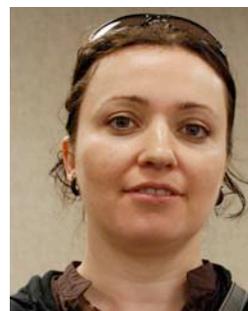
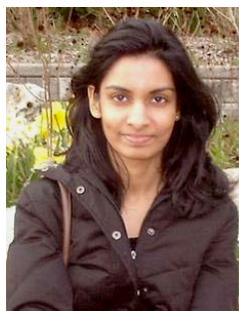
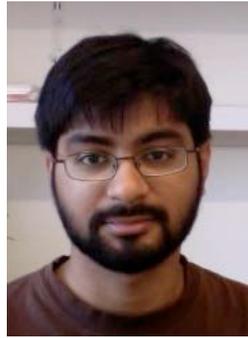


5.

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”

Neil ten Kortenaar (UTSC Humanities, English), “Postcolonial Literature and the World on Paper”

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”

John Wesley (English), “Spenser’s Moving Rhetoric: Action and Emotion in *The Faerie Queene*”

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 Carnavalesque in
the Canterbury Tales” (Supervisor: Jonathan Burgess)

Rodrigo Toromoreno (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.

5.1.2. Chancellor Jackman Faculty Research Fellowship in the Humanities, 2008–2009 Reports of Twelve-Month Fellows

Jonathan Burgess (Classics)

Refereed Publications

The Death and Afterlife of Achilles, Johns Hopkins University Press, January 2009.

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

Non-Refereed Publications

“Recent Reception of Homer: A Review Article.” *Phoenix* 62 (2008): 184-195.

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

Eighteen entries in *Homer Encyclopedia*, ed. M. Finkelberg (including “Geography, Iliad”; “Epic Cycle”; “Homeric Iconography”). Forthcoming in *Homer Encyclopedia*, Blackwell. ca. 10,000 words.

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.

“The Odyssey’s Cyclops Episode as a Travel Narrative.” Presented at the CAC annual conference, Vancouver, May 2009.

“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

- Forthcoming. *After Pluralism*. Co-edited with Courtney Bender. New York: Columbia University Press, approx. 350 ms. pp.
- Forthcoming. "Habits of Pluralism". Co-authored with Courtney Bender. In *After Pluralism*, eds. Courtney Bender and Pamela Klassen. New York: Columbia University Press, approx. 33 ms. pp.
- In press. "Keeping the Faith, Discerning the Divine: Terms and Conditions in New Research on Christianity and Healing in North America", review essay of Heather D. Curtis *Faith in the Great Physician: Suffering and Divine Healing in American Culture, 1860-1900*; James Opp, *The Lord for the Body: Religion, Medicine, & Protestant Faith Healing in Canada, 1880-1930*; Shawn Francis Peters, *When Prayer Fails: Faith Healing, Children, and the Law*. In *Church History*.
- 2008 "Practice" in *Keywords in the Study of Media and Religion*, ed. David Morgan, New York: Routledge, 136–147.
- 2008 "Ritual" in *The Oxford Handbook of Religion and Emotion*, ed. John Corrigan, Oxford: Oxford University Press, 143–161.

Non-Refereed Publications

- In press. *Women and Religion: Critical Concepts*. 4 volume edited collection. With Shari Golberg and Danielle Lefebvre. Routledge, approx. 1,600 pp.

Work submitted

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

Work in progress

Articles:

- Concluding essay on "Reflections on the religious situations north and south of the United States, in Canada and Mexico, at the start of the twenty-first century," for *The Cambridge History of Religions in America: Volume III: 1945 to the Present*, ed. Stephen J. Stein, Cambridge University Press, approx. 40 ms. pp.
- "Universality, Heterogeneity, and Thinking about Ritual," in preparation for a *Journal of Ritual Studies* issue in memory of Catherine Bell.
- "'The Great Psychic Apostle': Paul, Authority, and the Contemporary Reader," in preparation for submission to *Constellations*.

Papers presented at meetings and symposia

- 2009 "The Burden of Proof: Protestant Testimonies and Photographic Memory," in preparation for "Sensations: Religious Mediations and the Formation of Identities," Accra, Ghana, 15–18 August 2009.
- 2009 "The Great Psychic Apostle: Paul, Authority, and the Contemporary Reader", presented at the Society for the Anthropology of Religion Biennial Meeting, Pacific Grove, California, 27 March 2009, refereed.
- 2009 "Religion and Medicalization: Etiology, Mimesis, Contamination," presented at Interrogating Religion: Politics, Etiology and Social Consequences of a Problematic Concept, University of Ottawa, 19 April 2009, invited.
- 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

The Guthrie Road, chapbook (100 pp.); begun in July 2008. Due out with Black Moss Press, October 2009.

Refereed articles

“Growing Up Irish,” due out with *Rampike* magazine in the fall of 2009. 25 pages in typescript.

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

“Elizabeth Smart in the Annex,” *The Writers’ Toronto*, ed. Sarah Elton. Due out with HarperCollins, Canada, spring 2010. 6 pp. in typescript.

“The Case of Domitilio,” *Freedom to Read*, ACBP Council. 2 pp. Due out in fall 2009.

Reprints

“Northrop Frye: Canadian Mythographer,” in *Northrop Frye*. ed. Branko Gorjup. U of T Press, 2008. 18 pp. Galleys corrected.

“Tres viajeras en Mexico,” *Literal* (magazine), translated by Wendolyn Lozano. 20 pp. in typescript. Galleys corrected.

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

Brazil: *Villa Air-Bel: Refugio Da Intelectualidade Europeia durante a segunda Guerra Mundial*. Translation Ana Derio, Rocco Publishers, 2009.

Czech Republic: *Villa Air-Bel: Driha svetova vlka, utek a dum v Marseille*. Translation Katerina Hilska, Mlada Fronto Publishers, 2009.

Invited Lectures

Creative Writing Workshop, Canadian Authors Association. Full-day workshop with 20 participants, preceded by evening lecture, 26–27 September 2008.

Inaugural Ganley Lecture, “An Irish Story,” The University of Windsor, 27 October 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.

Reading from *Villa Air-Bel*, Trudeau National Conference, Gananoque, 21 May 2009.

Writing Workshop with Guy Vanderhague, 15 participants, Trudeau National Conference, Gananoque, 20 May 2009.

Conferences

“Jackman Humanities Fellows Panel,” *Story-ing Our World, Narrative Matters*: International Narrative Conference, Toronto, 8 May 2008.

Interviews

“A Traveller in Mexico: A Rendezvous with writer Rosemary Sullivan,” interviewer Catherine Mayo, *Inside Mexico* (Magazine), March 2009, No. 24 pp. 18–19.

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 Henriques 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 collegiality, 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 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

“Fearful Symmetry: Salman Rushdie and Prophetic Newness.” *Twentieth-Century Literature* 54.3 (2008): 339-361.

Three articles reprinted

“Chinua Achebe and the Question of Modern African Tragedy.” 2006 article reprinted in *Things Fall Apart: Authoritative Text, Contexts and Criticism*/Chinua Achebe. Ed. Francis Abiola Irele. New York: Norton, 2009. 323-43. (This is a prestigious Norton Critical Edition)

“Postcolonial Ekphrasis: Salman Rushdie Gives the Finger Back to the Empire.” 1997 article reprinted in *Twentieth-Century Literary Criticism*. Vol. 198. Detroit: Gale, Cengage, 2008. 50-61.

“Becoming African and the Death of Ikemefuna.” 2004 article reprint forthcoming in *Modern Critical Interpretations: Chinua Achebe's Things Fall Apart*. Ed. Harold Bloom. Philadelphia: Chelsea House, 2009.

Two articles excerpted

“Only Connect: *Anthills of the Savannah* and Achebe's Trouble with Nigeria.” 1993 article excerpted in *The Fiction of Chinua Achebe: A Reader's Guide to Essential Criticism*. Ed. Jago Morrison. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2007. 145-148

“How the Centre is Made to Hold in *Things Fall Apart*.” 1991 article excerpted in *The Fiction of Chinua Achebe: A Reader's Guide to Essential Criticism*. Ed. Jago Morrison. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2007. 51-55.

One paper published in conference proceedings

“Œdipe et les fils des indépendances africaines.” *Relations familiales dans les littératures française et francophone des XX^e et XXI^e siècles I: La figure du père*. Ed. Murielle Lucie Clément and Sabine van Wesemael. Paris: L'Harmattan, 2008. 153-161.

One article written this year accepted

“*Things Fall Apart* in History.” Forthcoming in *Interventions* (2009).

Four reference entries written this year accepted

“Wole Soyinka” (3,000 words), “Realism/Magic Realism” (2000 words), “Amos Tutuola” (1000 words), “Ama Ata Aidoo” (1,000 words). Forthcoming in *The Encyclopedia of Twentieth-Century Fiction*. Ed. John Ball. Blackwell.

Three articles accepted before this year and still forthcoming

“Achebe's *Arrow of God* and the World on Paper.” Forthcoming in *Novel: A Forum on Fiction* 42.1 (2009).

“Achebe's *Arrow of God* and the Problem of Succession.” Forthcoming in *Memories of Home: Generations and Genealogy in African Writing*. Ed. Yianna Liotsos. Africa-World Press.

“Multiculturalism and Globalization.” Forthcoming in *The Cambridge History of Canadian Literature*.
Ed. Eva-Marie Kroller and Coral Ann Howells. Cambridge: Cambridge University Press.

Presentations

Four conference papers

“African Literature and the World on Paper.” *Narrative Matters*. Toronto. May 7-10, 2008.

“Achebe’s *Arrow of God*, Patriarchy, and Succession.” British Commonwealth and Postcolonial Studies conference. Savannah, Georgia. February 27-8, 2009.

“Achebe’s *Arrow of God*, Patriarchy, and Succession.” African Literature Association. University of Vermont, April 15-8, 2009.

“Achebe’s *Arrow of God*, Patriarchy, and Succession.” CACLALS (Canadian Association for Commonwealth Literature and Language Studies). Carleton University May 23-5, 2009.

One invited lecture

“Achebe’s *Arrow of God* and the World on Paper.” African Studies Seminar. University of Toronto. March 26, 2009.

One invited panel

Respondent to J. Hillis Miller: “I was (Almost) a Mussulman.” *Ethics and Narrative*. University of Toronto. September 20-1, 2008.

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
- "The Politics of Eugenic Sterilization During the Weimar Republic." German Studies Association Thirty-First Annual Conference, St. Paul, Minnesota, October 2008
- "Dancer, Transvestite, Father: The Politics of Maleness in Berlin, 1931." Midwestern German History Workshop, 2008, University of Toronto, September 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:

- “The One about Telling (Inuit) Stories (to Germans): Translating and Anthologizing Ishmael Alunik’s *Call Me Ishmael* and Alootook Ipellie’s *Arctic Dreams and Nightmares*,” *Abornblätter* 20 (2008): 29-43.

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

- “Ancestral Language Influences in Indigenous Oratures in English and Tribal Intellectual Sovereignty.” *Association for Canadian and Quebec Literatures 2009 Annual Conference*, Carleton University, Ottawa, 23–25 May 2009.
- “The Holophrase in Contemporary Aboriginal Literature in English.” *The Oral, Written, and Other Verbal Media Conference*, University of Saskatchewan, Saskatoon, 18-21 July 2008.
- “‘But dah stories / dey las forever’: Métis Intellectual Sovereignty and *Stories of the Road Allowance People*.” JHI Lunch Seminar, University of Toronto, 23 April 2009.
- “‘Putting the Mother back in the language’: Ancestral Language Influences in *Stories of the Road Allowance People*.” Paper presented during campus visit, University of British Columbia Okanagan, 20 March 2009.

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.

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, Brassai 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 Brassai'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.

5.4.1. Jackman Humanities Institute Undergraduate Fellowships Reports, 2008–2009

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, Kaministiquia nitoonci, 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-relationality" 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.



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"Language is our unique relationship to the Creator, our attitudes, beliefs, values and fundamental notions of what is truth. Our Languages are the cornerstone of who we are as a People. Without our Languages our cultures cannot survive."
 Assembly of First Nations, 1990

Ciimaan (chee-maun) in Ojibwe means *Canoe*, 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 transferable job-skills while teaching, learning, and promoting Anishinaabemowin (Ojibwe Language) through culturally-based activities and community projects.

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 Nintashikewininaak
 Our community

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 Miziwe Biik and the University of Toronto's Centre for Aboriginal Initiatives (CAI).

Participants had the opportunity to:

- *Gain transferable 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.



Kiminopiitookaakonaawaa nintashiikewininaak Welcome to our community

Ciimaan Job-Training Initiative

In partnership with Miziwe Biik, and the University of Toronto's Centre for Aboriginal Initiatives, Ciimaan developed a unique training program that allows language learners to develop transferable job skills while focusing on language revitalization activities. Participants are involved in learning language archiving skills, facilitating language workshops, planning community events, designing language material 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 organization including, the University of Toronto, the Native Canadian Centre, Anishinaabemowin Teg in Sault 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 a 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 6 months of age to over 60.

Computer Games Development and Digital Archiving

In partnership with the University of Toronto's Centre for Aboriginal Initiatives, Ciimaan 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 Anishinaabe-centered methodologies for teaching and promoting the language in an urban setting and make this available in various media and locations



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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 Carnavalesque 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 endure 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 averred 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 to 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://picasaweb.google.nl/Mieke.G.Bal/NothingIsMissingByMiekeBal/> 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