

# fieldnotes

CONCORDIA UNIVERSITY'S DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY NEWSLETTER

## *HAPPY NEW YEAR AND HAPPY 50<sup>TH</sup> BIRTHDAY!*

It is 50 years since the Department of Sociology and Anthropology was founded by Harold Potter at Sir George Williams University as it was known then. We have since grown to become the University's largest department with 25 Full-time faculty members, five Limited-Term Appointments, about 30 Part-time faculty, and approximately 2,000 students. The department is kept afloat by its tireless faculty members, 40 MA and 15 PhD students and five staff members. J-P Warren directed the publication of our 40<sup>th</sup> Anniversary booklet, *Reflections*, which chronicles some of the details.

Over the years, Fieldnotes has presented readers with a fair idea of the department's achievements which include publications, grants, graduations, awards, positions held, research stories, etc. All these notable achievements have helped Concordia rise to 9th place in the National Higher Education ranking in the Social Sciences category. The entire Concordia community can be proud of this achievement.

We have certainly witnessed our share of dramatic events which include riots, a tragic shooting, student and staff strikes, government cutbacks not to mention a whirlwind of rotating presidencies: five in as many years! However, the University has managed to maintain its buoyancy despite these adversities and is not alone in its struggles. It is no secret Universities across Canada are facing a variety of issues: Federal research funding cutbacks, bureaucratization, corporatization, salary disparities across faculties, double standards, decreasing transparency, student debt...but Concordia is now ranked within the top 500 universities worldwide, which, considering that we do not have a Law or Medical school, is pretty cool.

Your editors,  
Anthony Synnott  
Eileen O'Reilly

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## CONGRATULATIONS

### ***KREGG HETHERINGTON***

*HONOURABLE MENTION. Sharon Stevens Book Prize from the American Ethnological Society for Guerrilla Auditors: the Politics of Transparency in Neoliberal Paraguay (Duke University Press, 2011). Awarded at the American Anthropological Association Annual Meetings in Chicago.*

### ***KATJA NEVES-GRACA***

*CSA Outstanding Service Award – for role in re-fashioning CSA finances.*

### ***Bart Simon***

*SHORTLISTED (official selection) for the INDIECADE NIGHT GAMES for Propinquity (2011-12): With Lynn Hughes and the Propinquity team, a full body game for two players wearing sensors. Players gain points by staying as close as possible to active sensors on the other participant's body, but lose if they touch. This performance/game explores very physical, electronically enhanced games as well as the ambiguous territory between fighting and dancing.*

### ***Shireen Kashmeri***

*Queen's Diamond Jubilee Award in honour of military service – 51 Field Ambulance.*

### ***Christine Jourdan***

*RUNNER-UP in the Academic e-Learning category of IELA awards for ANTH 202/EC.*

### ***Maximillian Forte and Kyle McLoughlan***

*For editing "Emergency as Security: Liberal Empire at Home and Abroad", the newly released third volume in the series emerging from the 400-level seminar, The New Imperialism.*

WELCOME AND BIENVENUE

*GREG NIELSEN*

*Our new Chair*

*MARTIN FRENCH*

*Our newest full-time Faculty member*

*PAUL ARMSTRONG, YESIM BAYAR, GEORGE PAUL MEIU &  
ISHER-PAUL SAHNI*

*Our newest LTAs*

*EILEEN O'REILLY*

*who is the new Department Assistant*

*AND WELCOME BACK TO*

*VICTORIA PALMER*

*who is back from parental leave.*



## THANKS

*NURIT SHIR*

*Thank you for your excellent service to the department*

*CHRISTINE JOURDAN*

*for serving as Chair last term.*

*AARON BRAUER*

*Who spoils us at each and every Departmental Assembly  
with his delicious baked treats*

*And finally, a tip of the hat to all of you who  
continue to make this department the dynamic,  
special place it is: to the undergraduate and graduate stu-  
dents who bring their vision and hopes for the future, the  
Faculty members and their endless wisdom and eagerness  
to teach and learn, and of course to all the support staff  
who help to keep it all afloat, hopefully with a smile. To  
quote one Faculty member who shall remain unnamed:*

*“It is a nice family”...*

*Much obliged!*

## PUBLICATIONS

### **Meir Amor**

*Illumination from the Shadow: Criticism of Ashkenazi Privilege*. Publisher: Drops of Lights Press.

The website is: <http://mendeley.co.il/?wpsc-product=hearotmehatzel>

### **Aaron Brauer**

*Statistics: A tool for Social Research. Custom Edition. Concordia University*. Aaron Brauer (ed.) Toronto: Nelson Publishing, 2014.

**Sally Cole** and Lynne Phillips, with Marie-Eve Carrier-Moisson and Erica Lagalisie

*Contesting Publics: Feminism, Activism, Ethnography*. London: Pluto Press, 2013.

### **Constance Classen**

*The Deepest Sense: A Cultural History of Touch*. Champaign, Ill.: University of Illinois Press, 2012.

### **Chantal Collard et Françoise Zonabend**

Parenté sans sexualité: Le paradigme occidental en question, *L'Homme*, 2013/2 no. 206, p. 29-58.

### **Maximilian C. Forte**

*Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas*. M. Forte (ed.) Toronto: University of Toronto Press, 2013.

*Emergency as Security: Liberal Empire at Home and Abroad* (The New Imperialism, Vol. 3) M. Forte & K. McLoughlan (eds). Montreal: Alert Press, 2013.

### **Danielle Gauvreau**

*Cahiers Québécois de Démographie* 41(1), 2012: *L'Étude des populations du Passé: Nouveaux développements et regards interdisciplinaires*. Danielle Gauvreau and Hélène Vézina (eds.)

### **Sonia Hamel**

*When theatre of the oppressed becomes theatre of the oppressor*. Research in Drama Education: The Journal of Applied Theatre and Performance 18:4, 403-416, DOI: [10.1080/13569783.2013836918](https://doi.org/10.1080/13569783.2013836918), 2013.

### **Kregg Hetherington**

*Beans Before the Law: Knowledge Practices, Responsibility, and the Paraguayan soy boom*. *Cultural Anthropology* 28(1): 65-85, 2013.

### **Ross Higgins**

*The Quest for Queer Quebec: GLBTQ Studies in Montreal*. In Jeanette A. Auger and Kate Krug eds. *Under the Rainbow: A Primer on Queer Issues in Canada*. Halifax & Winnipeg: Fernwood Publishing, p. 32-53. 2013

### **David Howes & Constance Classen**

*Ways of Sensing: Understanding the Senses in Society*. New York: Routledge, 2013.

### **Christine Jourdan and Kate Riley (eds)**

La globalization alimentaire. Special issue of *Anthropologie et Sociétés* Vol.37, no. 2. 2013.

### **Christine Jourdan and Marie Salaün (eds)**

Vernacular and Cultural Education in the Pacific. Special issue of *Current Issues in Language Planning*, Vol. 14, no. 2. 2013

### **Marc Lafrance**

*Celebrity, Spectacle and Surveillance: Understanding Lady Gaga's 'Paparazzi' and 'Telephone' through Music, Image and Movement* appeared in the edited anthology *Lady Gaga and Popular Music: Performing Gender, Fashion and Culture* published by Routledge Press, 2013.

### **Erica Lehrer**

*Jewish Poland Revisited: Heritage Tourism in Unquiet Places*. Bloomington, Ind.: Indiana University Press, 2013.

## PUBLICATIONS (CONT'D)

### Greg Nielsen

*Revealing Democracy: Religion and Secularism in Liberal Democratic States*. Co-edited with Chantal Maillé and Daniel Salée. Bruxelles: Peter Lang, 2014.

Acts of Journalism and the Interpretive Contradiction in Liberal Democracy: Reactions to Quebec's Bill 94. In *Revealing Democracy*. Co-edited with Chantal Maillé and Daniel Salée. Bruxelles: Peter Lang, 2014.

Conclusion: Justice to Come. In *Revealing Democracy*. Co-edited by Chantal Maillé and Daniel Salée. Bruxelles: Peter Lang, 2014.

Digitize This: Public Broadcasting and the Montreal Radio Drama Project (1930–69). *Journal of Radio & Audio Media* 20(2), 2013, pp. 327–338. With Mircea Mandache, 2013.

### William C. Reimer

ICRPS International Comparative Rural Policy Studies Summer School 2012, Participant Information & Travel Booklet.

### Isher-Paul Sahni

More Horseplay: *Jackass*, Performativity and the MoMA, *Studies in Popular Culture* 35(2): 1-26, 2013.

Reading Goffman: The Causes and Creation of an Enigmatic Founder in *The Chicago School Diaspora: Epistemology and Substance*. Edited by Jacqueline Low and Gary Bowden. McGill-Queen's University Press, 2013.

### Bart Simon (ed.)

Indie, Eh? Special Issue of *Loading...* Vol. 7, No. 11. 2013

### Jean-Philippe Warren

*Les prisonniers politiques au Québec*, Montréal: VLB, 2013.

Jean-Philippe Warren, Ivan Carel, Robert Comeau (dir.), *Violences politiques. Europe et Amériques, 1960-1979*, Montréal, Lux, 2013.

Jean-Philippe Warren, Martin Pâquet, Matteo Sanfilippo (dir.), *Le Saint-Siège, le Québec et l'Amérique française. Les archives vaticanes, pistes et défis*, Presses de l'Université Laval, 2013.

Jean-Philippe Warren, Catherine Foisy (dir.), « Réseaux catholiques au Québec du XXe siècle », *Études d'histoire religieuse*, vol. 79, no 1, 2013.

Jean-Philippe Warren, Olivier Keimé (dir.), « La contre-culture dans le Québec Inc. », *Liberté*, no 299, 2013.

Jean-Philippe Warren, Ivan Carel (dir.), « Contester ! Les formes d'une prise de parole au Québec au XXe siècle », *Bulletin d'histoire politique*, vol. 21, no 2, hiver, 2013.

« Paysages familiers, paysages étrangers. La Bretagne vue par les zouaves pontificaux canadiens », *Cahiers de l'Iroise* (France), No 216, janvier-février-mars : 1-7, 2014.

« Les sous-cultures politiques du savoir. La grève étudiante de 2012 dans le prisme des disciplines universitaires », *Recherches sociographiques*, vol. LIV, no3, septembre-décembre : 451-476, 2013.

« L'Église-nation comme chrétienté au Québec », *L'Amitié Charles Péguy*, vol. 36, no 143-144, juillet-décembre : 441-454, 2013.

Jean-Philippe Warren et Pierre Van Den Dungen, « Les impressions d'un futur premier ministre belge au Canada : le voyage d'Hubert Pierlot en 1910 », *Recherches sociographiques*, vol. LIV, no 2, mai-août : 269-287, 2013.

« L'aboutissement d'une longue sécularisation. Note critique », *Bulletin d'histoire politique*, vol. 21, no 3, printemps-été : 162-178, 2013.

« Enseignement, histoire, mémoire. Les examens d'histoire de 4<sup>e</sup> secondaire du secteur de la formation générale au Québec (1970-2012) », *Historical Studies in Education / Revue d'histoire de l'éducation*, vol. 25, no 1, printemps, p. 31-53, 2013.

## PUBLICATIONS (CONT'D)

« Porter sa croix. Les médailles du Vatican au Québec (1850-1929) », dans Martin Pâquet, Matteo Sanfilippo et Jean-Philippe Warren (dir.), *Le Saint-Siège, le Québec et l'Amérique française. Les archives vaticanes, pistes et défis*, Presses de l'Université Laval : 277-294, 2013.

Dominique Deslandres, Martin Pâquet, Matteo Sanfilippo et Jean-Philippe Warren, « Introduction », dans Martin Pâquet, Matteo Sanfilippo et Jean-Philippe Warren (dir.), *Le Saint-Siège, le Québec et l'Amérique française. Les archives vaticanes, pistes et défis*, Presses de l'Université Laval : 5-14, 2013.

« Liberté, gratuité, révolution. Les facteurs scolaires de la révolte étudiante », *Argument*, vol. 15, no 2, printemps-été : 28-38, 2013.

« Hervé Carrier, le premier sociologue québécois de réputation internationale », *Compagnons*, vol. 32, no 2, mai : 24-25.

« Les sciences sociales comme force révolutionnaire? », *Bulletin de l'APHCQ* (Association des professeures et professeurs d'histoire des clerges du Québec), vol. 19 no1, hiver : 3-5.

Olivier Keimé et Jean-Philippe Warren, « La contre-culture dans le Québec inc », *Liberté*, no 299, printemps : 9., 2013.

« Les premiers hippies québécois. Portrait sociologique d'un mouvement », *Liberté*, no 299, printemps : 22-24, 2013.

« La manifestation comme graffiti : le printemps 2012 en cinq esquisses », *Liberté*, Vol. 54, No 2, hiver, p. 10-12, 2013.

### Mark Watson

*Japan's Ainu Minority in Tokyo: Diasporic Indigeneity and Urban Politics*. New York: Routledge, 2014.

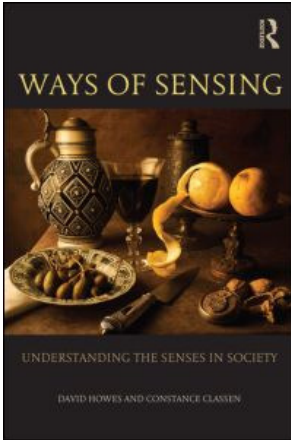
*Beyond Ainu Studies: changing academic and public perspectives*. Mark Watson, Mark Hudson and Ann-Elise Lewellen (eds), Honolulu: University of Hawaii Press, 2014.



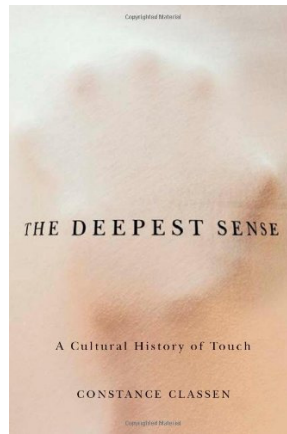


## SOME NOTEWORTHY BOOK COVERS

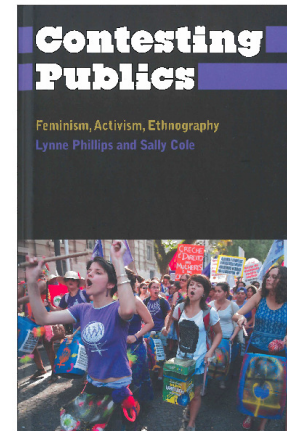
*Ways of Sensing: Understanding the Senses in Society.*  
David Howse and Constance Classen.



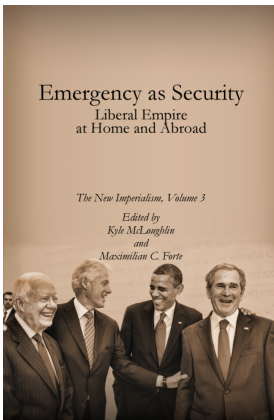
*The Deepest Sense: A Cultural History of Touch*  
**Constance Classen**



*Contesting Publics: Feminism, Activism, Ethnography.*  
**Sally Cole** and Lynne Phillips, with Marie-Eve Carrier-Moisson and Erica



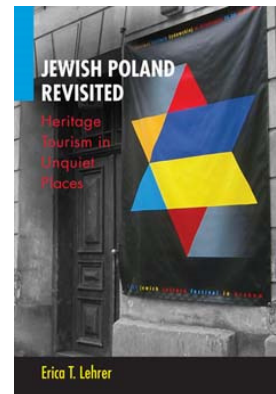
*Emergency as Security: Liberal Empire at Home and Abroad .*  
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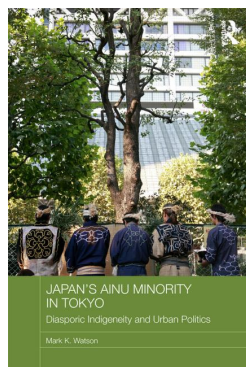
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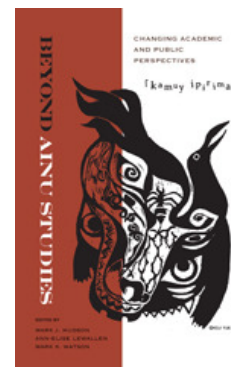
*Jewish Poland Revisited: Heritage Tourism in Unquiet Places.*  
Erica Lehrer



*Japan's Ainu Minority in Tokyo: Diasporic Indigeneity and Urban Politics*  
Mark Watson



*Beyond Ainu Studies: changing academic and public perspectives.*  
Mark Watson





***GENDER TRAINING IN THE  
INVESTIGATION AND PREVENTION OF  
SEXUAL AND GENDER BASED VIOLENCE  
(SGBV) IN POST CONFLICT AREAS.***

UN Policing tasks have expanded in the late 1990s to address the multidimensional aspects of peacekeeping to service the needs of all those affected in conflict situations. UN Security Council Resolutions 1325 (2000), 1820 (2008), 1888 (2009) and 1960 (2010) recognized that civilians account for the vast majority of those adversely affected by armed conflict. In particular, women and girls are targeted by the use of rape and sexual violence as a tactic of war to humiliate, dominate, instil fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group.

The resolutions required that appropriate measures be taken to protect civilians from all forms of sexual violence. In order to carry out the responsibilities of uniformed personnel deployed to peacekeeping operations, the resolutions recommended that pre-deployment and in-mission induction training on addressing sexual and gender-based violence be developed and implemented.

As policing systems and practices vary worldwide, a standardized training curriculum for investigating and preventing sexual and gender-based violence within a peacekeeping context was developed. Addressing such serious crimes require specialized skills that one may not readily possess due to lack of exposure to this type of widespread and systematic violence in conflict and post-conflict environment. Therefore the development of a high quality and professional United Nations Police Standardized Training Curriculum on Investigating and Preventing Sexual and Gender-based Violence is aimed to bridge these gaps and increase the effectiveness of Peacekeeping.



The UN Police Training Curriculum on SGBV is aimed for the use of UN Police Officers who mentor, train and advise national counterparts in the host-state police criminal investigations units, specialized investigations units that deal with sexual and gender based violence, community-based policing units, especially with internally displaced communities or refugee camps and other relevant police units. In most peace keeping missions around the world, there still exists a great need for the protection of women and girls from sexual and gender based violence that is reinforced in resolutions 1325, 1880 and 1888 by the United Nations Security Council. In a bid to enhance the capacities of peacekeepers dealing with Sexual and gender based crimes in mission areas, the Department of Peacekeeping Training Division decided to create a Standardized training course for all United Nations Peacekeepers in the area of SGBV.

This "Train the Trainers" course was given in 4 regions of the world (Philippines, Rwanda, Germany and Uruguay) with subjects such as, SGBV dynamics, Interviewing a victim of SGBV, International law, International law, Crime Scene analysis, Female Genital Mutilation, Community policing and Problem solving, Mass rape and Genocide and mentoring, victim trauma and human trafficking. Experts from all over the world, including LTC Arrigo Gareffi participated on the development of this training course which was completed in Jan 2011.

Hence, my introduction to CoESPU. After completing a year in Haiti as the Gender Adviser, I was recruited by the United Nations as an instructor for this training course which was given to a total of 200 trainers from 40 different countries around the world. The training course was given in two different phases and in English and French.

I presently still work as a police officer for the Montreal Municipal Police in Quebec Canada and have 20 years of service. This coming February, will be my 7th visit as an instructor in the POC courses. I always enjoy my experience within the CoESPU and want to thank everyone on their professionalism and genuine desire to enhance police capabilities around the world. The subjects of my lessons are aimed at giving peacekeepers the necessary tools to investigate and prevent cases of sexual and gender based violence. Participants learn about victim interviewing and victim trauma, mass rape and genocide, crime scene investigation and community policing and problem solving all in the context of SGBV. My desire is to increase awareness among peacekeepers of how mass rape is used as a tool of war, especially, but not limited to, the Eastern Congo. Hopefully, together, we can all make a difference.

*Written by:*  
*Senior Police Constable*  
*Sylvia De Sousa*  
*Montreal Police Department*  
*Quebec-Canada*  
*sylviaadesousa27@hotmail.com*



## CONGRATULATIONS TO ALL THE FOLLOWING WHO GRADUATED WITH THEIR MA IN 2012-2013

### M.A. SOCIOLOGY THESIS LIST – 2012 /2013

**SMALL, Francine**

The Racialization of Disease: A Qualitative and Quantitative Study of Race and Ethnicity in Biomedical Research

September 2011 – January 9, 2013

Supervisor J.P. Warren

**LÉGÈRE, Jessica**

Negotiating Norms, Challenging Stigmas: Athletes' Management of Gender, Sexuality, and Emotion on and off the Field

September 2011 – April 2013

Supervisor M. Lafrance

**MACKIE, Craig**

Orienting Affection: The Political Economy of Affect and The Democratic People's Republic of Korea

September 2010 – April 2013

Supervisor B. Best

**NICOLL, Peter James**

"Constituency of Rage: Strange Gods, 'realishness' and the rise of the Hysterical Right"

September 2010 – April 2013

Supervisor B. Best

**HINTON, Richard**

"Shock Radio: Tracing the Roots of an Expressive Social Movement"

January 2008 – April 2013

Supervisor D. Dagenais



Check out some of the Department's *Great Grads* on our website:

<http://socianth.concordia.ca/alumni/index.php>

### M.A. SOCIAL AND CULTURAL ANTHROPOLOGY THESIS LIST – 2012/2013

**HILDEBRAND, Noelle**

Philanthropic tourism: For whose benefit?

September 2009 – May 2012

Supervisor V. Amit

**ETIENNE, Geraldine**

Villagers Afflicted with leprosy and Humanitarian Intervention: Comparative Approach in Laos and Cambodia

January 2009 – August 2012

Supervisor: D. Howes

**McCAFFREY, Jessica**

Burning Man: Transforming Community through Countercultural Ritual Process

September 2009 – September 2012

Supervisor M. Watson

**ANGRIGNON-GIROUARD, Emilie**

Une route dans le brouillard: Transition à l'âge et aspiration d'une population de jeune adultes migrant musulmans de classe moyenne dans le sud de l'Espagne (Grenade) en temps de crise économique

September 2010 – October 2012

Supervisor V. Amit

**FOLCO, Joseph**

'A Crisis of Masculinity?' The Intersection of Gender, Illness, and Selfhood in the Narratives of Prostate Cancer Survivors

September 2011 – May 6, 2013

Supervisor: M. Lafrance

**PARISIO, Sarah**

"A New Model for Care: A Case Study in Creating Community among Persons With and Without Intellectual Disabilities:

September 2011 – July 2013

Supervisor: D. Howes

**SALVATORE, Vanessa**

"The Mobility and Embodiment of Modern Yoga"

September 2011 – August 2013

Supervisor: V. Amit

# SAGSA

Happy winter semester 2014! This year's Sociology and Anthropology Graduate Students' Association executive team has some exciting things planned for the near future, so please read on to find out how you can support us and get involved.

## About Us

SAGSA is a student association that receives funding on a per-student basis through the GSA (Concordia's umbrella graduate student association). This means that all of our activities are sponsored first by the 69 graduate students in our department, and then supplemented by generous annual donations from our sister-association SASU and from the department itself – thank you! Our principal mandate, at least for the last several years, has been to organize a student conference every spring that will provide students in our department with a chance to present their ongoing research, network with other students, and develop important professional skills. Last year's conference, *Inscribing Context*, extended the invitation to participate to other departments and other universities across Canada, a new tradition we are continuing this year. But more on the conference below — first, let me introduce this year's SAGSA team.

Meriem Rebbani-Gosselin is our treasurer, and is in the second year of her MA in anthropology. We are fortunate to have with us as secretary a former SAGSA president, Charles Grey, who is also finishing an anthropology MA. If you've noticed a trend, it isn't over yet – our communications officer, Elizabeth White, is also working on her MA in anthropology, although she is new to the department this year. Walter Goettlich, our lone and steadfast sociologist, is working on a sociology MA while serving as vice president. I am SAGSA's current president, and on the anthropology side, working on finishing my MA this year. Most of us are easy to find on any given day in the department, either in the grad space or in the SAGSA office. Drop by any time to say hello!

## Goals for 2014

Last year's team met a number of its goals successfully – increasing student use of the grad space, livening up the SAGSA office, and growing the conference to include students from universities outside Montreal – and this year we hope to continue with all of these. In addition, we have two new mandate-related goals. First, we have already been working to create opportunities for students to discuss their experiences in all three graduate programs, and to share this feedback with the department. We are aware that some reflection is taking place this year, and want to ensure students' voices are heard in the process. Second, we are looking into options for creating a student-run journal, to be published online, and possibly also in print. Anyone who would like to lend us a hand with this is most welcome, so please get in touch. Other things on the agenda are a spring craft fair fundraiser, in which crafty faculty and staff are most welcome to participate, and a field trip to the CASCA and CSA conferences, which are both being held within traveling distance in Ontario.

## Graduate Student Conference

**Intersections: Multidisciplinarity, Method, and Medium in Social Science Research**  
**March 13-15, 2014**



As usual, our main efforts are directed toward the organization of this year's conference. We are very pleased that the department's Communications Committee has helped us bring in guest lecturer Alexandrine Boudreault-Fournier, a Concordia alumna and current professor of anthropology at the University of Victoria. She will be delivering a keynote presentation on Thursday, March 13, to kick off the conference, and will also participate in the closing roundtable panel on Saturday, March 15 (more on this below). Her work in visual anthropology, anthropology of sound, and relational aesthetics will highlight the conference's theme, which aims to bring out a discussion of experimental method and medium in research. As always, students are encouraged to present on a broad range of topics according to their interests and experience, with the broader discussion of multidisciplinarity serving as a frame but not a constraint.

There's been some conversation recently about creating a sense of community in the department, and increasing faculty-student interaction. So how can you get involved in the conference and support your students? Here are three concrete ways to consider:

**Please encourage your undergraduate students to attend the conference!** One of our goals this year is to fill seats, and bring in an audience that consists of more than just other conference presenters. Undergraduate students will benefit immensely from this from a peer learning perspective, and may even be persuaded to apply for graduate studies in our department!

**You might like to moderate a panel discussion.** As soon as all the submissions are in (in the next two weeks or so), we will start to organize panels and let you know which topics emerge. We'll be asking PhD students to help us with this, too, but we've never had a surplus of panel moderators, so the more the merrier.

**Last but certainly not least, please consider participating in our closing plenary roundtable session.** Dr. Boudreault-Fournier is our first confirmed presenter, but we would like to put the spotlight on our own faculty and the exciting projects you are working on, as well as provide conference attendees a chance to hear professors in discussion with one another, which we always enjoy immensely. The theme, loosely, will be **Creativity and New Approaches in Research**, and we are looking for three or four other presenters to fill out the roundtable. Feel free to discuss successes or failures, to argue for or against creative research methods, and to explore the future of our disciplines in a short ten- or fifteen-minute presentation followed by an inclusive conversation.

Thanks very much for taking the time to get acquainted with SAGSA and our efforts this year, and please do get in touch with us at [sagsa@concordia.ca](mailto:sagsa@concordia.ca) if you'd like to get involved, or if you have questions. On behalf of the department's graduate students, thank you for all the efforts you already make to help us navigate our academic voyages, and to make us feel like part of a community.

Sara Breitreutz

## A Wake-Up Call!

As part-time faculty, our primary concern is students and this wake-up call concerns them. It is not about our performance as teachers, but about the state of university education, the socio-economic context, and the continuing effects this context has on our student population. The present reflection is the fruit of extensive reading, discussion and debates on the following issue: unmistakable evidence of students' disengagement. In 2011, Dr. Salinda Hess, two full-time faculty members and I applied for a Concordia grant to design a pilot project with the idea that the final results would yield a proposal to be sent to a major Canadian granting agency. The committee turned down the research proposal; this did not surprise me because humanities, as Gilles Gagné argues, are not the main recipients of research funds. More significantly, some key players at Concordia were convinced that the National Survey of Student Engagement (NSSE) is the end of the research on students' engagement. This is not the kind of response I was expecting from our leaders. However, after a recent meeting with Dr. Catherine Bolton Vice-Provost Teaching and Learning I am positive that there is an opening for a genuine dialogue. Two professors at the University of Toronto have been examining this question about the sources of student disengagement, a question few people want answered – as a teacher I do.

During the campaign leading to the last Québec election, Jean Charest appeared particularly proud of the numbers of Québec's university graduates. I certainly do not share his enthusiasm; yes, we do produce graduates, but here lies the problem: universities are beginning to resemble production lines! And what are we producing: Citizens capable of critical thinking, researchers, or over qualified workers? Why do so many students seem to be lost, walking around our campus and sitting in our classes staring at their phone or tablet or surfing the Net? According to Dr. Hess, one answer could be that this cohort of students is "not needed" in the downsized economy of today. The average student in high school today has few job options and higher education is continually pushed as the way to a good job. Most students state that they attend university to get the "piece of paper," to find a "better job." As a whole, manufacturing in Canada has disappeared along with those good-paying jobs. Marketing commodities allows some to be involved in the "resource exploitation" industries (mining, oil, and forestry) and others can find work in product marketing, gaming, and pharmaceutical areas that are dependent upon the novelty consumption, and general malaise of modern society. For the majority, however, few options are available to reach even the lifestyle level of their parents, much less the image of success that is being communicated to them through consumer marketing. Kate Lunau's article *Campus Crisis: the Broken Generation* (Macleans, 5 September, 2012) seems to reiterate Hess's position.

Students might feel they have little choice but to compete as hard as they can. Tuition costs are rising, and the job market looks grim. In July, the unemployment rate for Canadians aged 15 to 29 was nearly 12 per cent; having an undergraduate degree doesn't make job candidates stand out like it once did. After graduation, often weighed down by student debt, many will have to string together short-term contracts with unpaid internships—and even those can be hard to

get. [One student said] "I need to get into this or that program, because the world is scary and I see people out of work." In fact, the emotional frustration and anger was recently expressed at Concordia when students disrupted university gatherings: "We have no future and you want us to pay more for it?" It is clear that, the expectations of students are increasingly disconnected from the reality of their lives. Twenge (2006:9) finds that current generations are more anxious and depressed than ever before. Comparing psychological data from young people in the 1960s and 70s, with those of the young in the 1980s, 90s, and 2000s, Twenge found that the downside of the focus on the self and the "freedom" to be whatever you want has left young people with pressures to attain independence and stand alone, resulting in isolation and loneliness (2006:109). They cannot meet those expectations sold by marketers in this new economic climate, and the results are emotionally disastrous. Young people today live in an increasingly fearful world, one that has become almost as problematic for young people as the early industrial period.

Students are under increasing pressure. Aware of the economic and environmental problems they are wondering where they will find their place in the world. Moreover, many students are wondering if an undergraduate degree will suffice. Indeed, the tendency, according to Annie Potter from the Education department at Concordia University, is to produce more graduate programs and degrees, which she suggests leads to academic grade inflation. This criticism has also been raised by Canadian scholars Côté & Allahar (2007, 2011) and Rob Beamish (2010) who find that academic inflation is an issue that occurs across the board in University education. Jobs and institutions that once accepted individuals with undergraduate degrees now want Masters' degrees, and those who accepted Masters' now require PhDs. Therefore, Universities have been promoting graduate degrees and offer "packages" to potential students, and encouraging younger and younger students to enroll in said programs. This raises many issues, among them the competency of relatively inexperienced graduates (on a practical/clinical level) in many fields of employment. Complicating things the reverse is also true: some of us had to hide our credentials to get a job! As a part-time faculty but a full time teacher, I am concerned about the state of education and this should be a concern for all of us.

## References

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**New 5 Year SSHRC Insight Community-Based Research Project in Montreal led by Prof. Mark Watson looking at the Social History and Conditions of Inuit in the City**

Three researchers from Concordia, Laval and Carleton Universities in collaboration with Avataq, Makivik, Inuit Health Board and other Inuit and Aboriginal organizations have received \$193,323 from the federal government over the next five years to investigate and better understand the experiences of Inuit in and around the city of Montreal. Funded by the Social Science and Humanities Research Council's (SSHRC) Insight program, the research began in December 2013. Mark Watson from Concordia University, the project's principal investigator, and Barbara Papigatuk, the project's research director, say that the main question being asked by the research team is one that has preoccupied Inuit in Montreal for several decades, namely, why do Inuit residents in Ottawa have adequate access to community-based service organizations whereas Inuit residents in Montreal, just two hours away, have little to none?

This basic question is leading the research team and the project's community-advisory board to examine others, including what the historical and social factors are behind such disparities and how outcomes for Montreal Inuit can be improved. Research has long demonstrated the links between adequate housing, employment, community infrastructure, and healthy Aboriginal communities, whether in remote or urban areas. This raises the question of why, given evidence of high incidences of substance abuse, homelessness and poverty amongst urban Inuit, no substantive support network exists in Montreal. It is, after all, a city which, by some estimates, has the fourth largest concentration of Inuit in Canada.

In stark contrast to Ottawa, however, it is well known that Montreal does not provide Inuit with access to culturally appropriate services; and as characterized by the Montreal borough of Villeray's disdain for the Inuit Health Board's proposal in 2010 to open an out-patient lodging house there for fear of increased crime in the area, Inuit are commonly stereotyped as a social problem in the city. As many Inuit have testified to over the years, this problem of stereotyping only deepens a sense of inadequacy, cultural loss, and social isolation on the part of many individuals and normalizes a fragile sense of communal belonging.

This research project will be placing the Inuit-determined needs of the community first and is designed to engage directly with the problems identified. Over the next five years, the research team hopes to be able to propose new policy initiatives and a framework for community involvement that will achieve positive social change for Inuit in the city. A major exhibition of Montreal life in the city dating back to the beginning of the twentieth century will be held in partnership with the McCord Museum in 2018. A project website will soon be up and running and a dedicated Facebook page opened.



While the team will be providing regular updates on the research in this newsletter, if you have any immediate questions or would like more information about the team or how you could get involved in the research itself, please get in touch with Mark Watson ([mark.watson@concordia.ca](mailto:mark.watson@concordia.ca)).

Web



## KERI FERENCZ, PHD STUDENT

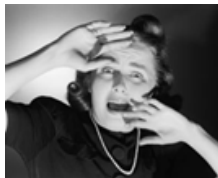
Keri Ferencz

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### Dear Keri: A Note to My Younger Self

One of my boyfriend's favourite lines to deliver when I'm doubting or on the fence about a decision is 'you don't know whether or not you really want to do something until after you've finished doing it'. Given that he's a philosophy grad student, I tend to just assume he's paraphrasing Hegel as usual, and ask for more practical advice regarding the choice at hand. I never really considered his adage when he offered it to me while I was complaining about a difficult day working on my MA thesis, and I paid it no heed when consumed with whether or not to apply for a PhD. Reflecting on it now, I can see the merit in his words. It's difficult to accurately gauge your feelings about any experience, be it academic, job-related, or personal, until you've experienced it in its totality; it's only after the fact that you can clearly assess whether or not something was pleasurable, satisfying or worth it. But that advice doesn't really help much when you're in the middle of something, so I'll try to be more practical.



*Do what scares you the most.* When I was making the decision about which

Master's program to enrol in, I had to choose between a University close to where I grew up with a program that sounded fun, but not necessarily as rigorous or committed to theory as I imagined post-grad work should be, and one whose apparent rigour and theory terrified me. There were, of course, other mitigating factors – funding packages, length of the programs, accommodation possibilities – but the central one to my mind was, what I called then, 'seriousness'. In the end, I chose the University with the shorter and more 'fun' program, and over time, regretted that decision. While the program was a good one for me in many ways – my supervisory team was wonderful, I reconnected with some old friends, and I was able to continue to live and work part time in Toronto – by making the safe choice, I didn't set the bar high enough for myself. Instead of throwing myself into new and challenging work, I ended up rehashing much of the same material that I had been exposed to in my Undergraduate degree, the result being that I didn't get as much out of the experience as I should have, or would have liked to. If I had to do over, I'd take the bigger risk.



*Use course work to expand your knowledge.* Here's another piece of advice that relates to doing the scary thing. Most people take their Master's degree in a subject exactly

the same, or at least similar to work they've done at the undergraduate level. This means that there will probably be some overlap in the material you cover in your MA course work. In my case, the central theory course in my MA was essentially a 'greatest hits' tour through the core courses of my BA. This meant that not only was I familiar with nearly all of the material we covered, but also that I had a relatively good deal of experience with certain sections. When it came time to sign up for presentations, I – and, to be fair, nearly everyone else – scrambled to choose the material they were most comfortable with and well versed in. There's an argument to be made in favour of this strategy: grades matter in graduate school, and choosing to present work that one feels confident with goes a ways in securing a good grade. That being said, studying at the graduate level isn't solely about deepening your pre-existing knowledge base, but also about broadening it. With that in mind, choosing to read, write and present on unfamiliar and challenging material is, to my mind, a better strategy. It may be scarier, but it will expand your knowledge more than choosing the well-worn path of that which you already know.



*Take every opportunity you're given.* Grad school is full of opportunities, and the most successful students are the ones who take advantage of as many as they can. I was not one of those students during my Master's degree, even though my

University had a great film series, frequent visiting speakers, a program that allowed grad students to audit a number of undergraduate courses during their degree, and free grad student access to the fitness facilities. Partially because I was a commuter and not often on campus, I never made the time to engage with the University outside of the events I was required to attend, and it's something I regret. I did once stick around to see a talk given by Galen Weston, the Executive Chairman of Loblaws, but that wasn't so much in service of furthering my education and enriching myself as it was indulging in a bit of librarian-like eye candy...but I digress! The point here is to be involved, seek out extracurricular events that will both make you feel a part of your University community and open your mind to new things.



## KERI FERENCZ, CONT'...



*Find a grad school best friend.* I can't overemphasize the importance of this piece of advice. I don't want to ignore the importance of creating a collegial and friendly relationship with your entire

cohort, but a grad school best friend is crucial. S/he's the one you can text in the middle of the night when you're feverishly trying to prepare a presentation for the next morning and PowerPoint is giving you a headache; s/he'll make sure you don't drown in beer after a disheartening meeting with your supervisor; s/he won't complain when you request that s/he act as a plant in the question period of your conference presentation. In short, your grad school best friend will be your wing person, and you'll be theirs.



*Take a break!* No matter what stage of a graduate degree you're in, things can be stressful. There's a reason why reading week exists, and it's not just so students can get caught up on readings and Professors can get mid-term grading done;

especially in the winter term, when every day is grey and it seems like the spring will never come, everyone needs a break. I know the life of a grad student isn't one of riches, but if you can find a way to use this time to get somewhere warm and sunny, do it. Even if it means you have to take work with you, leaving your parka and boots for just a few days will do wonders for your focus and stamina...not to mention your mood! Personally, I recommend grabbing your grad school best friend and heading to the most magical place on earth, but if exquisite simulacra isn't your thing, an all-inclusive resort will do.



*Write every day.* This piece of advice pertains mostly to getting your thesis completed without going insane, but it's good to keep in mind more generally. Writing every day keeps you in the right mind frame, so that when it comes time to get that twenty or thirty page term paper done, it's not so agonizing. Whether it's making short précis of

readings for class, or blogging movie reviews, the habit of writing will serve you well. When my MA course work was done and it was time to draft my thesis, I was daunted; the idea that I could write a one hundred page essay in two months seemed absurd.

My brother-in-law made me promise to sit down with the work every day, no matter what – if I didn't feel inspired, or couldn't eke out more than a paragraph, that was okay, the point was just to commit to showing up ready to work. I devoted 4 or 5 hours, five days a week to my thesis throughout July and August, and I had my first draft finished before Labour Day. I remain convinced that it was the simple act of pledging to be in front of my computer prepared to write that made the process as painless as possible for me. Writing every day isn't a practice that I've managed to keep up so far in my PhD, but it's one that I strive for, and probably a piece of advice that my future post-PhD self (a terrifying spectre, that!) would give me if she were writing a note such as this.



When I returned to complete my undergrad after a five-year hiatus, I was preoccupied with the idea that a university degree should 'get me somewhere,' career-wise. Why, with that outlook, I enrolled in a program called Arts & Contemporary Studies, is beyond me. During those four years, something shifted in my thinking, and I began to approach my course work in a different way; rather than focusing on grades and scores and how any given class would look on my resume, I chose courses and wrote papers by following my curiosity. If I'm being completely idealistic about it, I'd say that I sought out knowledge for knowledge's sake, instead of hoarding it like gold that would one day buy me a ticket out of customer service jobs.

Transitioning from undergrad to grad school, I didn't lose that idealistic notion of what higher education should be, but I certainly did let it fall by the wayside as the more practical questions of funding packages, institutional reputation and future job prospects came to the fore. While I don't want to suggest that these factors relating to higher education should be overlooked, if there's a single overarching piece of advice I would give my younger self, who, at this time three years ago was agonizing over self-made lists and charts to try and pick the best path to move forward on in her academic journey, it would be to follow her intellectual curiosity. Funding, employment opportunities and other practical concerns are absolutely important criteria to consider when making decisions about where to pursue post-grad work, but none of them will help inspire you to slog through the difficult days – of which there are many in any given program – quite like a passion for what you're studying.



## MARC LAFRANCE

\*In September 2013, I began serving as a regular panelist on Société Radio-Canada Première's morning show *Médium large* hosted by Catherine Perrin. The panel on which I serve is called "La chaire des genres" and airs twice monthly. "La chaire des genres" examines current affairs as they relate to issues of gender and sexuality. The panel will run until June 2014 and may continue into Fall 2014-Winter 2015.

\*In October 2013, I gave a paper at the annual meeting of the North Eastern Popular Culture Association held at St. Michael's College in Colchester, Vermont. Three of my graduate students – MA student Casey Scheibling and PhD students Keri Ferencz and Cheryl MacDonald – accompanied me to the conference and gave papers relating to their ongoing research. I am very proud to report that Casey, Keri and Cheryl took the conference by storm! All three of them were nominated for the Best Graduate Student Paper Award and were singled out for commendation by the organizers of the conference. We await the outcome of the nominations.



## Did you know?

- That in 1918, Loyola College, in conjunction with U de M, The Catholic Services Social Guild and Sisters of N-D Ladies' College founded The School of Sociology and Social Work. It was housed in The Bourget Academy which still stands on de la Montagne.

*Bourget Academy, on de la Montagne (formerly Mountain Street) south of Ste-Catherine, ca 1985 (Concordia University Archives)*



- \* That the following people were anthropology majors? Kurt Vonnegut, Hugh Laurie, Stephen Riggio (CEO, Barnes and Noble), Prince Charles, Kathy Reichs (author and creator of *Bones*), Dr. Ann Durham (President Obama's mom) & Billy Graham. (University of Kentucky website).
- \* Between 1991-2011 the proportion of full-time female University teachers doubled to nearly 33%; 43% of these were tenure-track positions. (CAUT Almanac, 2012-2013, p. 31)
- \* In the world of Anthropology Academia, women constitute 41% of full-time professors, 55% of Associate professors, 56% of Assistant Professors and 63% of lecturers. In Sociology, women constitute 38%, 50%, 58% and 59%, respectively (CAUT Almanac, 2012-2013, p. 27-28)
- \* Concordia is now ranked among the top 500 universities worldwide according to the MacLean's University's Global Top 500 list.
- \* In its ranking of the 200 best and worst jobs, CareerCast.Com ranked Sociologist at #19 and University Professors at #14.