second, “Inventing the Present through Romanticizing the Past,” took a step backward to look at how and why so many elements of cities today are rooted in idealized notions of yesterday’s towns and villages, and how this notion of the white picket fence town can be squared with the ever growing megapolis of the present. Finally, the third, “Urban Future, Future City,” looked forward to focus on what tomorrow’s city will look like, what it should look like, and why.

Each presenter spoke for 15 to 20 minutes, followed by the moderator who attempted to weave the threads of the presentations together, find the broad thematic issues, and pose some initial questions. Lively discussion followed. As the aim was to start an interdisciplinary conversation, the panels were composed with a variety of perspectives in mind. For example, the second panel consisted of professors from political science and philosophy (Margaret Kohn and Frank Cunningham), and an art history graduate student (Emre Gonlugur). It was moderated by a professor of sociology (Dan Silver). Likewise, the third panel grouped professors of philosophy and geography (Mark Kingwell and Stefan Kipfer) with Toronto’s former Chief Urban Planner (Paul Bedford) and was moderated by a political science professor (Loren King).

Two keynote lectures bookended the panels. The first, by Eve Blau, a professor of architecture from Harvard, was on the evening of 13 March at the Daniels Faculty of Architecture, Landscape & Design. The second, after the panels on 14 March, was delivered by Neil Smith, a geography professor from the City University of New York. As with the panels, a brief presentation by a moderator followed the lectures to pose some initial questions, followed by a conversation with the audience. Each keynote presenter attended all of the panels and posed questions and participated in discussion throughout the day, bringing an American perspective to the table.

Attendance
Attendance was much better than expected. There were so many registrations for the second keynote that we had to move the lecture from the Centre of Ethics to the George Ignatieff Theatre. About 70 attended the first keynote lecture, and the Centre for Ethics was at capacity from 9:00 a.m. to 4:00 p.m. for each of the three panels, roughly 60–70 people. The final keynote had the largest attendance at about 150 people.

Benefits
It is clear that the conference started a conversation across disciplines and helped to connect urban thinkers, students above all else, from different fields. We hope to hold another event, possibly late this summer or early next year to capitalize on this momentum. The City in Question posed broad, thematic questions; the follow-up event will be more focussed on bringing disciplinary perspective to bear on specific questions. This would constitute a concrete next step in building a university community around urban issues in Toronto.
Talking Drums (Symposium, 8–10 October 2008)
Russell Hartenberger

Overview
This symposium was organized to explore the relationship of language and descriptive prose to talking drum language of West Africa, the combination of storytelling and music in West Africa, and the use of talking drum language and rhythmic elements of West African drumming ensembles to contemporary Western music composition for percussion.

Attendance
The lectures in Walter Hall drew about 100 people. The concert on Friday night had about 350 in attendance. The Thursday afternoon lectures drew students from other area universities including York, Wilfrid Laurier, and Western Ontario.

Events Synopsis
1. **8 October 2008**: Concert, MiST Theatre, UTM: Nexus, Dan Yashinsky
2a. **9 October 2008**
   Lecture by John Miller Chernoff, Walter Hall, as part of Thursday Noon Series “Music and Historical Consciousness in Northern Ghana”
   Chernoff’s lecture used audio and video media to discuss the significance of the *luna*, or talking drum, in the performance of epic Homeric historical narratives among the *Dagomba* in northern Ghana. He demonstrates drum proverbs as dance rhythms, tells their meaning, and explains what the drummers are actually doing in bringing historical knowledge into social gatherings.
2b. **Lecture / Demonstration**, Walter Hall, 1:00 p.m.
   Comparison of talking drum styles and language of the *Dagomba*, *Ewe*, and *Akan* of Ghana featuring Fred Kwasi Dunyo, Ewe master drummer, and John Miller Chernoff
2c. **Storytelling in Music**, Walter Hall, Faculty of Music, 2:00 p.m.
   Dan Yahinsky and Nexus led a discussion of storytelling in music, and a performance/demonstration of *Tongues*, with story by Dan Yahinsky and music by Nexus played on an *mbira*, traditional thumb piano of the *Shona* of Zimbabwe, and other instruments from West Africa and the Caribbean
2d. **Graduate Colloquium**, Walter Hall, Faculty of Music, 4:00 p.m.
3a. **10 October 2008**, Walter Hall, Faculty of Music, 6:30 p.m.
   Pre-concert talk, by Russell Hartenberger on the use of African rhythms in the melodic construction of *The Invisible Proverb*, and of African rhythmic ideas and vocalizations or “drum language” in Steve Reich’s *Drumming*.
3b. **Concert**, Walter Hall, Faculty of Music, 7:30 p.m.
   Nexus, John Miller Chernoff, Dan Yashinsky


Fred Kwasi Dunyo is an *Ewe* master drummer from Ghana and teaches West African Drumming and Dancing at the Faculty of Music, University of Toronto.

Dan Yahinsky is an internationally known storyteller, author of *Suddenly They Heard Footsteps: Storytelling for the Twenty-first Century*, and director of The Tellery.

Nexus, www.nexuspercussion.com is Ensemble in Residence at the Faculty of Music.
Benefits
The feedback from the symposium in Walter Hall was excellent. There were suggestions that the concept could be expanded to include music from India and other cultures with a strong connection between language and music. We have also had discussions about a related symposium on concepts of rhythm and metre in cross-cultural perspective, which would expand on courses already offered in that area in the Faculty of Music graduate department. This symposium could include: Professor Jim Kippen, North Indian music, U of Toronto; Professor Trichy Sankaran, author of *Rhythmic Principles of South Indian Music*, York University; George Sawa, specialist in rhythm in Arabic music; and Professor Ryan McClelland, University of Toronto.
Overview

Kaja Silverman, known for her groundbreaking work on feminist film theory, psychoanalysis, aesthetics, semiotics, and a variety of other related disciplines, has turned her attention most recently to the common concerns that bind central recurring narratives. More specifically, her forthcoming book, *Flesh of My Flesh*, argues that each of our lives constitutes a chapter in a larger work written in the “language of analogy” and that this means of connectivity has been overlooked in the privileging of the metaphor of rupture that has dominated contemporary thought. As one example, she examines the importance of the myth of Orpheus and Eurydice, seeing it as one of the master narratives of Western civilization precisely because of its foregrounding of an analogical relationship.

In the scope of her work, which incorporates the study of film, visual art, literature, and philosophical texts, Kaja Silverman was distinctly suited to speak to a broad range of members of the academic community at the University of Toronto. The events were designed to provide the opportunity for her to explicate her interest in analogy as endemic to story-telling by looking at key works from the realm of cinema and visual art, including films by Terence Malick, paintings by Gerhard Richter, and art installations by James Coleman. Each day’s lecture was followed by an extended discussion section, allowing participants ample opportunity to pursue the thread of Professor’s Silverman’s argument in a productive and interactive fashion. On the final day, a select group of commentators from the University of Toronto campus extended this spirit of intensive discussion by creating a roundtable exploration of issues raised by the previous lectures, with Professor Silverman as respondent. Professor Silverman also visited the JHI Fellows luncheon and the University of Toronto Mississauga to interactively present her work to scholars there.

Kaja Silverman is the Class of 1940 Professor of Rhetoric and Film Studies at the University of California, Berkeley. She is the author of six acclaimed books, including *The Subject of Semiotics*, *The Acoustic Mirror*, *Male Subjectivity at the Margins*, and *World Spectators*.

Attendance

Innis Town Hall evening lectures Monday-Thursday: approximately 100 each night.
UTM visit: 15
JHI Fellows Luncheon: 18
Friday roundtable discussion 60
TOTAL attendance: approx. 493

Attendance at the evening lectures grew as the series progressed and word of mouth spread throughout the city. By the final lecture, the audience included faculty and students from the other institutions in Toronto (OCAD, Ryerson, York) as well as a variety of UT departments.

Benefits

The intellectual and academic enrichment of faculty and students as a result of the lectures is immeasurable. Such epistemological impact will reveal itself as subsequent research, graduate dissertations and published articles emerge in the future. Therefore I will comment here only on institutional outcomes. This was a very successful and prestigious event that brought considerable positive attention to the Jackman Humanities Institute and to the Cinema Studies Institute (CSI). At the opening reception, Vice-Provost and Dean of Graduate Studies and the Dean of the Faculty of Arts and Science made welcoming remarks, and distinguished faculty and administrators introduced the speaker at each of the lectures (Director JHI, Chair Art, Vice-Dean Academic, Faculty of Arts and Sciences, Principal of Innis College). The participation of these important administrators opened doors for access and continued conversations.
Another concrete outcome is the appointment of Kaja Silverman to the Jackman Humanities Institute International Humanities Advisory Board. Her acceptance of this appointment will be a benefit to everyone, as it will ensure not only her contribution to JHI but the continuation of her association with the Cinema Studies Institute and Department of Art.

The Jackman Humanities Institute, the Cinema Studies Institute and Department of Art present

A Roundtable Discussion
Lectures on Photography

Participants

Eric Cazdyn
Comparative Literature, UT
Flash of Capital: Film and Geopolitics in Japan (2002)

Rebecca Comay
Philosophy, UT
Lost in the Archive (2002) (ed.)
Endings: Questions of Memory in Hegel and Heidegger (1999) with John McCrum (eds.)

Louis Kaplan
Visual & Media Communication, UTM
The Strange Case of William Muntner: Spirit Photographer (forthcoming)

John Ricco
Visual & Media Communication, UTM
The Logic of the Low (2002)

Moderator

Linda Hutcheon
Comparative Literature, UT
Splitting Images: Contemporary Canadian Ironies (1991)
The Politics of Postmodernism (1989)

Kaja Silverman
Class of 1940 Professor of Rhetoric and Film
University of California-Berkeley

The Miracle of Analogy (forthcoming)
Flesh of My Flesh (2008)
James Coleman (2002)
World Spectators (2000)
Speaking About Godard (1998)
The Threshold of the Visible World (1996)
Male Subjectivity at the Margins (1992)
The Acoustic Mirror (1988)
The Subject of Semiotics (1982)

Friday, October 31st, 2008
2 p.m.
Waters Lounge
Woodsworth College Residences
321 Bloor Street West
(cornet of Bloor and St. George)
Overview
The change of artistic directors at the Stratford Festival brought with it some shifts in policy. Among them, the locked door of exclusively in-house production has now been opened up to permit international stagings. The first testimony to that commitment is the invitation to the famous Deutsches Theater of Berlin to perform their production of Lessing's Emilia Galotti, directed by the renowned Michael Thalheimer. Six performances of Emilia Galotti played at the Stratford Festival's Avon Theatre in early November of 2008. To support the Stratford Festival's new direction of internationalizing its programming, the Jackman Humanities Institute sponsored a one-day symposium for the Stratford audience and the public at large, to place the play within its historical context, clarify its themes, and explore the similarities and contrasts between present-day Canadian theatre and its innovative German counterpart.

The Deutsches Theater Berlin's Emilia Galotti, first staged in 2001, is one of the most successful productions in recent German theatre: it has sold out over one hundred times at the Deutsches Theater and has been hailed by audiences throughout Germany and on its many tours abroad. Using stunning light and sound effects on a bare stage, director Michael Thalheimer transforms Lessing's classic drama, written in 1772, into a timeless modern story about the failure of communication. Everything spoken in this production is ambiguous: pledges of love, vows of revenge, and proclamations of faithfulness and virtue. Only the actions speak an unequivocal language—the mute dialogue of hopeless fatality. The play is very much a product of the German Enlightenment, a tragedy of social conflict in which the lustful prince Hettore Gonzaga and his unscrupulous chamberlain Marinelli plot to possess the pious and lovely bourgeois girl Emilia, kidnapping her on the very day of her wedding. Thalheimer's production takes up the central themes of absolute power and ruthless sexual will, compressing five acts into 75 minutes. He makes us feel the velocity of Lessing's overpowering machine of a play, hurtling its characters forward toward their fates.

Attendance
The symposium was extremely successful. It was the first time that the University of Toronto has collaborated with the Stratford Festival. We had a full house at the Munk Centre: the audience was a mixture of University people and the community at large. The audience members, a number of whom were regular Stratford Festival subscribers, asked many interesting questions. One measure of the success was the fact that many of the people who attended the sessions in Toronto, returned the next day to Stratford to assist my talk about this specific production of Emilia Galotti.

Symposium Participants:
Dr. Joerg Bochow, Chief Dramaturge at the Staatstheater in Stuttgart, Germany
Prof. Antje Budde, University College Drama & Comparative Literature, University of Toronto
Prof. Willi Goetschel, Department of German, University of Toronto
Prof. Gerd Hauck, Chair, Department of Drama & Speech Communication, University of Waterloo
Prof. Pia Kleber, Comparative Literature & University College Drama, Helen & Paul Phelan Chair in Drama, University of Toronto
Prof. John Noyes, Department of Germanic Studies, University of Toronto
Oliver Reeves, Artistic Director of the Deutsches Theater Berlin, Germany
Ute Scharfenberg, Chief Dramaturge, Staatstheater, Magdeburg, Germany
Michael Thalheimer, Director of Emilia Galotti, Deutsches Theater Berlin
Overview
This conference is part of a larger project to collect African sources and, particularly, slave voices for the African slave trade. The export of men, women and children from Africa to the Americas lasted over four hundred years. We now know a great deal about this trade: its gender and age composition, the ways in which individuals and communities responded to the trade, the extent to which warfare, kidnapping, legal mechanisms, economic processes and religious institutions generated a pool of people to be bought and sold. We know about resistance, the formation of slave-trading states and the increased use of slaves within Africa. We have some autobiographical accounts by those who were literate or achieved literacy after their capture, but these are few. Most of the sources used to write the history of slavery in Africa are European, but the memories of the external and internal slave trade remain and are embedded in African ritual, song, and memory. The tales and experience figure in court cases, proverbs and folk-tales, missionary accounts, and oral storytelling.

Attendance
The conference was a tremendous success. We had 95 registrants: 63 for the full conference, and 32 for the teachers program, which enabled Toronto-area schoolteachers to attend at least one day of the conference. Papers were presented by 47 of the 57 participants, who came from 13 countries on four continents. Our strategy of asking participants to post their papers on our website and keep their comments short worked brilliantly. Presentations were well enough focused to encourage good discussions. One participant said that it was the best conference he had ever attended. The keynoter, Ibrahima Thioub from Senegal, gave a very provocative address in French with an English summary: L’historiographie africaine de la traite et de l’esclavage: nouvelles approaches. Though all panels worked effectively, the most exciting panel from an audience point of view was one in which three novelists (Lawrence Hill, Manu Herbstein and Yvette Christianse) and a historian (Natalie Davis) discussed how novelists re-create past slaveries.

Benefits
Cambridge University Press is interested in publishing a package of three volumes: two volumes of documents and a volume on methodology designed for teachers using the documents and graduate students contemplating research on slavery. These documents will come from both our previous conference in Bellagio and this one, and we hope to have a complete manuscript ready by the summer of 2010. In addition, the Tubman Institute at York University is interested in publishing a collection of papers in a series they are starting with Continuum, but we are investigating other possible publishers.

The conference effectively explored better ways to find the voices of Africans, and particularly of slaves on slavery and the slave trade. We were particularly successful in exploring ways to tap memory with interviews, different kinds of archival sources and court cases. Some papers probed in unlikely places: slave wills found on the island of Pemba, a mid-19th century Cairo census, British admiralty reports. We also looked at innovative sources such as folklore and traditional religion. We have contributed to an understanding of memory and more specifically, of the way centuries of slave raiding and slave trading affected the mind and culture of African societies. I think that the biggest value was the spirited interaction between Toronto people and the visitors. I see ripples, but do not know how far they will extend: the student who wants to do a reading course with me, the Toronto children’s writer who is working on a history of slavery, the teacher who is thinking of returning to graduate school.
Overview
Four invited guests participated in a panel discussion, chaired by University of Toronto Professor of Philosophy, Mark Kingwell. The event was cosponsored by the Centre for Ethics.

- J. Hillis Miller (English, University of California at Irvine, Emeritus)
- Derek Attridge (English, University of York, U.K.)
- Jan Zwicky (Philosophy, University of Victoria, and acclaimed Canadian poet)
- Michael Valdez Moses (English and Gerst Program for Political, Economic, and Humanistic Studies, Duke University)

During the course of the weekend, each conducted a seminar on a selected text, addressing the following questions:
1. Is reading an ethical act? If so, in what ways, and what do we mean by 'ethics'?
2. Are some narratives, or kinds of narratives, more ethical than others? What about non-narrative, or even 'anti-narrative' forms?
3. Are we teaching ethics when we teach how to read? How are these things different, and how do they overlap?
4. Does talking about narrative necessarily involve a discussion of ethics? Why is talking about narrative so amenable to discussions of ethics? When is it misleadingly so?
5. Do we need narrative, and narrative identity, in order to be ethical agents?

Attendance
Panel Discussion, Friday 19 September: approximately 200
Workshops, Saturday 20 September and Sunday 21 September: 69 people. 16 units were represented, with the majority coming from the Department of English.

Benefits
It is difficult to quantify the impact an event such as this has on its participants, perhaps especially because of its cross-disciplinary nature. Judging from the enthusiasm expressed by many of the participants, however, it seems that the weekend was a success, if for no other reason than that it got people talking, and that that talking spilled over into the unstructured time following the formal discussions. I heard comments from scholars of philosophy and political science who were intrigued by the way narrative theory (or even just, more loosely, discussion of narrative as such) provided access to new aspects of ethical problems, or presented new ethical problems altogether. Melissa Williams, Director of the Centre for Ethics, mentioned that she studies narratives in her capacity as a political theorist, but that this event afforded her the opportunity to think of them formally, and to learn a little about the ways in which narrative qua narrative is analyzed. I received this comment from Jan Zwicky: “For me, the highlight was Derek's presentation on Slow Man. The way he articulated his puzzlement and disappointment, as well as his deep respect and love for Coetzee's work, made it possible to think, really think, about what might be going on. I learned a tremendous amount from that seminar; it changed my own experience of the book, and gave me insights into the rest of Coetzee's work as well.” An Ethics and Narrative working group will be meeting three times over the course of the year at the Centre for Ethics, following the same workshop format, to discuss some of the questions that arose over the course of the symposium weekend. I hope that this symposium might lead to more collaboration between the JHI and the Centre for Ethics, since the Humanities have up to now have been underrepresented in the latter's programming. I am also in discussion with Victor Li at the University of Toronto Quarterly about putting together a special issue (or a section of an issue) that would include papers from our guests on the texts we discussed in the workshops, and which would perhaps be shaped by the discussion we shared there. We might also solicit papers from respondents and from those who present papers to the working group.
Law, Ethics, and Film
Jane Kidner

Overview
This series was designed to provide a public forum and an educational opportunity about the kinds of ethical issues that arise in our judicial system and that are faced by members of the legal profession in an entertaining and accessible format. Open to the general public and the entire legal community, it addressed public legal information relevant to professionalism, ethics, and public service in an accessible and thought-provoking format over two evenings.

The series was intended to provide a venue for multidisciplinary and interdisciplinary conversations about law, ethics, and film. It was hoped that this would build on the interdisciplinary community developed through the University's Centre for Ethics (including its proposed Ethics and the Arts initiative) and the Cinema Studies Institute, as well as engaging members of the Faculty of Law, Department of English, and the Department of Art (among others), and also build on the success of the Faculty's "Law through the Lens of Literature" series, now in its third year. While that series is geared primarily to alumni of the law school, the Law, Ethics and Film series was meant to be a gathering point for kindred scholars and students across the University, and to connect those scholars and students with interested members of the public.

Events Synopsis
On 22 January 2009, approximately 30 members of the public, University of Toronto students, and Faculty of Law alumni attended the law school for the inaugural Law, Ethics, and Film night featuring And Justice For All with guest speakers University of Toronto Law Professor Simon Stern and Justin Peacock, author of the bestselling novel A Cure for the Night. The evening consisted of a series of pre-selected excerpts from the film, chosen to demonstrate important ethical issues faced by criminal lawyers. The excerpts were followed by commentary and analysis by Professor Stern (an expert in the field of law and popular culture) and guest lecturer Justin Peacock to elucidate specific issues. Following the commentary, the audience was invited to participate in a lively and animated discussion of the themes where questions were asked and answers discussed. The event was a definite success with an enjoyable evening had by all.

On 26 March 2009, the Law, Ethics, and Film series continued with its second presentation: the 1996 movie Dead Man directed by Jim Jarmusch, starring Johnny Depp and Aboriginal Canadian actor Gary Farmer. The guest speaker/moderator was law Professor Ed Morgan who led a lively and engaging conversation about the judicial and ethical themes running throughout the movie. Approximately 30 members of the legal community and general public including students and others joined in a lively debate and dialogue following a series of excerpts from the movie. The discussion was far ranging and explored ideas of narrative, voice and perspective both in law and film.

Benefits
The Law, Ethics, and Film series presented a wonderful opportunity to explore the stories that films tell about lawyering, and the implications of those stories for the construction of the ethical identity of lawyers. The series brought together academics, students, lawyers, judges and members of the public. It built on a rich academic literature in law and film, but the focus was on translating the issues with which this literature grapples into an accessible and engaging format. This experience demonstrated the value and potential of exploring legal ethics through art, and the Centre has now obtained external funding from the Law Foundation of Ontario to undertake an ambitious photography exhibit exploring professionalism in law, which will be presented in a an accessible, public space in the law school.
6.2. Two Jackman Programs for the Arts that received funding in the 2007–2008 academic year were deferred to the 2008–2009 year, and their reports are here included.

Cosmopolitan Encounters between Early Modern Persian and Sanskrit Cultures (Conference, 31 July–3 August 2008)
Ajay Rao

Overview
With the support of the newly formed Department of Language Studies at the University of Toronto Mississauga, the Jackman Humanities Institute sponsored a workshop focusing on relationships between Sanskrit and Persian scholastic and courtly cultures in the 16th, 17th and 18th centuries. Despite the intense, sustained engagement between Sanskrit and Persian intellectuals during this period, evidence of translation, adaptation, borrowing, influence, and debate is little known outside specialist scholarly circles. Our ongoing aim is to explore all dimensions of this encounter.

In part as a result of the structural limitations of area studies, specialists in Sanskrit are largely ignorant of the work done by their counterparts in Persian and Arabic and vice versa. One objective of the workshop was to bring scholars into dialogue with each other for the first time, providing a site for collaborative partnership pooling local expertise in languages and archives whose diversity exceeds the capacities of individual researchers. While addressing the larger historical and theoretical issues, our interest is close textual readings. Groups of Sanskrit and Persian specialists are working together on specific passages from corresponding texts (including the Mahabharata/ Razmnaham, Yogavasistha/ Muntakhab-i Jug Basisht, Ratirahasya/Lizzat al-nisa, and Siddhantasarvaraja/ Zij-i Shah Jahani). Current and future areas of research include Persian translations at the Mughal court, Arabic, Persian, and Sanskrit astronomy and mathematics, historiographic narratives, Sufi-Hindu dialogues, and animal fables in Sanskrit, Persian, Pahlavi, and Arabic. Please see the workshop website: www1.utm.utoronto.ca/sanskritpersian/

Dates and Attendance
Encounters Between Early Modern Sanskrit and Persian Cultures took place on July 31 to August 3, 2008; total attendance at the various sessions exceeded 50.
Participants included the following scholars and students from across North America and the world:
Manan Ahmed, University of Chicago
Muzaffar Alam, University of Chicago
Supriya Gandhi, Harvard University
Pasha Mohamad Khan, Columbia University
Rajeev Kinra, Northwestern University
Toke Knudsen, State University of New York at Oneonta
Christopher Minkowski, Oxford University
Shankar Nair, Harvard University
Kim Plofker, Union College
Enrico Raffaeili, University of Toronto
Ajay Rao, University of Toronto
Sunil Sharma, Boston University
Dan Sheffield, Harvard University
Audrey Truschke, Columbia University

Future Plans
The workshop engendered a working team of Sanskrit and Persian scholars and highlighted new developments in South Asian Studies at the University of Toronto. We plan to publish a manual of paired translations from Sanskrit and Persian, along with short critical introductions, and are currently in discussion with the Journal of Persianate Societies.
South-South Encounters: Conversations Across South Asia, Africa, and the Caribbean
(Event Series, Fall 2008–Spring 2009)
Alissa Trotz

Overview
South-South Encounters was held over the course of the 2008–2009 academic year, with the generous support of a Jackman Humanities Grant to three area studies programs at New College: Africa, Caribbean, and South Asian Studies. Coordinated by faculty member and Caribbean Studies Director Alissa Trotz, and doctoral candidates Jon Soske and Hillina Seife, South-South offered a sustained exploration of the politics and poetics of encounter across Africa, the Caribbean, and South Asia. A series of exciting events, ranging from workshops to film screenings to literary readings, were evenly split between Fall 2008 and Spring 2009. These encounters offered an innovative approach to rethinking area studies, by engaging the three area studies programs in intense collaboration for the first time. By bringing leading scholars and cultural practitioners to name and reflect on these encounters, our year-long series highlighted the kinds of fruitful interdisciplinary engagements and new objects of inquiry that emerge from such cross border conversations. As home to the South Asian, African, and Caribbean Studies Programs, New College was an excellent site for these discussions; we were also successful in initiating a number of exciting partnerships across the university with the following units: Hart House; Principal’s Initiative Fund, New College; Centre for Diaspora and Transnational Studies; Office of the Vice-President, Human Resources and Equity; Departments of Political Science and English, and the Women and Gender Studies Institute.

An international art exhibition was staged from 2 April to 19 May 2009, produced by the Justina M. Barnicke Gallery in collaboration with the South Asian Visual Arts Centre (SAVAC). It was also supported by the Canada Council for the Arts, Ontario Arts Council, Toronto Arts Council, and the Ontario Trillium Foundation. We are grateful to filmmaker Stephanie Black and Palm Pictures (Distributors) for generously waiving screening fees for Africa Unite, which allowed us to host a final reception and showing that was attended by over 200 persons. South-South Encounters was multilayered, not only in a conceptual sense, but also at the level of promoting dialogue across different units at the University of Toronto and beyond.

Rationale
The history of African, South Asian, and Caribbean encounters is both temporally deep and geographically extensive. Well before the era of European imperialism, the Indian Ocean was an important focal point for economic, cultural, and religious exchange between South Asia and Africa stretching back for at least a millennium. With the coming of the European slave trade, the South Atlantic came to be the site of the largest migration (either forced or voluntary) in human history. Just as the Indian Ocean had been an important space of Indian-African interaction for many centuries, now the Caribbean became significant for encounters between people from these two sub-continents. By the beginning of the twentieth century many colonies in Africa were drawn into these circuits as South Asian trading communities came into being in East and Southern Africa, from Kenya to Zimbabwe.

Scholars have paid increasing attention to a number of the contours of South Asian, African, and Caribbean encounters in different academic fields, but hitherto there has been no systematic attempt to bring these threads of inquiry together. By understanding these disparate regions as part of a linked geographical space, South-South Encounters foregrounded an important but neglected landscape of history. Leading scholars, cultural workers and public intellectuals joined us in Toronto for a dynamic series of conversations. Topics ranged across methodological and pedagogical approaches to tracking South-South encounters; considerations of early African and Indian nationalism in relation to each other; the Bandung Conference of 1955, which led to the
establishment of the Non-Aligned Movement in 1961, and reflections on its seemingly radical promise some fifty years later; and transnational feminist activism and coalition-building.

Finally, we hosted an ambitious and hugely successful exhibition, curated by Tejpal S. Ajji and Jon Soske, and hosted by the Justina M. Barnicke Gallery (Hart House), and the South Asian Visual Arts Centre (SAVAC). South-South: Interruptions and Encounters staged a groundbreaking intervention by bringing together eight artists whose work is situated at an intersection of African and South Asian history, politics, or culture. These encounters occur in a variety of forms and locations: Trinidad’s Carnival, a South African ghetto, the music of Black Britain, a family’s history of migration from East Africa, the colonial monuments of a historic slave port, and the actual speaking voice of an artist. Concerned with a common set of questions about identity and history, each artist also addresses these Southern intersections formally, either by transfiguring the parameters of a particular medium (photography, sculpture, video, installation, or performance) or through interrupting normative representations of “India” and “Africa.” The exhibition presented the work of Omar Badsha, Allan deSouza, Brendan Fernandes, Marlon Griffith, Jamelie Hassan, Apache Indian, Louise Liliefeldt, and Hew Locke.

A number of events were organized around the exhibition: the opening on 2 April; a panel discussion; a community workshop with one of the artists, Brendan Fernandes; and a reception and catalogue launch. The South-South: Interruptions & Encounters catalogue was published in conjunction with the exhibition, and contains illustrations of the exhibition art works along with six commissioned essays by writers, artists, and academics (Tejpal S. Ajji and Jon Soske, Christopher Cozier, Sarah Nuttall, Annie Paul, Sukhdev Sandhu, Mark Sealy, and Leon Wainwright) addressing the possibilities and limitation of the “South-South” framework.

All of our events were open to the public and were widely advertised through flyers distributed to Ontario universities, through listservs, and in print media. Most of the talks were taped and archived (they are currently on the New College website), and all were well attended and led to very lively discussions. The first and last roundtables in particular drew close to one hundred people each. In the second term, New College offered a fourth-year half course called “South-South Encounters” taught by Jon Soske, a doctoral student in the History Department. It was cross-listed across the three participating area studies programmes. Two M.A. students in Women and Gender Studies also took the course as partial fulfillment of a requirement for an Independent Study Option. As part of the course requirements, students attended all of the second term events, and several of the speakers and visiting artists – Aisha Khan, Brendan Fernandes, Vijay Prashad, and Omar Badsha – led animated classroom discussions with the students during their stay in Toronto.

Benefits
Perhaps the most rewarding part of the South-South series is the set of conversations and collaborations it fostered among colleagues and between units, which we look forward to building upon in future years. Already Caribbean and African Studies have been working on organizing meetings around global trade talks and regional integration in Africa and the Caribbean for the 2009-2010 academic year. Our students have also benefited greatly from the upper level seminar we offered, which allowed those enrolled in the various area studies programs to come together to think about connections across the geographic spaces of Africa, South Asia, and the Caribbean. In fact, the course was so successful that it will be remounted in Spring 2010 and taught by visiting professor Madhavi Kale. We hope to institutionalize this curricular collaboration. The film Jahaji Music was purchased by the University of Toronto Library acquisitions department and is now available for classes. The two films attracted great interest from the wider, non-academic community; following the screening of Africa Unite, Caribbean Studies was approached by members of the Caribbean community and has begun preliminary discussions about a community film series for the coming academic year. Finally, the wonderful catalogue that was produced by Jon Soske and Tejpal Ajji has been distributed internationally. With photos of the exhibition and excellent essays that were commissioned from cultural practitioners around the world, it stands on its own as an intellectual document and archive of the great year of activities here in Toronto.
Events Listing

FILM SCREENING 1: *Jahaji Music India in the Caribbean* (112 mins/ DV/ 2007, Dir: Director: Surabhi Sharma)

DATE: 29 October 2008, 6:30 p.m.
PLACE: New College, William Doo Auditorium, 45 Willcocks Street
INTRODUCER: Tejaswini Niranjana (Center for the Study of Culture and Society, Bangalore)

PANEL 1: *South-South Conversations, Beyond the Global South*
DATE: 31 October 2008, 4:00–6:00 p.m.
PLACE: Croft Chapter House, University College
DISCUSSANTS: Isabel Hofmeyr (African Languages and Literature, University of Witwatersrand, Johannesburg); Tejaswini Niranjana (Center for the Study of Culture and Society, Bangalore); David Scott (Anthropology, Columbia University)
MODERATOR: Ato Quayson (English, Diaspora and Transnational Studies, University of Toronto)

PANEL 2: *The African Diaspora in the Indian and Atlantic Oceans*
DATE: 12 December 2008, 4:00–6:00 p.m.
PLACE: East Common Room, Hart House
DISCUSSANTS: Edward Alpers (History, UCLA, Los Angeles); Helene Basu (Free University, Berlin); Fikru Gebrekidan (St. Thomas University, Fredericton); Madhavi Kale (Bryn Mawr College)
MODERATOR: Natalie Zemon Davis (History, University of Toronto)

PANEL 3: *“Mixing Matters”: Creole in Cross-Continental Contexts*
DATE: 27 February 2009, 4:00–6:00 p.m.
PLACE: Music Room, Hart House, King's College Circle
DISCUSSANTS: Aisha Khan (Anthropology, New York University); Melanie Newton (History, University of Toronto); Pablo Idahosa (Social Science, York University); Girish Daswani (Anthropology, University of Toronto)
MODERATOR: Natalie Zemon Davis (History, University of Toronto)

PLENARY: *Reflecting on the History of Development Alternatives with Women for a New Era*
DATE: 7 March 2009
PLACE: William Doo Auditorium
SPEAKER: Gita Sen, Professor of Public Policy at the Indian Institute of Management in Bangalore (IIMB), India; Adjunct Professor of Global Health and Population at the Harvard School of Public Health; and founding member of the South-based network, Development Alternatives with Women for a New Era (DAWN).

PANEL 4: *Before and After Bandung: Conversations Between African and Indian Nationalisms*
DATE: 2 April 2009, 4:00–6:00 p.m.
PLACE: Croft Chapter House, University College, King’s College Circle
DISCUSSANTS: Vijay Prashad, (History, Trinity College, Hartford): “The Future of the Global South”; Michelle Stephens (English, Colgate University); Dickson Eyiho (Political Science/African Studies, University of Toronto)
MODERATOR: Richard Iton (Diaspora and Transnational Studies, University of Toronto)

DATE: 3 April 2008, 6:30 p.m.
PLACE: New College, William Doo Auditorium, 45 Willcocks Street

EXHIBITION: South-South: Interruptions and Encounters
DATES: 2 April–19 May 2009 (Formal Opening, Friday 3 April)
PLACE: Justina M. Barnicke Gallery, Hart House
CURATORS: Tejpal Ajji with Jon Soske
CO-SPONSORS: Justina M. Barnicke Gallery in collaboration with the South Asian Visual Arts Centre (SAVAC), with the support of the Canada Council for the Arts, Ontario Arts Council, Toronto Arts Council, and the Ontario Trillium Foundation.

WORKSHOP: South-South: Performing Foe
DATE: 28–29 March, 1:00–5:00 p.m.
PLACE: Debates Room, Hart House
LEADER: Brendan Fernandes

PANEL 5: South-South: Interruptions and Encounters Exhibition
DATE: 6 April, 6:30–8:30 p.m.
PLACE: Music Room, Hart House
DISCUSSANTS Omar Badsha (Artist, South Africa), Christian Campbell (English, University of Toronto), Elizabeth Harney (Art, University of Toronto), Tejpal S. Ajji (Curator), Haema Sivanesan (Moderator; SAVAC Executive Director)

LAUNCH: Exhibition Catalogue, South-South: Interruptions and Encounters
DATE: 11 May 2009, 7:30 p.m.
PLACE: Justina M. Barnicke Gallery, Hart House
7.

**WORKING GROUPS**
7.1. Jackman Humanities Institute Working Groups

Synopsis

The Jackman Humanities Institute sponsored 10 working groups during the 2008–2009 academic year. The goal of the program was to provide support and incentives for new small groups of scholars to work together with few restrictions. More than any specific product, the hope was to facilitate the unusual interaction within each group, reaching more broadly throughout the university. Each working group consists of graduate students and faculty who conduct research or engage in other scholarly exchange. A working group is funded for one year, but may apply for renewal in future years (with a limit of five years running). Working groups are not selected for relevance to the annual theme.

All working groups are expected to provide progress reports on the activities of the group and a final accounting of how the funds were spent. The funds can support visitors, refreshments, materials, or other related costs. Each group is expected to meet at least four times a term, or a minimum of eight meetings a year. Groups must be interdisciplinary, and each group must have participation from at least three different units (departments, centres, institutes or programs). Groups must have a minimum of six University of Toronto members and include balanced numbers of graduate students and faculty. All members of the group are expected to participate fully in the group’s activities.

Media and its Publics

Megan Boler

Focus and Original Plans
Our purpose is to engage in ongoing scholarly inquiry and discussion about new theorizations and practices related to the question of publics and audiences in relation to the changing media landscape. For those of us studying formal, stylistic, and reading practices through the lens of the humanities and arts, we face new questions about reading and viewing given the digital media landscape. Theories of media face radically and rapidly changing questions about reader engagement, readers’ engagement to texts, and how the fragmentation of media poses new challenges to creating publics and counter-publics around shared texts. Media here includes: audiences and producers of film, video, digital media, and television. Media convergence is a defining phenomenon that makes questions of audience and shifting publics pressing because of radical changes in media production and consumption.

The group was composed of faculty members and graduate students across disciplines such as Cinema, German, Journalism, Theatre Studies, Visual Studies, South Asian Studies, Education, Sociology & Equity Studies, and English and from five regional universities: University of Toronto, Ontario College of Art & Design (OCAD), University of Guelph, York University, and Ryerson University. Web Site: http://digimed-jhi.pbworks.com/

University of Toronto Faculty
• Megan Boler, TPS-OISE Associate Chair (Facilitator/Point person)
• Corinn Columpar, English/Cinema Studies
• Angelica Fenner, German/Cinema Studies
• Kajri Jain, CVMC (UTM)
• David J. Phillips, Information
• Nicolas Sammond, English/Cinema Studies, UofT

Other Universities Faculty
• Greg Elmer, Communications, Ryerson University
• Richard Fung, Ontario College of Art and Design
• Abby Goodrum, Ryerson University
• Jennifer Jenson, Faculty, Education, York University
• Mark Lipton, Faculty, English and Communication, University of Guelph
• Jason Nolan, Education, Ryerson University

University of Toronto Graduate Students
• Lynne Alexandrova, OISE
• Catherine Burwell, OISE/UT
• Kelly Ladd, OISE/UT
• Li Koo, OISE
• Trevor Norris, OISE
• Chantelle Oliver, OISE/UT
• James Rennie OISE/UT
• Carly Stasko, UT
• Etienne Turpin, OISE/UT

Other Universities Graduate Students
• Tanner Mirrlees, Ryerson University
• Ian Reilly, University of Guelph
Events

1. **15 October, 4:00–6:00 pm**
   Panel moderated by Dr. Megan Boler as part of the Centre for Studies of the United States 2008–2009 lecture series: “Media Coverage and the U.S. Election Campaigns: Race, Gender, and Identity Politics in the 2008 Presidential Race”
   - Anna Everett (F. Ross Johnson-Connaught Distinguished Visitor in American Studies; Professor and Chair of Film and Media Studies, University of California, Santa Barbara)
   - Todd Gitlin (Professor of Journalism and Sociology and Chair, the Journalism School, Columbia University)
   - Rick Salutin (Columnist, *Globe and Mail*)

2. **16 October 2008, 2:00 - 4:00 pm**
   Talk by Todd Gitlin: “Demoralized Journalism and Stumbling Democracy: Notes on the American Carnival”

3. **20 October 2008, 12:30 - 2:00 pm**
   Talk by Brian Goldfarb

Meetings

- 25 September 2008 (attendance: 11)
- 16 October 2008 (attendance: 10)
- 20 October 2008 (attendance: 12)
- 5 December 2008 (attendance: 15)
- 30 January 2009 (attendance: 16)
- 6 March 2009 (attendance: 10)
- 2 April 2009 (attendance: 12)
- 4 June 2009 (attendance: 12)
Focus
This Working Group brought together senior and junior faculty and graduate students in the humanities and social sciences from across all three campuses, each of whom has interest in exploring the potential of the digital humanities for defining new modes of scholarship and scholarly output, and the role of open access in the humanities. The Group discussed various projects and reports on these topics to gain a more thorough understanding of how scholars in the humanities are responding to the possibilities of new technologies and where change is most advanced. We also had one session with a visitor prominent in the digital humanities, and we scheduled one public lecture.

Meetings
6 May 2008 (7 members in attendance)
Some questions raised: What is research and how the very act of research has changed as a result of changing technologies? How do we think about this across disciplines, and how do we design tools to facilitate these changes? Why is openness central to this new way of doing research? Who funds the research in this new environment? How to build networks and communities of interest and how to build evaluation? What is the tie-in with recent interests in “Digital Media”? How are funding models shaping the direction of research? Can we develop participatory pedagogy? How do one work with someone from a different culture and remains open?

9 October 2008 (7 members in attendance)
Some of this week's discussion focused on defining terms such as digital humanities, humanities computing, digital scholarship, cyberscholarship, and cyberinfrastructure. We also addressed some general questions: What is digital scholarship? What are the distinctive features of digital scholarship in the humanities? What does it take to produce digital scholarship? What are the challenges in producing digital scholarship for those in the humanities?

28 November 2008 (4 members in attendance)
Discussion of the Group’s wiki and social networking tool. Discussion of one Group member's project on digital library development.

30 January 2009 (6 members in attendance)
Discussion of a SSHRC Image, Text, Sound and Technology Grant project that one Group member was recently awarded. A visit by Ian Lancashire and discussion of his involvement in the TAPOR project.

16 April 2009 (6 members in attendance)
Discussion of the development of a new project on “Teaching Across the Disciplines: Creating Immersive Worlds in the Humanities,” to investigate the feasibility of conducting an interlinked course across three campuses in the areas of Islam, Buddhism, and Media Studies (a course shared or run in parallel with Group members Shafique, Leslie and Frances). Discussion of the development of an online communication portal for digital humanities at the U of T.

24 April 2009 (5 members in attendance)
Public talk by David Germano, plus lunch

May 2009 (Cancelled due to scheduling challenges). This meeting was to have discussed a digital humanities portal to develop to showcase digital humanities initiatives across the campuses. There are a host of interesting social networking tools, including the newly developed platform DuraSpace, which show promise.

Participants
Leslie Chan Senior Lecturer & Program Supervisor for New Media Studies,
University of Toronto Scarborough & Knowledge & Media Design Institute
Frances Garrett Asst. Prof., Center for the Study of Religion
Special event
Lecture: “Mainstreaming Digital Innovation and Using Ontologies to Facilitate Collaboration in Area Studies” by David Germano, Friday, April 24, 10-12 am, Jackman Humanities Institute, 170 St George St., 10th Floor. Attendance: 25

This talk discussed a new initiative at the University of Virginia called SHANTI (Social Sciences, Humanities, and the Arts Network of Technological Initiatives, www.uvashanti.org). SHANTI is an experiment at mainstreaming digital innovation in research, teaching, publication, and engagement at the University after fifteen years of considerable innovation in the humanities by a select range of faculty. The talk will present its goals and initial programs, as well as outline the motivating challenges and opportunities. The second part of the talk will describe an experiment at using ontologies, or annotated hierarchical typologies, as web services to partially automate the articulation of deep levels of interconnections between data and scholarship on a given region of the world stemming from multiple projects and institutions.

David Germano teaches Tibetan and Buddhist Studies at the University of Virginia. His research focuses on 8th–14th century Tibetan religious and intellectual movements, as well as their broader historical contexts. He directs the Tibet Center (www.uvatibetcenter.org) and the “Tibetan and Himalayan Library” (www.thlib.org), a large international digital initiative aimed at stimulating and publishing innovative research on the region. Since 2008, he has been Director of the new SHANTI center (www.uvashanti.org) promoting innovation in social sciences, humanities, and the arts at the University of Virginia.

Benefits
The Working Group met regularly over the year to discuss various issues and individual members presented projects in digital humanities. We had one visiting presenter, Ian Lancashire, and we hosted one public lecture. Additional communications were facilitated by the creation of a Wiki, http://digitalscholarship.pbworks.com/ and a social networking site, http://digitalscholarship.crowdvine.com/. Given our trans-disciplinary, tri-campus, faculty and graduate student membership, we generated new networks, which have already resulted in the generation of exciting ideas for several new projects in the future.
Operatics: A Working Group on the Workings of Opera
Sherry Lee

Context
“Operatics: a Working Group on the Workings of Opera” is a student initiative that sprang from the cross-listed interdisciplinary opera seminars taught by Profs. Caryl Clark and Linda Hutcheon. This past year, we explored our theme of “telling stories through opera” through meetings, seminars and sessions with invited specialists in the field, resulting in some valuable opportunities for the type of cross-disciplinary learning that we envisioned in our proposal. Given the interdisciplinary and collaborative nature of the operatic art, we sought to inspire our individual and collective work by fueling our scholarship with the interdisciplinary approach that this richly multi-dimensional art form demands. Our group is comprised of student and faculty members in Music, English, Medicine, Women's and Gender Studies, History, and Comparative Literature whose work deals with opera—a booming area of scholarship and performance.

Participants
Kim Canton, English, Ph.D. student
Keith Johnson, Musicology, Ph.D. student
Nina Penner, Musicology, M.A. student
Colleen Renihan, Musicology, Ph.D. student
Suddhasheel Sen, English, Ph.D. student
Misha Teramura, English and History, B.A. undergraduate student
Caryl Clark, Faculty of Music
Linda Hutcheon, Comparative Literature and English
Michael Hutcheon, Medicine
Katie Larson, Dept. of English / Women’s and Gender Studies, University of Toronto Scarborough
Sherry Lee, Faculty of Music / Visual and Performing Arts, University of Toronto Scarborough

Meetings
In keeping with our plan to take advantage of the presence of opera scholars based at or visiting the University of Toronto, we organized several of our eight Operatics meetings as working seminars with these guests:
1) Simon Morrison (Musicology, Princeton U); Caryl Emerson (Comparative Literature/Slavic, Princeton U); and U of T’s own Donna Orwin (Slavic), who were presenting at the Opera Exchange on War and Peace, supported by the JHI Program for the Arts. (A dinner with speakers and group members was hosted by Linda and Michael Hutcheon)
2) Edmund Goehring (Musicology, UWO) who was speaking to the Faculty of Music. (A dinner with Prof. Goehring and group members was hosted by Caryl Clark)
3) Stephen Rumph (Music History, University of Washington) and U of T’s Ramin Jahanbegloo (Political Science and Massey College Scholar-at-Risk), who spoke at the JHI-sponsored Opera Exchange on Fidelio.
In addition, we used our Working Group funds to support a visiting lecture by Mary Ann Smart (Musicology, UC Berkeley) who, because of visa issues, could not attend in person, but was ‘present’ via videolink—a very successful experiment.

Aside from our visitor-focused sessions, our meetings also featured presentations by group members throughout the year:
Kim Canton: “Reading Performance as History: Four Saints in Three Acts (1934), A Case Study”
Nina Penner: “New Directions in the Study of Operatic Performance”
Misha Teramura: “‘Music such as charmeth sleep’: Britten’s language of lullabies and the composition of A Midsummer Night’s Dream, op. 64”
Nina Penner: “A Midsummer Night's Dream and Operatic Conventions”
Colleen Renihan: “Temporality in Benjamin Britten's A Midsummer Night's Dream”
Katie Larson: “‘A local habitation and a name’: Britten Adapts Shakespeare”

Special Event: Operatics: A Symposium on the Workings of Opera
At the end of the year, we organized a one-day symposium, presented on 1 May in the first-floor lecture hall in the Jackman Humanities Building. Our university-wide call for papers brought in a large number of abstracts, and a total of nine papers were selected using blind vetting (by the whole Working Group). Mary Ann Smart’s paper concluded the day’s events. The program included the following presentations by members of the Operatics Working Group:

- Nina Penner: “Layers of Intimacy in Britten’s Television Opera”
- Suddhaseel Sen: “Brünnhilde, the Aryan Sati: Wagner and German Orientalism”

We were delighted to have multimedia papers presented on opera (a multimediated art form) by both faculty and students from cinema studies, drama, English, and musicology. The attendance was approximately 50, a very engaged mix of university (student/faculty) folks and members of the general operatic public. We've already had requests for a repeat performance next year, including offers of assistance in organizing it.

Collaboration: The JHI Program for the Arts and “Telling Stories through Opera”
In addition, a number of our Working Group members participated in the JHI-sponsored Opera Exchange on Benjamin Britten's A Midsummer Night's Dream on May 9, 2009: Katie Larson gave a plenary talk together with tenor Lawrence Wiliford on Britten's reframing of the setting of Shakespeare's romantic comedy, and Sherry Lee co-ordinated a student panel presentation featuring interpretive approaches to the opera offered by Nina Penner, Colleen Renihan, and Misha Teramura. This symbiotic relationship between the Opera Exchange and the Operatics group worked well, given their shared focus on the theme of the JHI this year: Telling Stories. The opportunity to present our work as a part of such events and to come together on a regular basis to meet with specialists in adjacent fields with whom we might not otherwise collaborate has been very helpful, particularly for the student members in the group. (So too has been the experience of organizing a symposium!) Without the forum of the Operatics group, there would have been fewer opportunities to share ideas about our work and to collaborate on innovative projects in this multidisciplinary field. Perhaps the most valuable element of the working group was the opportunity to discuss some of the larger issues concerning the workings of opera in a somewhat informal atmosphere, as group members became more familiar with each others' research interests and all were genuinely open to the kind of collaborative work that the operatic art form inspires.

In light of a panel on “Mediated Operatics” at our year-end Symposium, as well as materials that we have been perusing on this topic throughout the year, we hope to continue our collaborative work on opera with a focus on Operatic Mediation in 2009–2010. Since a few of our student members will graduate this year, we hope to invite new student participants to the group, ideally from the fields of film and media studies. One of the most exciting outcomes of our activities this year is a potential for future international collaboration that has arisen from our invitation of Dr. Mary Ann Smart as the plenary speaker at our symposium: inspired by Operatics, Prof. Smart has proposed to setting up a "sister" interdisciplinary faculty/student opera group at UC Berkeley, with whom we will explore opportunities for collaboration, including at least one joint meeting via videoconference.

As our enthusiasm here shows, we are most grateful for the exciting opportunity for a this year of scholarly collaboration afforded us by the JHI Working Groups program, and we would like to thank the JHI most sincerely for its generous support.
Focus
January 2009 marked the 50th anniversary of the Cuban Revolution, making the 2008–2009 academic year a fitting time to seriously consider Cuba's recent history. The Cuba Working Group (CWG) was created to encourage multidisciplinary analysis and critical thought on Cuban history from a wide range of Cuban and international perspectives.

The Cuban Revolution stands as one of the most significant events of the twentieth century. The Revolution transformed individual lives, shaped Cuba's socio-political environment and became a model for “Third World” revolutions. The Cuban experience of revolution and resistance has impacted individuals from all segments of the political spectrum, in Cuba and abroad, demonstrating a reach and resonance far out of proportion to the island's relatively tiny size.

The idea for the CWG emerged from a conference on “Cuba in the World” at the University of Florence in November 2007, where both Michael Lima and Candace Sobers presented papers. The coordinators thought that a year-long group dedicated to research in Cuban studies would be a positive step for the University of Toronto community. The initial CWG proposal was submitted to reflect the aforementioned focus on the Cuban Revolution. However, driven as much by the participants as by the organizers, the CWG’s focus has expanded chronologically and thematically to reflect the wider interests and areas of expertise of its members. The CWG addressed issues as diverse as commemoration and memory, early independence movements, film, the role of children in the post-1959 period, possible future directions for Cuban-US relations, romanticism in Cuban studies, and of course, the impact of the Cuban Revolution.

The CWG remains one of the only informal, yet academic spaces in the city for interested scholars and community members to meet and share their research, collaborate on new projects and make valuable connections.

Sessions and Special Events
The informal atmosphere has meant that unlike a traditional lecture series, presenters and participants were in a constant discussion about the nature of their work and its relationship to wider questions of Cuban history, politics, and culture. Meetings were two hours long, with a 45-minute to one hour-long presentation by the invited speaker, and at least one hour for commentary and discussion. Works-in-progress are encouraged.

The CWG is pleased to have organized and held seven successful meetings throughout this academic year and one field trip to the Cuba Conference, “The Measure of a Revolution” at Queen’s University, which gathered scholars from around the world to talk on their latest scholarship on the Cuban revolution.

1. 7 October 2008: Alessandra Lorini (History University of Florence) spoke about her latest book, ‘The Empire of Freedom and the Strategic Island: The United States and Cuba in the Late 19th Century and Early 20th Century’. Her talk focused on the way Cuban independence was seen through the lenses of the exiles working for Cuba libre in the United States, the Evangelina Cisneros’ case and the erasure of the Cuban struggle from the United States’ sense of humanitarianism. The talk helped open an avenue for discussion of memory, historical representation, gender, race and international relations between Cuba and the United States. It was also an opportunity to explore the early origins of the Cuban revolution and an avenue for the participants to learn about the conference on Cuba and the World in Florence. (Attendance 20)

2. 7 November 2008: Karen Dubinsky (History, Queen’s University) gave a talk titled: “Saving Cuban Children: From Operation Peter Pan to Elián Gonzáles” based on her
recent book titled: *Babies Without Borders: Adoption and the Symbolic Child in a Globalizing Era*. In particular she discussed the so-called ‘Operation Peter Pan,’ where over 14,000 children were sent to the United States by their parents in the first years following the triumph of the revolution, highlighting the cultural, political and global ramifications of this event, and showing how international conflicts that are fought though the bodies of children acquire tremendous symbolic power that ensure such conflicts have a very long life. Moving from the early revolutionary period to the Cuba of the 1990s, Prof. Dubinsky explored how the discourse of the Peter Pan returned decades later in the conflict over the custody of Elían González which served as a metaphor for a fractured nation. Her talk engaged in discussions about historical memory, cold war discourses and narratives of the revolution and served as an avenue to explore broader issues in the history of children, youth and the revolution. (Attendance 15)

3. 28 November 2008: Susan Lord (Film & Media/Art/Women’s Studies, Queen’s University) presented a talk titled: “Sara Gomez: Cinema, Citizenship and the 1960s.” Through presentation of clips from two of Gomez’ most infamous documentaries, *In a Certain Way* and *The Isle of Youth*, Lord discussed the challenges and accomplishments of a female Afro-Cuban filmmaker in the midst of a revolution. In particular, Prof. Lord discussed how Sara Gomez used the discourse of belonging and engagement available to women in the 1960s in Cuba and other parts of the world against the national and patriarchal traditions that formed their context and terrain. The connection with Susan Lord permitted the Cuba Working Group to invite Cuban filmmaker and director Gloria Rolando, at the time a Scholar-in-Residence at Queen’s University, and she also opened the way for connections with other potential Cuban scholars based at Queen’s for the Cuba Conference in May. (Attendance 23)

4. 15 January 2009: Damian Fernández, (Political Science, Purchase College SUNY) presented a critical analysis of Cuban studies from an epistemological perspective. In his talk Fernandez showed how nationalism and biased interpretations have affected the writing on Cuba from an interdisciplinary perspective and pointed to the need to address this issue in the historiography on Cuba. (Attendance 15)

5. 29 January 2009: Herbert Perez-Concepción (History, University of Oriente, Cuba) gave a presentation on the Cuban Revolution in its fiftieth anniversary. The talk was a collaboration with Latin American Studies, Caribbean Studies-New College, and the Centre for the Study of the United States. This event opened the possibility of future collaboration between the Caribbean Centre at the University of Oriente and the University of Toronto, which will allow U of T undergraduate and graduate students to attend courses and participate in an academic exchange. (Attendance 47)

6. 27 February 2009: Luis René Fernández-Tabío (Deputy Director, Centre for Hemispheric and US Studies (CEHSEU), University of Havana) discussed the Cuban perspective on the recent changes in the Obama administration’s Cuban policy in a talk titled ‘From George W. Bush to Obama: Continuity and Change in U.S. Foreign Policy Toward Cuba’. (Attendance 32)

7. 27 March 2009: Gloria Rolando (Cuban filmmaker) presented a screening of her documentary *Roots of My Heart* in a talk titled “Images of the Caribbean: Histories and Memories of Our People.” Her documentary was about a historical event in Cuban history that has not received enough scholarly attention in the island—the 1912 Race War in which thousands of Afro-Cubans of the Independent Party of Colour were massacred by the government of José Miguel Gomez. Her talk opened a space for a
discussion on the issue of race in Cuban history and the neglect of scholars to investigate this event. It was also an opportunity to discuss racial tensions in present day Cuban society in an informal setting with eighteen members of the group. (Attendance 18)

8. 7–9 May 2009: Members of the Cuba Working Group attended a conference on the Cuban Revolution at Queen’s University titled: ‘Cuba: The Measure of a Revolution: 1959-2009.’ The event brought scholars from Cuba, Canada, the United States and other parts of the world to engage in a three day discussion on all aspects related to the revolution from an interdisciplinary perspective. Three members of the Cuba Working Group, Cynthia Wright, Karen Dubinsky and Michael Lima, presented in a panel on youth culture. Cynthia Wright was the chair of the panel, while Karen Dubinsky presented a paper on the Peter Pan exodus and Michael Lima presented a chapter of his dissertation on the Cuban Youth Movement during the early years of the revolution. Our faculty advisor, Ronald Pruessen, presented a paper as part of a book he is writing on the role of Cuba in the global vision of the Eisenhower administration during the 1950s. Other members of the CWG such as Alejandro Campos-Garcia presented a paper on public policy and racism in socialist Cuba. Another panel was comprised of Antonio Torres-Ruiz, Kaushalya Bannerji, Arlo Kempf, and Nicholas Balaisis. Our attendance at Queen’s was an opportunity for an informal meeting of the CWG with 9 participants who talked about the significance of the group and its achievements and the goal to continue with the group. A highlight was the group’s growing reputation in other universities. For example, Rainer Schultz, a doctoral candidate from Harvard University, expressed his wish to be a member of the group and possibly present a paper in the next meeting of the Graduate Workshop scheduled for the end of September 2009.

Members
One of the major achievements of the CWG had been to form a group and a multidisciplinary network of people that includes several universities as well as the Toronto community. A total of 54 members now compose the Cuba Working Group, of whom 34 are students, 16 are faculty members, and 4 are independent scholars. The average attendance at events was around 25 people; not all members participate in every session, as some travel from Kingston, York, Mississauga, and other locations. However, their participation has been active through emails, comments, and constant feedback to the coordinators or other members of the group.

Benefits
The Cuba Working Group has been an important and inclusive forum that has brought together all students and faculty from different disciplines working on Cuba who otherwise would not have met each other, as no other group of this kind exists at the University of Toronto or for that matter in any other university in Canada. The group has allowed those working in different departments and even in the same university to know each other, exchange ideas and cooperate on their respective areas of research. For example Alejandro Campos-Garcia and Kaushalya Bannerji, both graduate students at York, in Sociology the other in Law, were in the same university and did not know each other until they met in CWG and established an important academic partnership that helped them in their respective areas of research.

Our group took a proactive approach in reaching out to other centres within the University of Toronto such as Latin American Studies, Caribbean Studies, and the Centre for the Study of the United States in working jointly to invite scholars from Cuba to foster academic exchanges with Cuban institutions. Through networking and the active collaboration of members of the CWG such as Karen Dubinsky, Joanne Elvy and Susan Lord, our group took advantage of the visit of Cuban scholars at Queen’s and Algoma University and invited them to present at the University of Toronto. It is important to point out that prestigious Cuban scholars are very difficult to invite due to a
lengthy bureaucratic process in Cuba which requires official permission and a visa, errands which could take several months plus the costs of travel and accommodation. Attracting three well-known Cuban scholars has been a major achievement of the CWG since participation of scholars from within the island has enriched our group. The visit of Dr. Luis René Fernández-Tabio was of great benefit to all participants as it brought an avenue to discuss current issues related to the foreign policy of the Obama administration towards Cuba, at a crucial historical moment when the United States is reformulating its relations.

The positive responses to the CWG include a doctoral candidate from Harvard University, Reiner Schultz, who wishes to present in an upcoming workshop. Graduate students from York have expressed interest in establishing a similar initiative there. The broad reception, interests and acceptance among students, faculty and members of the University of Toronto and other universities and centres in Canada, the United States, and Cuba have convinced us that the CWG should continue as a University of Toronto initiative. The CWG is now planning a Graduate Workshop for September 2009.

MEMORIES OF THE CUBA WORKING GROUP

Meeting with Prof. Luis René Fernández-Tabío on February 27th, 2009

Members of CWG in Queen’s University Conference.

Left Michael Lima (Toronto), right Cynthia Wright (York). May 8, 2009

Synaesthete

Jun Luo

Focus
The goal of the group was to forge new collaborations and dialogues across the cognitive science disciplines at the University of Toronto and beyond. The thematic focus for 2008-2009 has been “How are we to say what we see?” This theme was chosen to accommodate broad perspectives, including the underlying mechanisms for, the norms on, and the technological transformation of the ways we perceive the world and the ways we talk about what we perceive. The meetings were paired, with a discussant presenting a piece of work in progress at the first, and a group discussion in seminar format at the second.

Meetings
1/2: Geoff Hinton - Restricted Boltzmann machines for recognition (attendance 13)
3/4: Jun Luo - How to talk about what infants see (attendance 8)
5/6: Ruth Leys - Emotions in Turmoil: Genealogy and Critique (attendance 12)
7/8: Matt Fulkerson - Touch and Multisensory Experience (attendance 6)
9/10: Susan Lederman - Manual Exploration and Haptic Object Recognition (attendance 20)
Meetings were paired. For Ruth Leys’s visit, the group attended her three Priestley Lectures at University College and then met with her as a group for discussion over a dinner. Two meetings planned for June 2009 on Mohan Matthen’s work did not take place due to schedule conflicts.

Group members (all from University of Toronto)
Elan Dresher, Linguistics (Faculty)
Matt Fulkerson, Philosophy (Graduate Student)
Michela Ippolito, Linguistics (Faculty)
Jun Luo, Cognitive Science (Faculty)
Mohan Matthen, Philosophy (Faculty)
Sacha Sokoloski, Cognitive Science (Undergraduate Student)
Ian Spence, Psychology (Faculty)
Josh Susskind, Psychology (Graduate Student)
Denis Walsh, IHPST (Faculty)
John Vervaeke, Cognitive Science (Faculty)
Gregory Szilagyi, Cognitive Science (Undergraduate Student)
Occasional attendants included Prof. Ronnie de Sousa (Philosophy), Prof. Marlene Goldman (English), Prof. Steve Hockema (Information), Prof. Marc Lewis (OISE), and Prof.
Brian Cantwell Smith (Information).

Visitors
The group had two visitors, Professor Ruth Leys, Director of the Humanities Center at Johns Hopkins University, and Professor Susan Lederman of Psychology at Queens University. Leys was the 2009 Priestley Lecturer of University College in the week of March 9; Synaesthete members attended her three lectures and then honored her with a dinner on March 12, which brought together Prof. Leys, the working group, and several University of Toronto cognitive scientists from outside the group. The lively discussion over the dinner was concerned with Leys’ lectures, which intersected with the interests of a lot of attendants, as well as with trends in the humanities and the future of interdisciplinarity.

On 14 May, Susan Lederman gave a talk to the group and then a seminar with the group on 15 May. Her talk, which was on a comparatively rare topic that is highly relevant to the group’s focus, was very well received by attendants. The dinner on the evening of May 14 proved to be great for the young attendants to hear the story of Prof. Lederman’s successful interdisciplinary career as well as
her efforts in integrating teaching and research. The seminar on May 15 was devoted to in-depth conversation about Prof. Lederman’s research, the state of the art of that field, and its relevance to philosophy, human computer interaction, robotics, and child development. Significantly, one member of the group (Matt Fulkerson) was invited to visit her lab.

**Administration**

The group was coordinated by Jun Luo and the group’s two research assistants, Matt Fulkerson and Sacha Sokoloski, who proved to be competent and reliable and contributed substantially to planning and execution. Mohan Matthen remained constantly available for advice and guidance throughout the year. Professors Ian Spence, Denis Walsh, and Dr. John Vervaeke also offered their advice on the group’s operation.

**Benefits**

The chief benefits include the stimulating exchanges across different perspectives (especially computational, psychological, philosophical, and historical), the initiation of possible future collaboration (e.g. between Prof. Lederman and Matt Fulkerson; between Prof. Marlene Goldman and the Cognitive Science Program), and the training it provided to the two RAs and the group’s coordinator (Jun Luo). The benefits to the graduate and undergraduate students whom the group selectively invited to the meetings are also very high in terms of exposure to live, in-depth, formal, and informal intellectual exchanges on research in progress. The group’s activities have also significantly strengthened the recognition of the Cognitive Science Program among the faculty members and students at the University of Toronto.

**Future**

The group did not seek renewal for 2009–2010, because the key coordinator’s contract with the Cognitive Science Program ends on June 30 and the program itself is undergoing transition, to be moved out of University College and reconstituted under Arts and Science directly through the collaboration of Computer Science, Linguistics, Philosophy and Psychology. Given this context, we hope that after the 2009–2010 academic year, the reconstituted Cognitive Science Program will be able to resume the group.

The Foucault Project

Amira Mittermaier and Yiftach Fehige

Focus

Twenty-five years after his death, Michel Foucault's influence continues to permeate an impressive number of disciplines. Assessing his legacy and influence remains a daunting task. The goal of our working group has been and continues to be to assess the Foucauldian legacy from a transdisciplinary perspective. We have created a necessary space at the University of Toronto that allows for an in-depth reading and discussion of Foucault's writings across and beyond disciplinary boundaries. Thanks to generous funding from the Jackman Humanities Institute, the Center for the Study of Religion, the IHPST, and St. Michael's College, our first year of meetings was a great success in every respect.

Meetings and Special Events

In the academic year of 2008-2009, our group met eight times. Our meetings were two hours each and were held on September 29, October 20, November 10, December 1, January 12, February 2, February 28, and March 30.


The members of the group agree unanimously that it was extremely important and productive to read Foucault's earlier writings as they are read much less frequently. There is a strong consensus that the group should continue to meet for two more years so that we can achieve our ambitious goal of reading Foucault's entire corpus of writings. To summarize the overall impact that the working group had on its members:

- Many members of the group have noted that it is highly productive and stimulating—while challenging at times—to discuss texts from multiple disciplinary angles.
- Our group has offered graduate students an exceptional forum in that they have been learning how to articulate their own perspectives in conversations with scholars from other fields, while familiarizing themselves with divergent disciplinary perspectives on Foucault.
- Through meeting on a regular basis and being able to refer back to earlier conversations, a sense of community developed, and we all look forward to continuing our conversations next year.
- The working group attracted graduate students and faculty members from different disciplines, even from different universities (McMaster, Ryerson, University of Toronto).
- The meetings were very well attended throughout the year, which is unusual as it is very difficult today to attract such a commitment to extracurricular academic events.
- The working group has established lasting connections between scholars and graduate students from different fields.
- A number of the graduate students note that this group has been the most positive experience in their Ph.D. program so far. It is considered a unique space of graduate learning and exchange at the University of Toronto.

A highlight of this year was the visit of Prof. Martin Saar, a Foucault scholar and Assistant Professor of Political Philosophy in the Institute of Political Science at the University of Frankfurt, Germany, who gave a very well attended public talk on 27 February 2009, on “Knowledge, Power and Historicity after Foucault.” This event was sponsored by our Jackman Working Group grant and by the Institute for the History and Philosophy of Science and Technology. On 28 February, our
group spent the entire day with Saar to discuss Foucault and clarify questions that had emerged in our discussions during the working-group sessions; our morning seminar covered the relationship between Nietzsche and Foucault, and the afternoon included a presentation on Foucault’s influence on Axel Honneth and Judith Butler, as well as an open discussion around the various ways in which Foucault has influenced different disciplines. The weekend seminar consolidated the group’s sense of community even further and left a lasting impression on all participating faculty members and graduate students.

Group Membership
The group consists of highly motivated and deeply involved graduate students and faculty members from the following disciplines: Anthropology, Comparative Literature, Criminology, East Asian Studies, English, Geography, IHPST, History, Nursing, OISE, Political Theory, Public Health, Religion, and Theology. Each meeting was facilitated by a faculty member or graduate student from a different discipline. The group had 24 regular members from 15 units at the University of Toronto; of these, 14 were University of Toronto graduate students, eight were faculty members, one was an undergraduate student, and two were faculty members from other universities. The meetings averaged an attendance of 14.

Benefits
The Foucault working group has been the most positive and exciting experience that I have had in my doctoral education thus far. – Marnie Kramer-Kile, Ph.D. candidate, Nursing

The interdisciplinary nature of the reading group… has provided a forum for an ‘undisciplined’ association of ideas from different domains… that I consider essential to stimulate intellectual imagination and develop original thinking. – Andrea Cassatella, Ph.D. candidate, Political Science

The reading group provides an area for me to challenge my own (and my discipline’s) presumptions about Foucault’s work… Overall, the interdisciplinary discussion and close reading of Foucault have been invaluable for my doctoral research and intellectual curiosity. – Lisa Freeman, Ph.D. candidate and Trudeau Scholar, Geography

This group has provided me with the opportunity to think about Foucault’s larger project, including the specific questions that his work raised for other disciplines… this work makes me think—slightly differently at the very least, but more often, in radically new ways. – Sheena Sommers, Ph.D. candidate, History

Interdisciplinarity is the most important strength of the Foucault working group. – Alejandra Gonzalez Jimenez, Ph.D. candidate, Anthropology

It is extremely rare in modern university life to have the opportunity to devote to serious texts and thinkers the time and attention, the reflection and above all discussion, that they deserve. I am grateful to the organizers of the Foucault working group for creating an ideal space to enable this… They have made possible a singular intellectual experience that I’m sure will have a lasting impact on my work and on that of many of those involved. – James Ingram, Assistant Professor, Political Science, McMaster University
Focus
From 17–19 August 2009, an interdisciplinary bilingual conference on the theme of “Linguistic Prescriptivism and Patriotism from Nationalism to Globalization” will be held at the University of Toronto. Our working group had two main objectives for the 2008–2009 academic year. The first was to organize and to secure further funds for this conference. The second was to hold public events with invited guests that publicized the conference and produced data for a paper for this conference to be co-authored by members of our working group. We initially proposed “collaborative research [in order to] write a paper that explores and explains relationships between political attitudes (in the broadest sense) and prescriptive-linguistic attitudes to English, French, and indigenous languages in Canada.” We were able to attract local participant-organizers for the conference and to put together a conference program that attracted substantial further funding from SSHRC: our application was ranked first federally out of 120 applications in the fall 2008 competition. We have spent the 2008-2009 year refining our second objective. Instead of producing one co-authored paper for the August conference, we will present a panel of co-authored papers on Prescriptivism and Patriotism in Canada. Three public events planned for June 2009 will provide data for the papers and publicize the conference.

Meetings
The working group met eight times in 2008–2009: 18 September, 29 October, 28 November, 21 January, 26 February, 27 March, 22 April, 20 May. In summer 2008, the core group also met twice to plan for the academic year. One further meeting in June 2009 will fine-tune the public events planned for the end of that month. Attendance at the meetings has ranged between 7 and 15. In the first two meetings, we decided that a multi-paper panel rather than a single paper would be more appropriate for our contribution to the conference. We brainstormed to identify topics that might produce interesting and important papers, and eventually settled on language norms and dictionaries, education, citizenship, and popular culture. In later meetings, we have identified research questions and likely guests to interview at public events that would also publicize the conference. At one meeting, some of us informally presented our own work: Jack Chambers will be reprising his at one of our public events. The minutes of all of our meetings are available online on our group’s website http://www.chass.utoronto.ca/prescrip.

Participants
Our members were drawn not only from the University of Toronto, but also from York University and even Leiden in the Netherlands (a visiting student). The core members represent Anthropology, English, French, Linguistics, Medieval Studies, and OISE (Sociology and Equity Studies in Education).

- Kori Allan (Department of Anthropology, University of Toronto) – graduate student
- Jack Chambers (Department of Linguistics, University of Toronto) – faculty member
- David Clandfield (Department of French, University of Toronto) – faculty member
- Mary Catherine Davidson (Department of English, Glendon College, York University) – faculty member
- Emanuel da Silva (Department of French, University of Toronto) – graduate student
- Lyda Fens de Zeuw (Department of English, Leiden University) – graduate student
- George Lamont (Centre for Medieval Studies, University of Toronto) – graduate student
- Mireille McLaughlin (Sociology and Equity Studies in Education, OISE, University of Toronto) – Graduate Student
- Carol Percy (Department of English, University of Toronto) – faculty member
Special Events

Three special events were held at the Jackman Humanities Building in June 2009, both to generate data for our panel and to publicize the conference in August. These events are:

- June 22: “Canadian English: beyond eb to zed” (guests to include media personalities Katherine Barber and Warren Clements as well as academics Stefan Dollinger (UBC) and Jack Chambers) Attendance 60.
- June 23: “Accent on Arrival: Immigrants and Canadian English” (organized by Allan and de Zeuw, and inviting a number of administrators of language-testing programs as well as academics and immigrants) Attendance 125, many from the general public; filmed by Omni Television.
- June 24: “Canadian English in popular culture: from The Great White North to South Park” (presented by two working group members, Davidson and McLaughlin) Attendance 40.

The JHI’s networks publicized these events widely, and as a result, they were extremely well attended. Revised versions of the papers will be presented by a JHI panel at the August conference.

Benefits

The August 2009 conference and our June public events have been motivating goals for us through the 2008-2009 year. The shifting group membership and dynamics made decision-making slower than we expected. However, the (prescribed!) frequency of our interdisciplinary and inter-institutional discussions has been fruitful as well as collegial. Solicited for comments on the year’s activities, Emanuel da Silva, the organizer, noted the importance of the JHB seminar room, “both welcoming and well-equipped,” for encouraging “free and frank discussion.” Lyda Fens-de Zeuw (English, Leiden) “learned much these past few months about your academic community, even though the topics that came up were a bit beyond the scope of my research.” Professor Jack Chambers (Linguistics, Toronto) noted “opportunities for mixing with scholars across departmental divides… from the humanities fringes of linguistic disciplines and the language fringes of literature departments… do not happen often enough.” Demonstrating the fruitfulness of regular interdisciplinary contact, Professor Mary Catherine Davidson (English, Glendon) commented, “the JHI Seminar in Prescriptivism and Patriotism was instrumental in helping me develop new perspectives and approaches for my next book project, English on Screen. While I have a book in press which examines the monolingual biases in studies in history of the English language, the JHI seminar has helped me to apply methodologies developed in that book to studies of present day assumptions about the status of American and Canadian English in film production and marketing.”

The graduate students in the group have been grateful for the opportunities it has provided not only for interdisciplinary contact but also with leadership opportunities. Mireille McLaughlin (SESE, OISE) identified that the group “put me in contact with researchers who work, like me, on issues pertaining to language ideologies and the new media.” Kori Allan (Anthropology, Toronto) relishes “the opportunity to help organize a panel that directly relates to my research on language and citizenship. Without the intellectual support of the group I would not have been able to engage with many of the panelists or benefit from the working groups' discussions on language and citizenship.” Like Kori, George Lamont (Medieval Studies, Toronto), a member of the conference organizing committee as well as of the working group, identifies the “rare opportunity” of his involvement with the conference as “the most important and rewarding activity in my professional development this year: … Working with faculty members, staff members, and graduate students from a number of different departments and organizations has compelled me to refine and evolve my own leadership and organizational skills in anticipation of my career in academia.” We are all grateful for the intellectual and organizational opportunities arising from the support of the Jackman Humanities Institute.

Our group will be working together at least until we present the papers in the Jackman Panel at the August conference. The conference will also lead to at least two publications, with which some group members will be involved, either as contributors or as editors; the group’s findings will appear in some public form on the web.
Focus
We set out to pursue a set of critical and theoretical questions focusing on the ethical, aesthetic, and political dimensions of the thought of three major European philosophers: Jean-Luc Nancy, Giorgio Agamben, and Jacques Rancière. We originally planned on meeting once a month during the 2008-2009 academic term in order to discuss texts, meet with visiting scholars, and facilitate discussion of work by members of the group.

Meetings
Our Working Group held three meetings, one for organizing purposes in May 2008, and the other two in the fall 2008 term. At the first of these, we discussed Agamben’s seminal book, Homo Sacer. For the second, we hosted Professor Davide Panagia, Canada Research Chair in Cultural Studies, University of Trent. We discussed a chapter of his forthcoming book (since released), *The Politics of Sensation* (Duke, 2009). The majority of members attended all three of these meetings, and all members attended at least two. Both of the academic sessions were held at the Daniels Faculty of Architecture, Landscape, and Design, University of Toronto.

Our meetings were spirited, lively, and rigorous intellectual discussions, and our members unanimously agreed that much had been gained from them. No further meetings were held due to irresolvable scheduling problems. Prof. Panagia was deeply appreciative of our engagement with his work and overall hospitality during his visit. We are pleased to have made a significant connection with a colleague in the region, with whom we hope to pursue other forms of collaboration and exchange in the years to come.

Participants
Rebecca Comay, Department of Philosophy
Heather Diack, Graduate Student, Department of Art
Irmgard Emmelhainz, Graduate Student, Department of Art
Louis Kaplan, Institute of Communication and Culture (UTM) and Department of Art
Victor Li, Department of English
Phillip Loosemoore, Graduate Student, Department of English
Andy Payne, Faculty of Architecture, Landscape, and Design
John Paul Ricco, Institute of Communication and Culture (UTM) and Department of Art
Etienne Turpin, Graduate Student, Ontario Institute of Studies in Education (OISE)

Benefits
The working group helped the co-conveners to further their project on “Jean-Luc Nancy and the Sense of the Visual,” which is a special issue that is forthcoming from the *Journal of Visual Culture* in the spring of 2010.
Focus
This working group draws together faculty and graduate students from several units (History and Philosophy of Science and Technology, Political Science, Humanities, German, Women’s Studies, and English) and three universities (the University of Toronto, York University, and the University of King’s College) currently conducting research at the intersection of science and culture. The overarching purpose of the group is to address the question of current and future theorizations of that intersection. Additional purposes include fostering collaboration between the University of Toronto and York University, establishing an institutional context in which sustained interdisciplinary exchange is possible, and providing an occasion for the intellectual and professional development of graduate students.

Meetings
1. 26 September: 11 members in attendance; discussion of group member Bernard Lightman’s essay “Victorian Science and Culture”
2. 31 October: 9 members in attendance; discussion of Karl Pearson, The Grammar of Science, Wilhelm Dilthey, Introduction to the Human Sciences, and James Secord, “Knowledge in Transit”
3. 28 November: 9 members in attendance; discussion of Robert J. Richards, The Tragic Sense of Life: Ernst Haeckel and the Struggle over Evolutionary Thought (Chicago, 2008)
4. 30 January: 8 members in attendance; discussion of group member Marga Vicedo’s essay “Mothers, Machines, and Morals: Harry Harlow’s Work on Primate Love from Lab to Legend” and group member Daniel Newman’s essay “Probability and the Rhetoric and Structures of Darwin’s Evolutionary Thought”
5. 27 February: 8 members in attendance; discussion of group member Andrea Charise’s essay on William Godwin and the science of aging and group member Erich Weidenhammer’s essay on 18th-century scientific biographies
6. 26 March: 7 members in attendance; attended lecture by David Amigoni (see #4, below) and participated in discussion afterwards
7. 27 March: 9 members in attendance; participated in a seminar conducted by David Amigoni
8. 24 April: 10 members in attendance; assessed the year’s work and set a schedule for next year’s activities

Participants
Alan Bewell, Professor and Chair, Department of English, University of Toronto
Andrea Charise, graduate student, Department of English, University of Toronto
Fiona Coll, graduate student, Department of English, University of Toronto
Christine Lehleiter, Assistant Professor, Department of Germanic Studies, University of Toronto
Bernard Lightman, Professor, Humanities, York University
Jill Matus, Professor, Department of English, and Vice-Provost for Students, University of Toronto
Daniel Newman, graduate student, Department of English, University of Toronto
Gordon McOuat, Associate Professor, History & Philosophy of Science, the University of King’s College, and Director of the SSHRC-funded strategic knowledge cluster “Situating Science”
Cannon Schmitt, Associate Professor, Department of English, University of Toronto
Ann B. (Rusty) Shteir, Professor, Humanities and Women’s Studies, York University
Marga Vicedo, Assistant Professor, Institute for the History and Philosophy of Science and Technology (IHPST), University of Toronto
Erich Weidenhammer, graduate student, IHPST, University of Toronto
**Special Events**

At the end of March, we hosted a visit by David Amigoni, Professor of Victorian Literature at Keele University (UK), co-editor *Charles Darwin’s Origin of Species: New Interdisciplinary Essays* (1995), editor of *Life Writing and Victorian Culture*, and author of a monograph titled *Colonies, Cults and Evolution: Literature, Science and Culture in Nineteenth-Century Writing*, which appeared in 2007 in the Cambridge “Studies in Nineteenth-Century Literature and Culture” series edited by Gillian Beer. Professor Amigoni had a lunch with graduate student members of the group, dinner with faculty members, and conducted a seminar with all of us on *Colonies, Cults and Evolution* (the group’s 27 March meeting). In addition, with the support of additional funding secured from the English Department and the Institute for the History and Philosophy of Science and Technology, he gave a public lecture in the IHPST’s colloquium series on 26 March attended by members of the group as well as many other faculty, graduate students, and undergraduate students (27 total in attendance). The title of the lecture was “Charles Darwin at 100: Inheritance, Parenting, and the Legacy of Samuel Butler.”

**Benefits**

Roughly half the meetings were devoted to discussion of work in progress by group members; the remaining half were spent working on published work in the field of science and culture, such as Richards’s *The Tragic Sense of Life*, and Karl Pearson’s *The Grammar of Science*. Of the five essays by group members discussed, at least three are to be published. In addition, because of intense interest in the group by faculty at York and by graduate students at IHPST, we will continue to meet next year with a much-expanded membership.

The graduate students in the group benefited immensely. Three of the four students shared work with the group; the fourth is scheduled to do so early next academic year. In addition, at a graduate student lunch with David Amigoni they received encouragement and attention from an eminent member of the field. All have been invited to keep in contact with Professor Amigoni as they continue their research.
Arts, Arts Education, and Leadership: An Investigation
Lynn Tucker and Sherri Helwig

Focus
This working group brought arts educators and students from various departments and the professional visual and performing arts community together with the primary goal of engaging in discussion and exploration of our collective understandings of leadership in the visual and performing arts and arts education. A second goal was the investigation of meanings of leadership in areas in which this is not often a conscious consideration. Finally, the group was designed to make connections between various artistic disciplines, reflecting on leadership needs, which may include opportunities for self-reflection, evaluation, and assessment of leadership practices, mentorship opportunities, and challenges such as board/staff/ administration relations, access to training/professional development, and loss/dearth of middle management support and succession.

Participants
Ann Armstrong – Faculty, Rotman School of Management; Director, Social Enterprise Initiative
Sherri Helwig – Faculty, Visual & Performing Arts (Arts Management), UTSC; Program Supervisor, Arts Management and Humanities Co-op programs [and, until June 30 2009, Acting Program Supervisor for Journalism]
Roger Mantie – Graduate Student (Ph.D.), Faculty of Music [now graduated]
Barbara Soren – Faculty, Faculty of Information (Museum Studies) and Coordinator, Knowledge Media Design
Lynn Tucker – Faculty, Visual & Performing Arts (Music), UTSC; Graduate Student (Ph.D.), Faculty of Music [now the Director of Arts & Events Programming, Department of Humanities]
Julie Witt – Graduate Student (M.A.), Ontario Institute for Studies in Education [now graduated, and hired as the Events Coordinator in Arts & Events Programming, Department of Humanities]

Meetings
28 October 2008: We began with an outstanding public lecture by Robert Sirman (Director of the Canada Council for the Arts) and private discussion with Mr. Sirman. The UTSC-based members were able to meet informally on a regular basis, but no further formal meetings were held due to scheduling challenges.

Activities
1. Multiple guest lectures and public discussions before students of VPAB15 (Arts Education and Outreach led by Sherri Helwig) including Lynn Tucker (Lecturer – Music) and Lenard Whiting (Lecturer – Music), Julie Witt (Events Coordinator, Arts & Events Programming), Patty Jarvis (arts community member)
2. Regular informal discussions between Lynn Tucker, Julie Witt and Sherri Helwig and between Sherri Helwig and arts / arts education community members (including Annalee Adair, Linda Albright, Madeha Khalid, Andrew Lamb and Patty Jarvis)

Benefits
Research and reading done to date has and will continue to inform the scholarly work of Lynn Tucker, who is now completing her dissertation on leadership-related topics, and Sherri Helwig, who has been asked to assist the editor of JAMLS in sourcing Canadian contributors and to write a book review for the Cultural Mediation issue, and who will be speaking about leadership pedagogy in upcoming conferences – STP&A [Social Theory, Politics and the Arts] in London and ENCATC [the European Network of Cultural Administration Training Centres] in Barcelona.
10.

LOOKING AHEAD:

JACKMAN HUMANITIES INSTITUTE
ANNOUNCEMENTS
2009–2010
8.1. The Jackman Humanities Institute in 2009–2010

Our second year includes a full range of programs, including a circle of new fellows, and both the Jackman Humanities Institute Program for the Arts and Working Groups. While funding has been reduced in many cases, we are confident that the range of scholars and activities will be a strong continuation of this year’s splendid beginnings. The circle of fellows is led by a very distinguished group of faculty fellows, who have, as with last year, been involved in selecting the other members of the circle of fellows (Postdoctoral, Graduate Students, and Undergraduate Students). The Program for the Arts again reaches out to the arts community with significant academic events. Finally, we have six new working groups and four renewals from last year, pursuing topics including China, Africa, the Near East, Science and Culture, Emotions, Opera, and so on. Because the physical space and staffing are now in place, we will be able to focus our attentions on developing new programs and partnerships, in our second full year.

Annual Theme, 2009–2010: Pressures on the Human

Today humanists must contend with a fundamental question: Is the object of our scholarship—humanity—still a valid category? This question arises from pressures that challenge the distinctions that make us human beings. Some of these pressures arise from science, medicine, and technology: how are we to understand the distinction of being human when our physical activities can be recognized as part of animal biology, when our physical makeup is governed by the biochemistry of DNA, when our mental capacities are interwoven with those of computers and artificial intelligence? Can progress in medicine and technology replace the various functions that have historically and theoretically made the human distinct? Using various approaches to study the artistic and scholarly records of the past and present, humanities scholars explore these pressures.
8.2. Chancellor Jackman Faculty Research Fellowships in the Humanities, 2009–2010
Announcement

The recipients of the 2009–2010 Chancellor Jackman Faculty Research Fellowships (twelve-month) on topics relevant to the theme of Pressures on the Human are as follows:

- **Angela Cozea** (French)
  Aesthetic Experience in Companion Species

- **Paul Franks** (Senator Jerahmiel S. and Carole S. Grafstein Chair in Jewish Philosophy)
  What is Man? Kantianism, the Development of the Humanities, and the Threat of Nihilism

- **Michelle Murphy** (History / Women and Gender Studies)
  Distributed Reproduction

- **Brian Cantwell Smith** (Canada Research Chair in Information)
  In Search of the Humane: Post-Humanism Meets Post-Mechanism
8.2.1. Chancellor Jackman Faculty Research Fellowships in the Humanities, 2009–2010
Profiles

Angela Cozea (Department of French)

Aesthetic Experience in Companion Species

Project Description
The project will look at particular literary and cinematic, but also ethological, ethnological and philosophical representations of the companionship between human and non-human animals, as defined in Donna Haraway’s work on companion species. These representations are particular in the sense that they practice affectivity and entail an experience of compassion. They may offer, I propose, a solution to the manner in which our so-called posthumanist era has come to ignore how to be affected, and reveal that contemporary technoscientific advances, be they in cognitive ethology or field ecology, are not the only ones, nor the first to have thought the animal condition outside the rigid tenets of traditional anthropocentric humanisms. The project will first revaluate the possibilities opened to anthropomorphic expression – poetic language in its many guises – which seeks to rise above anthropomorphism. Secondly, it will consider the hermeneutic potential, beyond historical determinism and towards a theory of natural history, contained in Konrad Lorenz’s work, for whom to know how to address the creatures he studied was not the result of scientific theoretical understanding, but its condition. Finally, it will bring forth the concept “presence to affective meaning,” by which it will attempt to describe the aesthetic experience at the heart of the relationship between companion species.

Biography
Angela Cozea is Associate Professor and Associate Chair, Graduate Studies, in the Department of French at the University of Toronto. She holds an M.A. and Ph.D. in Literature, Comparative and General, from the Université de Montréal, and has taught across Canada, in departments of French, Comparative Literature, and at the Centre for the Study of Theory and Criticism, University of Western Ontario. Her areas of specialization are literature and philosophy, philosophical anthropology, poetry and painting. She has published La fidélité aux choses: Pour une perspective benjaminienne (1996), Petit traité du beau à L’usage des mélancoliques (2002), L’Énigme thérapeutique au coeur de la philosophie (2004), and two volumes of fiction, Interruptions définitives, a novel (2006), and L’Art des Bêtes, récit poétique (forthcoming 2008). These texts question, in the language both of philosophical commentary and of poetic fiction, the correspondence between the experience of “lived life,” the work of the artist, and the prophetic dimension of the philosophical text. They practice affectivity and search to engage with philosophy and literature under the conviction that the reinvention of an experience attuned to the animal other, outside and within us, will bring forth such wisdom as is only accessible to the benevolent gaze.
Project Description

“What is Man?” To this philosophical question, Kant says, all others refer. Thus Kantianism articulates the human mind’s *a priori* forms, and is guided by a commitment to humanity’s moral value. Accordingly, Kantianism’s vicissitudes reflect pressures that threaten humanity with deformation or dissolution: the naturalization of humanity, which Kant sought to pre-empt; and the annihilation of humanity, to which, Jacobi argued, Kant unwittingly contributed. Initially regarded as an effect of modern natural science, nihilism became associated during the nineteenth century with the emerging humanistic disciplines. Drawing on Kant’s idea that the human mind’s forms constitute empirical reality, proponents of disciplines such as philology, history, and sociology argued that humanity’s forms are essentially historical and/or social. These arguments threatened to annihilate Kantian humanity, which was supposed to possess ahistorical forms available for *a priori* reflection. More radically still, Nietzsche initiated the idea that humanity and the morality associate with it are historically and socially constituted, and at or near their final moment. Historicism, sociologism and post-humanism persist in the humanities, challenging philosophy’s *a priori* tendencies. I propose to explore these nonnaturalistic threats of nihilism and Kantian responses to them, and to provoke a conversation about philosophy’s current relation to the humanities.

Biography

Paul Franks is Senator Jerahmiel S. and Carole S. Grafstein Chair in Jewish Philosophy at the University of Toronto. He works on Kantian and post-Kantian themes in metaphysics, epistemology, philosophy of mind, and Jewish philosophy. Themes include: implications of skepticism for the metaphysics of mind; the sociality and historicity of reason; and Jewish responses to the modern secularization of nature and politics. After studying at Gateshead Talmudical College and Balliol College, Oxford, he left his native England to earn a Ph.D. in the Department of Philosophy at Harvard University, where his dissertation was the first on German Idealism in many years. From 1993 to 1996, Franks was a Fellow of the Michigan Society of Fellows, a forum for interdisciplinary discussion, and an Assistant Professor in the Philosophy Department at the University of Michigan. He taught at Indiana University and at the University of Notre Dame, before moving on to the University of Toronto in 2004. He is currently working on three book projects: a sympathetic but critical account of the neglected German Idealist method of construction in intellectual intuition; an introduction to modern Jewish philosophy; and a study of central moments in the reception, criticism, and revision of Kant’s theoretical philosophy.
**Michelle Murphy** (Department of History and Centre for the Study of the United States)  
*Distributed Reproduction*

**Project Description**  
My research project is a historical and theoretical study of the entanglements between production (as enacted through practices of economics) and reproduction (as an organic, and especially human, process) in the recent past. As a historian who works in the interdisciplinary fields of Science and Technology Studies and Feminist Studies, my research takes as its starting point the shift from early twentieth-century attempts to direct racial evolutionary futures through eugenics through late twentieth-century practices that aspired to direct the economic futures of nations through questions of fertility. In doing so, I’m interested in tracking a historical shift in the knot that binds racial, sexed, and economic logics over the last half-century that crystallizes in the figure of “human capital.” More particularly, this research examines the traffic of technocratic assemblages between the United States and South Asia (particularly Pakistan and Bangladesh) with a focus on economic, demographic, marketing, and family planning practices. The central objective of the work is to critically historicize how reproduction was figured as a “bomb” or “pressure” that threatened to lay waste to human civilizations, and at the same time as a process through which to plan national and even global economic futures.

**Biography**  
Michelle Murphy is Associate Professor in the Department of History and the Women and Gender Studies Institute. Her research concerns the history of technoscience, sex, race, environmental politics, and capitalism in the United States and in transnational and postcolonial theoretical perspectives. She is the author of *Sick Building Syndrome and the Politics of Uncertainty: Environmental Politics, Technoscience, and Women Workers* (Duke University Press, 2006), which won the 2008 Ludwik Fleck Prize from the Society for Social Studies of Science. Her forthcoming book is *Seizing the Means of Reproduction: Feminist Health, Technoscience, and Biopolitics in the Shadow of American Empire*. Her current projects—“The Economization of Life” and “Distributed Reproduction”—historicize and theorize the ontological politics of reproduction and formations of capital, with a particular focus on technoscientific circuits between the U.S. and South Asia. Murphy is co-editor with Greg Mitman and Chris Sellers of *Landscapes of Exposure: Knowledge and Illness in Modern Environments* (2004), as well as numerous articles. For a decade, she was editor of RaceSci, a website dedicated to the critical study of the concept of race in the history of science, medicine, and technology. In 2007–2008, Murphy was a Senior Research Fellow at the Clayman Institute for Gender Research at Stanford University.
**Project Description**

Responding to three major challenges levied against traditional conceptions of the human, I propose to explore a “successor” notion forged from three fundamental ingredients: (i) a profound, unrelenting commitment to the world; (ii) an ineliminable collectivity intrinsic to the ability to speak and think; and (iii) a compassionate deference to “that which is beyond.”

The first ingredient (commitment to the world) is to the world prior to our registering it in terms of objects and properties—making it more like mystical conceptions of God than like any familiar or “natural attitude” ontology. The second (an ineliminable sense of “we”) arises from the fact that first- and second-person viewpoints are conceptually prior to any detached, third-person, or impersonal forms. The third (deference and compassion) evoke the ‘humane’—an older notion, from which ‘human’ was derived, which highlights some of what matters most about the human condition, unfortunately lost in most contemporary debate. The resulting notion will be developed in way that is naturalistically grounded in our “post-scientific” understanding of minds, machines, and materiality, without thereby reducing its fundamentally ethical character to a desiccated philosophy of mechanism. As such, the project takes a first step towards a philosophy of reënchantment.

**Biography**

Brian Cantwell Smith is Canada Research Chair in the Foundations of Information. He is also Professor of Information, Philosophy, and Computer Science at the University of Toronto, where he served as Dean of the Faculty of Information, and Senior Fellow at Massey College.

Smith received his B.S., M.S., and Ph.D. from the Massachusetts Institute of Technology (1974, 1978, 1982). He spent 15 years at Xerox Palo Alto Research Centre (PARC) as Research Manager and Principal Scientist. He was adjunct Professor of Philosophy and Computer Science at Stanford University, a founder and principal investigator of the Center for the Study of Language and Information (CSLI), and a founder and first President of Computer Professionals for Social Responsibility (CPSR). From 1996–2001, Smith was Professor of Cognitive Science, Computer Science, and Philosophy at Indiana University, and Assistant Director of the Cognitive Science Program. In 1998–1999 he was President of the Society for Philosophy and Psychology (SPP), and from 2001–2003 was University Professor of Philosophy and Computer Science at Duke University. He moved to Toronto in 2003. Smith’s research focuses on the foundations of computing, including the use of computational concepts in philosophy, psychology, cognitive science, physics, and art. He works in the philosophy of mind, consciousness, and metaphysics and epistemology. He is the author of *On the Origins of Objects* (MIT Press, 1996), a metaphysical proposal for an integrated ontology and epistemology combining critical elements of both realism and constructivism.
8.3. Andrew W. Mellon Postdoctoral Fellows at the JHI, 2009–2010
Announcement and Profiles

Four new postdoctoral fellows will join the Jackman Humanities Institute for two-year appointments beginning 1 July 2009. They were selected for academic excellence and for their fit with the 2009–2010 theme, *Pressures on the Human* from a field of 153 applications.

**Tania Ahmad:** Tania completed a Ph.D. in Anthropology at Stanford University in May 2009. Her thesis is titled “Jagged Trajectories: Mobility, Distinction and Everyday Humanity in Karachi, Pakistan.” She is a cultural anthropologist of urban class formation with research interests in social inequality and stratification, South Asian studies, public culture, and Muslim societies. She will be teaching in the Department of Anthropology in the 2009–2010 year.

**Stefan Dolgert:** Stefan graduated with a Ph.D. in Political Science from Duke University in December 2008. His thesis is titled “Citizen/Canine: Human and Animal in Greece and America.” His research interests include ancient political thought, environmental politics and theory, continental political thought, the history of political thought, the ethics of violence, and human rights. He will be teaching in the Department of Political Science in the 2009–2010 year.

**Michael House:** Michael completed a doctorate in Germanic Languages and Literatures at Princeton University in April 2009. His thesis is titled “Grounding Fictions: Systemic Skepticism and Critical Doubt, 1792–1807.” His research interests focus on the shift from the Enlightenment to German Idealism and Romanticism, in particular the intersection of technological innovation and scientific models with philosophical and literary production. He will be teaching in the Department of German Language and Literature in the 2009–2010 year.

**Hannah Wells:** Hannah completed a Ph.D. in English at the University of Pennsylvania in April 2009. Her thesis is titled “Fallen Subjects: American Pragmatism and the Color Line, 1880—1920.” Her research interests include American literature and its reflections of law, political philosophy, the history of psychology, pragmatism, cinema, race studies, and religion in the US. She will be teaching in the Department of English in the 2009–2010 year.
Three Graduate Fellows have been appointed for the 2009–2010 year. The holders of this fellowship will receive an office on the 10th floor of the Jackman Humanities Building and $8,000 to replace the teaching component in the University of Toronto Graduate Funding package. (They do not work as Teaching Assistants for the duration of the award in order to focus on completing their dissertations.) Graduate Fellows attend the weekly Thursday Fellows luncheons, present their work to the other Fellows at one of these meetings, and are expected to participate in other events organized by the Jackman Humanities Institute.

Svitlana Frunchak (Department of History; supervised by Professor Lynne Viola)
Svitlana holds an Honors B.A. degree in History, and an M.A. with merit in Political Science. She has received support for her graduate studies and research from the Social Sciences and Humanities Research Council of Canada (SSHRC), Open Society Institute (OSI), American Council of Learned Societies (ACLS), Foundation for Urban and Regional Studies (FURS), Ontario Graduate Scholarship program (OGS), and the University of Toronto. She is an active member of the Canadian Association of Slavists and the American Association for the Advancement of Slavic Studies. She has written A Historiographic Guide to Modern Bukovina for publication in a collection of historiographic papers edited by Stephen Gischer-Galati, and has worked as a Teaching Assistant in courses in Russian, modern European, Jewish, and 20th century world history. Svitlana’s thesis is titled “Frontiers of Soviet: The Urban Transformation of the Borderland City of Chernivtsi (Ukraine) after the Second World War.”

Jason McKinney (Centre for the Study of Religion; supervised by Professor James DiCenso)
Jason holds a B.A. in Social Science (Providence College), and M.A. degrees in Old Testament Studies (Regent College) and in Religion (University of Toronto). He has received additional graduate support from SSHRC and OGS and the University of Toronto Foundation, and was the winner of the Naím S. Mahlab Ontario Graduate Scholarship in Jewish Studies (2007) and the Seminar in Experiemental Critical Theory Graduate Student Scholarship (2007). He is a specialist in messianism and philosophy, and is also interested in secularism and post- secularism. His dissertation examines the concept of the apocalyptic as a form of historiography through the thought of Walter Benjamin and Karl Barth. Jason’s thesis is titled “Interrupting History: The Ethical Apocalyptic of Walter Benjamin and Karl Barth.”

Owen Ware (Department of Philosophy; supervised by Professor Paul Franks)
Owen entered the doctoral program in Philosophy directly upon completion of his B.A. (with Distinction) in Philosophy at the University of Victoria. He has also received support from SSHRC-CGS and OGS and was the 2006 recipient of the Thomas A. Goudge Memorial Graduate Fellowship. He has produced eight refereed articles in leading professional philosophy journals as well as a chapter in the anthology Being Among Others: Phenomenological Reflections on the Life-World (Cambridge: Scholars Press, 2006) on a wide range of thinkers and topics including Benjamin, Derrida, Sartre, Merleau-Ponty, Otto, Kant, Fichte, Hegel, messianism, negative theology, intersubjectivity, the Holy, self-knowledge, and free will. Owen’s thesis is titled “Our Interest in Morality: Kant, Moral Motivation, and Human Agency.”
We are pleased to announce the appointment of six undergraduate fellows for 2009–2010 who will be researching projects relevant to the theme of “Pressures on the Human” during their senior year at the University of Toronto.

**Rima Basu (Philosophy, UTM)**  
“Intentionality and Individuality”  
**Supervised by Paul Franks**

My motivation for pursuing this research is the notion of human uniqueness. As recognized by the annual theme this year, the fundamental question that humanists need to answer is whether ‘human’ is a valid category for investigation. Therefore I wish to explore the question of what exactly it is that makes the category of ‘human’ unique, in that it contains you, Joe the butcher and the population of Los Angeles, but also excludes my neighbor’s dog, time lords and toasters.

In order to do so I hope to look more closely at work in the history of philosophy, more specifically, the work done by the early modern rationalists such as Descartes and Leibniz in order to see what we can use from their approaches in determining the essence of individual substances, to try and establish how to determine a complete concept for a group, such as ‘human’ while keeping human individuality intact. Further, I hope to explore some modern problems relating to personal identity and the nature of the self as expressed first in Kant, and then by Derek Parfit and Christine Korsgaard in hopes of determining why we attribute a special status to the human being, and if at all, this special status can be explained satisfactorily.

**Charlie Cooper-Simpson (Philosophy)**  
“Defending the Human: Materialism is a Dualism”  
**Supervised by Brian Cantwell Smith**

My research project begins with Thomas Nagel’s famous paper “What Is it Like to Be a Bat?” Nagel’s thesis, in response to the growing popularity of materialism in the philosophy of mind, is that science can never provide an account for how phenomenal consciousness reduces to physical processes in the brain and body. I will attempt an analysis of materialism in order to show how any physical reduction inevitably buys in to subject/object dualism; as well, I will explore Hegel’s proposal that mind must ultimately be treated as both subject and object, or in his terms, as being-in-and-for-itself; and finally, I will show how this conception of consciousness provides a complete refutation of any physical reduction. The mediating term through which I will attempt to bring these two philosophies into contact is Nagel’s paper. My thesis does not adopt a form of dualism that sets the mind as some real thing independent of the body; rather, I argue is that the relationship between the mind and body (and I am of the opinion that there is a very real and very complex one) isn’t one of appearance and reality. Ultimately, what can’t be the case is that the physical world is the reality of the mental world. Pain can’t be reduced to a process in the nervous system. My argument, if correct, has serious implications for cognitive and computer science, in that it is impossible to show how any physical system could also be a conscious one by strictly referring to its physical components and processes.

**Madelaine Maillet (English; minors in Aboriginal Studies and Environment & Society)**  
“The Interpretive Strategies of Contemporary Sex Workers Reading the Fallen Women Narratives of Thomas Hardy”  
**Supervised by Michelle Murphy**

How can the study of the literary records of the past contribute to an understanding of the process of subject formation today? How are humans engaged in sexual labor constituted as part of “humanity”? The exchange of sexual favors for money or financial security has been described in artistic representations as animalistic, engaging the biological needs of the consumer, and disengaging
his “higher” cognitive faculties. This exchange has also been described as mechanistic, because the sex-worker’s body is represented as an unfeeling machine that is utilized by the consumer to perform a task. Interpreting the representations of Fallen Women in the Victorian novel, sex-workers today assert their membership to the category “humanity” in the face of a culture that negates it. In the locker room at the Brass Rail Gentleman’s Club in Toronto, the Whore Book Club was founded, where “whores” read and interpret novels and memoirs dealing with the lives of “whores”. Sex-workers are members of interpretive communities who acknowledge that their identities have been shaped by representations of “whores” in the artistic record. Their ongoing dialogue with canonical texts remains unknown to society and the academy due to a matrix of social and legal conventions that force them into the shadows, but this book club is a distinct interpretive community.

I will use Stanley Fish’s work on interpretive communities and Barbara Herrnstein Smith’s work on the personal economy of readers to uncover the interpretive strategies of this group. How do the interpretive strategies of these self-proclaimed “whores” meet and diverge with readings of the Fallen Woman archetype by scholars of Victorian Literature? A review of the literature on the constitution of female sexuality represented by Thomas Hardy’s characters will be compared to audio-recordings of the Whore Book Club’s discussions.

William Ohm (History; minors in German and Writing & Rhetoric)
“Searching for Humanity in the Realm of Madness: The Cinema of Werner Herzog”
Supervised by Michelle Murphy

At the dawn of the 21st century, it appears that what Theodor Adorno and Max Horkheimer referred to as “instrumental reason” stands triumphant. The drive toward a paradigmatic reduction of all aspects of humanity to material, number and calculability has reached an unprecedented momentum. We have mapped out the code underlying our biological structure, and are taking huge strides in unraveling the mysteries of the cognitive processes underlying our behaviour. Simultaneously, our inquiries into physics, non-human-animal and plant biology seem to have provided irrefutable proof that the borders between that which we designate “human” and the “other” are porous to the point of insignificance. Therefore, we appear to be compelled toward a reconsideration of the unique and privileged status we confer upon our species.

One aspect of humanity, however, does not seem to yield so readily to the instruments of reduction: individual behaviour. Human beings appear to have a normative tendency to violate their own norms. Among those who have considered this innately human tendency to take flight from the strictures of these norms, is the filmmaker Werner Herzog. A common theme present in all of his films is that of persons who not only reject the dominant paradigms and norms that appear to command their existence, but go on to actively crusade against them. Herzog’s films suggest the possibility that a line can be drawn between humanity and nature. My project will consider the appearances of the figure of the deviant or madman in the films of Werner Herzog within the larger context of scholarly discourses on the nature of humanity, deviance, and madness in order to investigate whether this figure effectively resists scientific reduction.

Misha Teramura (English and History)
“Chaotic Humanism(s): Threats against the Human in the early Shakespearean History Plays”
Supervised by Angela Cozea

My project will investigate the interrelation between two sources of un-humanness (philosophical and physical) in Shakespeare’s history plays, and the ways they would have been understood by contemporaries. I will examine how this interrelation between body, morality, and politics extends throughout the whole of the three parts of Henry VI and Richard III via their graphic and incessant depictions of violence. At the heart of this investigation will be the delineation of early modern understandings of “the human” and, hopefully, an exploration of not just how this category was defaced and destabilized, but also the ways in which “the human” was preserved and possibly recuperated, even in times of war and political amorality.
Zexi Wang (Anthropology and Peace & Conflict Studies; minor in English)
“How the Scholar became a Human Being: on Subjectivity and Creative Expression in Academia”
Supervised by Angela Cozea

I am very interested in the idea of language and how our use of it makes certain things happen. Academic findings have traditionally been reported in an “objective”, straight-forward, language (this form no doubt corresponding to the content of the pieces, both aiming to arrive at what is “true”); only in recent times have anthropologists—mostly feminist anthropologists such as Ruth Behar and Deborah Gordon—experimented with using more creative forms of writing to capture the insights that arise out of their research. These creative accounts have often coincided with works in which the authors acknowledge and embrace their subjectivity as primarily human beings, and secondarily scholars. I am interested in how creative, rather than “objective” writing, can be used by scholars to reclaim their subjectivity in scholarly writing, and what this might mean for the institution of academia, which has traditionally emphasized logic and evidence to the denigration of emotion and (personal) circumstance. As someone who believes in the joining of scholarship and activism, I am also interested in what this reclamation of subjectivity in writing does in the world beyond academia (because language use makes things happen): since anthropologists often research people who are culturally, ethnically, geographically, socio-economically (and etc.) “other” to ourselves, I would like to know if and how our reclamation of our subjectivity works to connect or distance us from the “others” that we often research amongst. How can subjectivity and solidarity exist together, and effect change together? I intend to use linguistic, semiotic and literary theory to help me make sense of how language is used differently, and to different effects, in its more subjective and more objective forms.
Announcement: Pressures on the Human

Eighteen applications were submitted for consideration; of these, eight were selected for funding.

“Guy Maddin Discussion” (Visitor Events Series: Guy Maddin)
Proposed by Kay Armatage (Cinema Studies), Charlie Keil (Cinema Studies), and Elizabeth Legge (Art)

“Emotions under Siege?” (Conference)
Proposed by Rebecca Kingston (Political Science) and James McKee (Ph.D. candidate, Political Science)

“Pressures on the Multiculture: Europe and its Others” (Visitor Events Series: Ian Baruma)
Proposed by Ato Quayson (English / Diaspora & Transnational Studies), Gage Averill (Music), Hindy Najman (Director, Ctr. for Jewish Studies), Melissa Williams (Political Science)

“Responsive Architectures for the Public Realm” (Exhibition)
Proposed by Rodolphe el-Khoury (Architecture) and Robert Levit (Architecture)

“Placing the Human” (Visitor Events Series: Jeff Malpas and Char Davies)
Proposed by Siobhan O’Flynn (English & Drama, UTM) and Leslie Thomson (Chair, English & Drama, UTM)

“Rethinking the Theological-Political Complex: Derrida’s Spinoza” (Workshop)
Proposed by Willi Goetschel (German)

“Gord Peteran Recent Works” (Exhibition)
Proposed by Matthew Brower (UTAC / Museum Studies)

“Sound Unbound: Sonic Pressures, Psycho-Acoustics, and the Aural Avant-Garde” (Conference)
Proposed by Andrew Dubois (English) and Chandan Narayan (Linguistics, UTSC)
Twenty applications were submitted for consideration; of these, ten were selected for funding.

*Four existing Working Groups requested funding for a second year and received it.

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<tr>
<th>Critical China Studies</th>
<th>FACULTY</th>
<th>GRADUATE STUDENTS</th>
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<tbody>
<tr>
<td>Lead: Tong Lam, Historical Studies (UTM), History</td>
<td>Adrian Blackwell, Daniels Faculty of Architecture, Landscape &amp; Design Li Chen, Humanities (UTSC), History Linda Feng, East Asian Studies Yi Gu, Humanities (UTSC), Art Meng Yue, Comparative Literature, East Asian Studies Yiching Wu, East Asian Studies, Anthropology</td>
<td>Yanfei Li, East Asian Studies Wu Liu, East Asian Studies Yann Lu, Comparative Literature Meaghan Marian, History Mark McConaghy, Doris Ha-Lin Sung, Art Catherine Xiowu Xu, East Asian Studies</td>
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(Other Universities)
Joshua Fogel, History (York)
Joan Judge, Humanities, Women’s Studies (York)

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<th>*The Foucault Project</th>
<th>FACULTY</th>
<th>GRADUATE STUDENTS</th>
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### *Operatics: A Working Group on the Workings of Opera*

**Lead:** Sherri Lee, Visual & Performing Arts (UTSC), Music

**FACULTY**
- Kay Armatage, Cinema Studies, Women & Gender Studies
- Caryl Clark, Music
- Marija Euchner, German Studies
- Linda Hutcheon, English, Comparative Literature
- Michael Hutcheon, Medicine
- Katie Larson, Humanities (UTSC), Women & Gender Studies

**GRADUATE STUDENTS**
- Elizabeth Bernath, English
- Keith Johnston, Musicology
- Katherine McLeod, English
- Colleen Renihan, Musicology
- Sudhaseel Sen, English
- Misha Teramura, English (undergraduate student)

### *Cuba*

**Leads:**
- Michael Lima, Ph.D. candidate, History
- Candace Sobers, Ph.D. candidate, History
- Ken Mills, Chair, History (Faculty Coordinator)

**FACULTY**
- Rick Halpern, History
- Ronald W. Pruessen, History
- Rosa Sarabia, Spanish & Portuguese
- Antonio Torres-Ruiz, Political Science
- Carolina Vidal, Psychiatry
- Derek Williams, Historical Studies (UTM)

**GRADUATE STUDENTS**
- Christian Dimitriu, Philosophy
- John Dirks, History
- Wakako Ishikawa, OISE
- Arlo Kempf, OISE
- Alexander Kolich, Economics
- Yonelis Legra Noa, Anthropology
- Ramon A. Victoriano-Martinez, Spanish and Portuguese

**Other Universities**
- Abubucar Fofana, African Studies (Havana)
- Rainer Schultz, History (Harvard)
- Melanie Davidson, Geography (Queens)
- Nicholas Balaisis, Communications Studies (York)
- Kaushalya Bannerji, Law (York)
- Alejandro Campos Garcia, Sociology (York)
- Joanna Maria Duarte Lauden, Environmental Studies (York)
- Monica Stillo, Development Studies (York)

**Members of the Toronto Community**
- Asad Ismi (Journalist/Canadian Centre for Policy Alternatives)
- Arlene Minda (Innis College, Later Life Program)
- Vito Mortese (Toronto Forum on Cuba)
- Hector Rodriguez (Physiotherapist)
- Nelly Sellera (University of Havana, Film Studies)
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<thead>
<tr>
<th>Program</th>
<th>Faculty</th>
<th>Graduate Students</th>
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<tr>
<td>Science and Culture</td>
<td>Alan Bewell, English</td>
<td>Andrea Charise, English</td>
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<tr>
<td>Lead:</td>
<td>Christine Lehleiter, German</td>
<td>Fiona Coll, English</td>
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<td>Cannon Schmitt, English</td>
<td>Jill Matus, English</td>
<td>Delia Gavrus, IHPST</td>
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<td>(Other Universities)</td>
<td>Marga Vicedo, IHPST</td>
<td>Sebastian Gil-Riano, IHPST</td>
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<td>Dak DeKerchoven, Genetics</td>
<td>Vivien Hamilton, IHPST</td>
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<td>Jaiprett Virdi, IHPST</td>
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<td>Erich Weidenhammer, IHPST</td>
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<td>Africa in the Disciplines</td>
<td>Janice Boddy, Anthropology</td>
<td>Esther de Bruijn, English</td>
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<td>Leads:</td>
<td>Dickson Eyoh, Political Science</td>
<td>Melissa Levin, Political Science</td>
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<td>Antoinette Handley, Political Science</td>
<td>Uzoma Esonwanne, English</td>
<td>Timothy Makori, Anthropology</td>
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<td>Sean Hawkins, History</td>
<td>Mark Hunter, Geography (UTSC)</td>
<td>Jon Soske, History</td>
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<td>Courtney Jung, Political Science</td>
<td>Margaret Kohn, Political Science (UTSC)</td>
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<td>Neil ten Kortenaar, Humanities (UTSC), English</td>
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<td>Michael Lambek, Humanities (UTSC), Anthropology</td>
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<td>Ato Quayson, English</td>
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<td>Law and the Humanities</td>
<td>Victoria Wohl, Classics</td>
<td>Ariel Vernon, Classics</td>
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<td>Lead:</td>
<td>Mariana Valverde, Criminology</td>
<td>Lee Sawchuk, Classics</td>
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<td>Jeannine DeLombard, English &amp; Drama (UTM)</td>
<td>Mary Nyquist, English</td>
<td>Marie-Pierre Kruck, Classics</td>
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<td>Simon Stern, Law</td>
<td>Jeff Rybak, Law, English</td>
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<td>Ed Morgan, Law</td>
<td>Luis Campus, Law</td>
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<td>Brenda Cossman, Law, Sexual Diversity Studies</td>
<td>Jodie Boyer Hatlem, Religious Studies</td>
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<td>Emotions Under Siege</td>
<td>Currie Virag, History</td>
<td>Timothy Harrison, English</td>
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<td>Leads:</td>
<td>Elizabeth D. Harvey, English</td>
<td>Daniel Newman, English</td>
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<td>James McKee, Ph.D. candidate, Political Science</td>
<td>Brad Inwood, Classics</td>
<td>Toby Rollo, Political Science</td>
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<td>Rebecca Kingston, Political Science (Faculty Coordinator)</td>
<td>Jennifer Nedelsky, Law, Political Science</td>
<td>Larissa Atkinson, Political Science</td>
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<td>Hanah Chapman, Psychology</td>
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<td>Emily Fletcher, Classics</td>
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<td>Heather Bastedo, Political Science</td>
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<td>Jan Purnis, English</td>
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<td>Yi-Chun Chen, Political Science</td>
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## Crossing Boundaries: Resituating North African and Middle Eastern Studies

**Leads:**
- Mathew Gagne, M.A. candidate, Near & Middle Eastern Civilization, History
- Jens Hanssen, Near & Middle Eastern Civilization, History
- Mohamed Tavakoli, Near & Middle Eastern Civilization, History
- Susan Benson, Sökmen, Ph.D. Candidate, Women & Gender Studies, History
- Noa Shaindlinger, Near & Middle Eastern Civilization

**FACULTY**
- Mansoor Bonakdarian, Historical Studies (UTM)
- Aziza Chaouni, Architecture
- Anver Emon, Law
- Atiqa Hachimi, Linguistics (UTM)
- Jennifer Jenkins, German
- Paul Kingston, Political Science (UTM)
- Milena Methodieva, Historical Studies (UTM)
- Amira Mittermaier, Religious Studies, Near & Middle Eastern Civilization
- Shahzad Mojtab, OISE, Women & Gender Studies
- Melanie Newton, History
- Ato Quayson, English
- James Reilly, Near & Middle Eastern Civilization
- Diane Riskedahl, Anthropology
- Shafique Virani, Religion (UTM)
- Ramin Jahanbegloo, Political Science
- Emanuel Adler, Political Science
- Muhammad Fadel, Law
- Alejandro Paz, Ethnolinguistics (UTM)
- Natalie Rothman, Humanities (UTSC)
- Ed Schatz, Political Science
- Dina Georgis, Women & Gender Studies

**GRADUATE STUDENTS**
- Nadia Lewis, History
- Noa Shaindlinger, Near & Middle Eastern Civilization
- Hicham Safieddine, Near & Middle Eastern Civilization
- Oskar Jarzmik, Near & Middle Eastern Civilization
- Emily Hemlow, Near & Middle Eastern Civilization
- Mina Yazdani, Near & Middle Eastern Civilization
- Ida Meftahi, Near & Middle Eastern Civilizations
- Mateen Rokhsafat, Near & Middle Eastern Civilization
- Golbarg Rekabtalaei, Near & Middle Eastern Civilization
- Hamid Rezaieyazdi, Near & Middle Eastern Civilization

**Other Universities**
- Virginia Aksan, History (McMaster)
- Ariel Salzmann, History (Queen’s)
- Thabit Abdallah, History (Queen’s)
- Muhammad Khalidi, Philosophy of Mind, Language and Science (York)
- Janine Clark, Political Science (Guelph)
- Anne Meneley, Anthropology (Trent)
- Forough Jahanbak, Religion (Queen’s)
- Ebru Ustundag, Geography (Brock)
- Cynthia Wright, Geography (York)
- Sedef Arat-Koc, Politics & Public Administration (Ryerson)
- Tariq Amin-Khan, Politics & Public Administration (Ryerson)
- Nima Naghibi, English (Ryerson)
<table>
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<th>Religion, Culture, Politics</th>
<th>FACULTY</th>
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<tr>
<td></td>
<td>Ruth Marshall, Religious Studies</td>
<td>Stuart Parker, History</td>
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<td>Pamela Klassen, Religious Studies</td>
<td>Rebecca Carter-Chand, History</td>
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<td>Leads:</td>
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<td>Jared Toney, History</td>
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<td>Girish Daswani, Anthropology (UTSC)</td>
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<td>Ahmed Saleh, Law</td>
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<td>Michael Lambeck, Anthropology (UTSC)</td>
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<td>Shari Golberg, Religion/Women and Gender Studies/Jewish Studies</td>
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<td>Ajay Rao, Religion/ Historical Studies (UTM)</td>
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<td>Juhn Ahn, Religion/East Asian Studies</td>
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<td>Kevin O’Neill, Religion/ Diaspora &amp; Transnational Studies</td>
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<td>Brian Carwana, Religion</td>
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