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## Application for a Grant

<b>Identification</b>						
This page will be made available to selection committee members and external assessors.						
Funding opportunity Insight Grants				Funding Stream B (\$100,001 to \$400,000)		
Joint or special initiative						
Application title Government agents, literary agents: Inuit books and government intervention, 1968-1985						
Applicant family name Rak			Applicant given name Julie		Initials S	
Org. code 1480111	Full name of applicant's organization and department University of Alberta English and Film Studies					
Org. code 1480111	Full name of administrative organization and department University of Alberta English and Film Studies					
				Preferred Adjudication Committee 435-04		
Does your proposal involve Aboriginal Research as defined by SSHRC? Yes <input checked="" type="radio"/> No <input type="radio"/>						
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board. Yes <input checked="" type="radio"/> No <input type="radio"/>						
Does any phase of the proposed research or research-related activity:						
A. Constitute a physical activity carried out on federal lands in Canada, as defined in sub-section 2(1), in relation to a physical work and that is not a designated project;				Yes	<input type="radio"/>	No <input checked="" type="radio"/>
B. Constitute a physical activity carried out outside of Canada in relation to a physical work and that is not a designated project;				Yes	<input type="radio"/>	No <input checked="" type="radio"/>
C. (i) Permit a designated project (listed in the CEAA 2012 Regulations Designating Physical Activities (RDPA)) to be carried out in whole or in part;				Yes	<input type="radio"/>	No <input checked="" type="radio"/>
C. (ii) Depend on a designated project (listed in the RDPA) that is, or will be, carried out by a third party?				Yes	<input type="radio"/>	No <input checked="" type="radio"/>
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total funds requested from SSHRC	44,956	43,002	33,344	0	0	121,302



Family name, Given name

Rak, Julie

## Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant ☐

Collaborator ☒

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Igloliorte

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Heather

Initials

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Department/Division name

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Role

Co-applicant ☐

Collaborator ☒

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Ruffo

Given name

Armand Garnet

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Full organization name

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Department/Division name

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Role

Co-applicant ☒

Collaborator ☐

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Full organization name

University of Alberta

Department/Division name

English and Film Studies

Role

Co-applicant ☐

Collaborator ☒

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Cariou

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Warren

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Full organization name

University of Manitoba

Department/Division name

Centre for Creative Writing and Oral Culture (CCWOC)

Role

Co-applicant ☐

Collaborator ☐

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name



## Research Activity

The information provided in this section refers to your research proposal.

### Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Inuit;book history;Indigenous;literature;government;publishing

### Disciplines

- Indicate and rank up to 3 disciplines that best correspond to your activity.

Rank	Code	Discipline	If "Other", specify
1	52500	Literature, Other Canadian	
2	51004	Cultural History	
3			

### Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	240	Indigenous peoples
2	100	Arts and culture
3	310	Northern development

### Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<div>Year 1960 _____ _____</div> <div>BC <input type="radio"/></div> <div>AD <input checked="" type="radio"/> <input type="radio"/></div>	<div>Year 1985 _____ _____</div> <div>BC <input type="radio"/></div> <div>AD <input checked="" type="radio"/> <input type="radio"/></div>

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB



Family name, Given name

Rak, Julie

### Research Activity (cont'd)

#### Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	8000	Antarctic and Arctic
2	1120	Central Canada
3	1140	Northern Canada

#### Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	
2			
3			
4			
5			



Family name, Given name

Rak, Julie

### Response to Previous Critiques - maximum one page

Applicants may, if they wish, address criticisms and suggestions offered by adjudication committees and external assessors who have reviewed previous applications.



Family name, Given name

Rak, Julie

## Summary of Proposal

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

From 1968 to 1985, a small division within the Department of Indian and Northern Affairs (DIAND)--now Indigenous and Northern Affairs Canada (INAC)--pursued initiatives designed to encourage the development of Inuit literary production in Canada. At times acting without the knowledge of the writers themselves, officials within the Social and Cultural Development (SCD) Division made programs aimed at "literature development," and so intervened directly in literary production by Inuit, buying parts of the print runs of books and storing them in the basement of its headquarters, giving copies away for free to visiting dignitaries, arranging for writers to write for publication and even, in at least one case, negotiating a contract for an author with a major publisher.

Members of the research team discovered the work of the SCD Division when Mini Aodla Freeman, Inuk author of the memoir *Life Among the Qallunaat*, told them that without her permission, copies of her book had been taken out of circulation in 1978 and stored in the basement of the Department of Indian and Northern Affairs. The research team subsequently discovered that the SCD Division had indeed bought most of the print run of Aodla Freeman's book and had stored it. What is more, this had been a regular practice. Many books, including Markoosie's *Harpoon of the Hunter*, often called the first Inuit novel, had been treated in the same way. The SCD Division employees saw the interventions as beneficial because they ensured (in their eyes) that Inuit literature would be published and would therefore "develop."

In effect, the SCD Division may have acted as a literary agent, editor and publisher for Inuit during a crucial period in the development of Indigenous literature in Canada, exercising a considerable amount of power and influence over Inuit literary production in the name of cultural and economic development. The work of the SCD Division was quiet, and its influence on Inuit and other Indigenous writing is largely unknown today. Our research team will investigate the history of the DIAND's intervention in Indigenous writing before 1985, make the findings known to the Indigenous authors who were affected and to the Canadian public, and train Indigenous students to become researchers in the process.

The research team will explore these questions: Why did the SCD Division intervene as it did? Which books were affected and did any of the authors know what happened? What are the implications of this practice for Inuit literature as it is known and read today? Did Inuit editors and writers find ways of using the SCD Division goals for their own purposes, including cultural preservation and the pursuit of land claims?

The Government Agents, Literary Agents research team will find the answers through archival research, interviews and consultations about the scope, intent and activities of the Social and Cultural Development Division with respect to Inuit writing from 1968 to 1985 when the Division closed. The team will determine how the idea of "cultural development" found in the very name of the Social and Cultural Development Division was tied to other paternalistic government initiatives aimed at what it saw as cultural and economic development in the North, and how Inuit writers and editors responded.

The team will share its findings with Inuit writers whose works were subject to intervention, Inuit communities, scholars and the Canadian public so that this complex history can be known, and critiqued.

## Detailed Description

### Objectives

From 1968 to 1985, a small division within the Department of Indian and Northern Affairs (DIAND)--now Indigenous and Northern Affairs Canada (INAC)--pursued initiatives designed to encourage the development of Inuit and possibly other Indigenous literary production in Canada. At times acting without the knowledge of the Inuit writers themselves, officials within the Social and Cultural Development (SCD) Division made programs aimed at “literature development,” and so intervened directly in literary production by Inuit, buying parts of the print runs of books and storing them in the basement of its headquarters, giving copies away for free to visiting dignitaries. Preliminary research suggests that at least one official made a contract with a major publisher for an Inuit author. In effect, the SCD Division may have acted as a literary agent, editor and publisher for Inuit during a crucial period in the development of Indigenous literature in Canada, exercising a considerable amount of power and influence over Inuit literary production in the name of cultural and economic development. The work of the SCD Division was quiet, and its influence on Inuit and other Indigenous writing is largely unknown today. *Our research team will investigate and critique the history of the DIAND’s intervention in Indigenous writing before 1985, make the findings known to the authors who were affected and to the Canadian public, and train Indigenous students to become researchers in the process.*

Our team’s program of research will accomplish the following:

- (1) **Conduct archival research** at Library and Archives Canada on the “literature development” initiatives of the Social and Cultural Development Division of the former Department of Indian and Northern Affairs (DIAND) from 1968-1985. Investigate the role of SCD Division-sponsored publication *Inuktitut* magazine and other government-funded periodicals in this period that were aimed at both “literature development” and at communication of government policy.
- (2) **Interview** former government employees who were involved with the initiative about the rationale and motives for the activities of the Social and Cultural Division. Interview Indigenous writers, activists, cultural workers, and other figures who shaped or experienced this policy and its impacts.
- (3) **Train and collaborate** with Indigenous undergraduate and graduate students in undertaking archival research, interviewing, and knowledge dissemination.
- (4) **Analyze** the archival material and interviews in light of developments in Indigenous literary studies, Indigenous activist history, book history in Canada and art history to understand the rationale and politics of the INAC initiatives in editing and publishing and the responses of Indigenous writers and activists to government intervention.
- (5) **Share the findings** in academic venues and non-academic circles, including with Indigenous individuals and communities affected by the DIAND publishing initiatives via in-person presentations, a mini-conference, mass media and social media. Create an online open-access repository of DIAND materials connected to the social and cultural development initiatives so that Inuit and other interested members of the public could consult the resources we found and do further research. Create a research blog to ensure transparency about the research project’s progress and to provide an avenue for feedback from Inuit about our research goals and methods.

### Context (literature review & theoretical approach)

In the wake of the circulation of Chief Dan George’s speech “A lament for Confederation” in 1967, Indigenous writers in Canada began to gain recognition, and their work began to be published more frequently and widely (Grafton et. al. 2017, Cariou 2014, Ruffo 2001, Blaeser 1993). Books by

Indigenous authors ranged from direct critique of the federal government, such as Cree activist Harold Cardinal's *The Unjust Society* (1969), and Métis activist Maria Campbell's best-selling memoir and political manifesto *Halfbreed* (1973). *Halfbreed* in particular was seen by Indigenous and non-Indigenous people in Canada as a key text for the times (Suzack 2007, Fagan et. al. 2009). They were joined by a growing number of Indigenous writers, including Mini Aodla Freeman (Inuit), Alice French (Inuvialuit), Anthony Apakark Thrasher (Inuvialuit), Lee Maracle (Stó:lō) and Jane Willis (Cree), who published accounts of their lives and experiences with major Canadian presses in the 1970s.

Aodla Freeman and Thrasher, among others of the first generation of Inuit to have been sent to residential schools, surprised southern policymakers with texts that used their Eurowestern educations both to pursue land claims and also to record their experiences in print. In doing so, they built upon a pre-existing Inuit tradition of telling stories from life experience (Martin 2012), and as a result, the appearance of *Life Among the Qallunaat* (1978) followed a number of other Inuit life narratives: Nuligak's (Bob Cockney's) *I, Nuligak* (1966), Pitseolak Ashoona's illustrated *Pitseolak: Pictures Out of My Life* (1973, with Dorothy Eber), Peter Pitseolak's *People From Our Side* (1975, with Dorothy Eber), Susan Cowan and Rhoda Innusuk's *We Don't Live in Snow Houses Now* (1976), Anthony Apakark Thrasher's *Skid Row Eskimo* (1976), and Alice French's *My Name is Masak* (1977). The readership in Canada developed for this work partly because a decade of civil rights unrest in North America, along with the advent of the Red Power movement and the activity of AIM (American Indian Movement) in the United States (Josephy et al, 1999; Chaat-Smith and Warrior 1997, Womack 2006). Memoirs by Indigenous writers played an important role in making Canadians aware of these issues during this period (Hamilton 2005, Rak 2005, Martin and Rak in Freeman 2015, Reder 2015, Reder 2009, Rak 2016).

#### *The DIAND Basement: Finding Out What Happened*

One key reason why Canadians became interested in reading the writing of Indigenous people is that there was more to read. Many autobiographical accounts by Inuit writers and artists were published in the 1970s, in addition to the circulation of writing through band newsletters and magazines (Hunter, 1996, Ruffo 2010, Suzack 2007) and more Indigenous people graduated from colleges and universities (LaRocque 1990, Young-Ing 1993). But, as Keavy Martin, Julie Rak and Norma Dunning discovered as they worked with Mini Aodla Freeman on republishing her memoir *Life Among the Qallunaat*, there was another, unknown reason why so many works by Inuit cultural producers began to be available in the Canadian book market in the 1970s.

Aodla Freeman had found out that her book was not widely available when it was published by Hurtig Publishers Ltd. in 1978. During a promotional tour to Ottawa, one of Aodla Freeman's former co-workers at DIAND told her why: the Department had bought copies of *Life Among the Qallunaat* and stored them in a basement room, effectively taking them out of circulation. Although the motive was unclear, Aodla Freeman worried that the Department may have been trying to limit the book's distribution because they feared what the book might reveal about their policies. As she said in an interview prefacing the 2015 edition of her book, "I think they thought I wrote something bad about residential schools, which I should have, but I didn't" (Freeman 2015, xvi). When Rak, Martin and Dunning heard this story from Aodla Freeman, they made a commitment to her to try to find out what exactly had happened. They did discover that a purchaser, probably DIAND, ordered most of the print run (4244 out of 6254 copies) but were unable to find more information before *Life Among the Qallunaat* went to press.

In 2016, Martin and Rak spoke to a former employee of the SCD Division and learned that *Life Among the Qallunaat* had been stored in the DIAND basement for years. A few boxes may have been distributed to northern communities, a few were likely given away to visiting dignitaries, but the majority remained in storage—and were likely eventually pulped. It does not appear that Aodla Freeman was ever told



about the fate of those books. What is more, the co-editors found out that other books by Inuit authors, including Susan Cowan and Rhoda Innusuk's *We Do Not Live in Snow Houses Now*, Pitseolak Ashoona's *Pictures Out of My Life* (1973) and the book-length version of Markoosie's *Harpoon of the Hunter* (1970), often referred to as the first Inuit work of fiction (Suzack 2007), had also had their print runs bought. Gunther Abrahamson, the director of the SCD Division, had made deals with publishers to publish other works by Inuit, even approaching some potential writers and asking for stories for publication. The SCD Division also initially supported the creation of *Inuktitut* magazine. Such activities appear to have been connected in some way to the SCD Division's support for the production of Inuit Art from Cape Dorset, although a connection cannot be confirmed until we conduct the research for this project.

The work of the Social and Cultural Division was publically recognized in 1972 by Jean Chrétien, then the Minister of Indian Affairs. In a preface to the first issue of *Inuktitut* magazine, Chretien wrote "For the past four years we have worked very hard on one of the cultural problems about which we all feel very strongly...In literature programs during this time [1968-1972], we sought to encourage and advance Indian and Eskimo authors. *Nearly a dozen books by Indian writers have appeared, and the names of Eskimo authors, Markoosie and Pitseolak are now known around the world*" (Chrétien 1972 emphasis added). These comments show that the federal government understood its intervention in literary production to be a form of cultural development akin to economic development, in order "to assist native people [in] strengthen[ing] and preserv[ing] their cultural identities" (Canada 1976) and it saw its intervention in Inuit literature to be supportive and beneficial. Chrétien's comment also suggests that other Indigenous authors may have had the production and distribution of their works mediated in the same way by the DIAND as had been the case with Aodla Freeman. Her testimony shows that however well meant such activities were, Inuit writers (and possibly others) may never have been consulted about the activities of the SCD Division.

#### *Cultural Development as Economic Development*

Rak and Martin's initial investigations reveal a complex story about the role of government in the growth of Indigenous literature in the era of land claims activism and the post-settlement era in the North. Research must be now conducted to determine which books were affected, how the SCD Division programs worked and what the rationale was for intervening in the literary production of Inuit and possibly other Indigenous writers. We do not yet know how far-reaching the program of the SCD Division was, but potentially the activities of the Division could have mediated the production of many texts by Indigenous writers. Given the lack of consultation reported by Aodla Freeman when copies of her book were stored in the INAC basement, those writers whose texts were subject to the SCD's work deserve to know what happened, and the wider public should be made aware of what the extent of the mediation of Inuit texts actually was. The research team will use this material to investigate further whether the idea of "social and cultural development" was connected to northern economic development policy, and how this may have shaped the texts that were produced. As project collaborator Heather Igloliorte and others have shown, mid-century initiatives aimed at creating economic opportunity in northern communities--such as the marketing of Inuit crafts through the co-op system--meant that agents like James Houston also attempted to direct artists in producing work that they believed would sell in the South (Igloliorte 2006, Igloliorte 2009, Iglauer 2000, Mitchell 2011, Paci 1996, Myers 1984). This project aims to find out whether there were similar aesthetic pressures being placed upon Inuit and other Indigenous writers--and to what extent the writers accepted or resisted them.

This economic development policy unfolds most dramatically in the era following re-settlement, when Inuit communities pursuing mixed hunting/fur-trading economies were often forcibly relocated into permanent, year-round settlements, where the government could more easily provide them with services and subject them to various methods of surveillance (Kulchyski & Tester 1994). As the Qikiqtani Truth

Commission's Final Report documents, these relocations were often conducted violently, with intimidation, burning of houses, the killing of dogs--and are remembered throughout the north as paternalistic and traumatic events leading directly to many of the social problems facing northern communities today (Qikiqtani 2013). Federal 'Indian' policy, meanwhile, was representing its assimilative ideology in the language of civil rights, most notably in 1969, when Prime Minister Pierre Trudeau and DIAND Minister Jean Chrétien brought forward the White Paper (Statement 1969), which was swiftly condemned by Indigenous activists like Harold Cardinal in the aforementioned *Unjust Society* (1969) as being nothing more than another attempt at assimilating Indigenous peoples into Canada.

Given this context, the research team will investigate whether the literature development policies of the 1960s-80s, despite proclaimed benevolent intentions (Leslie 1999), may have also been influenced by an assimilative ideology aimed at weaving Indigenous cultures into the fabric of an multicultural Canadian society but not, as Muskogee Creek/Cherokee critic Craig Womack has pointed out in the U.S. context, to address Indigenous land claims and other injustices caused by the ongoing effects of colonialism (Womack 1999, 2006). While we believe that the Social and Cultural Development Division workers were seriously committed to creating opportunities for Inuit/Indigenous writers, they also wielded considerable power. We know, in the case of Aodla Freeman's book, that the author has spoken of the experience of intervention as extremely painful and difficult (Netzer et. al. 2015). Indigenous literary scholars have consistently emphasized rhetorical sovereignty (Lyons 2000), which highlights that literary self-representation is closely tied to political autonomy. Such a reality makes the federal government's support of Indigenous literature in the era of land claims activism even more curious.

At the same time, the history to be investigated by the research team is not just one of bad government agents and Indigenous victims: the reality is far more complex, and should include the work of Indigenous writers and editors, notably Mary Panigusiq Cousins and Sam Metcalfe, Inuit government employees and editors of *Inuktitut* magazine in the 1970s (MacDonald 2000, Harper 2007). Inuit editors, like Inuit artists (Igloriote 2009), may have made use of the the SCD Division's work in order to promote and preserve culture and to achieve their own political goals, including the settlement of land claims. In an effort to avoid the further disempowerment of Inuit writers, we aim to centre the agency of people like Panigusiq Cousins and Metcalfe in telling this story.

### *Indigenous Book History: Our Contribution*

The research team's investigations about Inuit books will help to advance the field of Indigenous book history and publishing in Canada. The field of book history seeks to understand book production as part of a communications cycle of printing, editing, distribution and reception (Darnton 2009). The actors involved in each part of the structure influence each other in what Pierre Bourdieu calls "the field of cultural production" (1993). The study of book history and print culture, and particularly the study of publishing brings into focus how books come into being within a social field, and what the emergence of a book means materially, ideologically, and in culture and national contexts (Howsam 2006, Thompson 2010, Finkelstein & McCleery 2005). In the case of Indigenous book history in Canada, questions about the exclusion of Indigenous authors from the world of mainstream publishing--and about the treatment of Indigenous texts by non-Indigenous editors and publishers--have been raised and investigated for some time. The exclusion of Indigenous authors from Canadian publishing until the 1980s and the advent of small Indigenous-run presses by the end of the 1970s has been discussed by Barbara Godard (1990), project collaborator Armand Garnet Ruffo (2010) and other contributors to Jeannette Armstrong's *Looking at the Words of Our People* (1993), most notably Cree scholar Greg Young-Ing (1993). Métis author Emma LaRocque pointed out more than two decades ago that "power politics" in Canadian literature marginalized the "hundreds" of Indigenous authors in the 1970s writing about colonialism (LaRocque 1990). Most of these authors were unable to get their work accepted by mainstream

publishing houses in Canada: houses like MacMillan, Clarke & Irwin and McClelland & Stewart were publishing non-Native authors or books about Indigenous people rather than by them (MacSkimming 2003, Damm 1999, Cumming 1999, Young-Ing 1993). Indigenous authors who were not able to break into publishing at this time had their work appear in small band periodicals or magazines and small presses started by Indigenous groups (Edwards 2005, Rankin 2011, McNaught 1980, McGrath 1987, 1983). Books by Indigenous authors that did appear went out of print quickly, although some have been republished and edited with attention paid to decolonial best practices for Indigenous texts (Hughes 1999, Grossman 2001) under the auspices of the First Voices, First Texts series (directed by project collaborator Warren Cariou) at the University of Manitoba Press.

Until now, the publishing of Inuit writing has not received the same level of critical attention as the work of Inuit art co-ops, partly because the study of Inuit literature itself is developing, despite important work by Inuk scholar Dale Blake on Inuit autobiography (2000) and Robin McGrath's research (1997, 1990, 1988, 1984). Following the work of the Indigenous Literary Nationalist scholars (Blaeser 1993, Womack 1999) and of Zebedee Nungak (2008), project co-investigator Keavy Martin has argued that Inuit literature needs more attention and deserves to be understood in its own right (Martin 2012). Engaging closely and ethically with Inuit writing involves understanding the material conditions of its production, distribution and reception. The team will investigate how far-reaching the effects of government control were when the SCD Division acted much as a literary agent with the power to choose who could be published and what they wrote, and how writers and activists worked with and against government ideas about development. By the twentieth century, the literary agent had become a powerful force between writers and publishers, affecting the production of content and even the genres of books that were published (Lecker 2016, Gillies 2007, Squires 2007, Thompson 2010). The rising influence of literary agents is one of the reasons for the "memoir boom" of the twentieth century (Rak 2013). The team hypothesizes that the appearance of autobiographical books by Inuit could be the result of government officials' belief that autoethnography was a) the most appropriate genre for Inuit writers and b) more marketable to southern audiences. Part of our investigation will focus on this complex question of what kind of books the Inuit were encouraged to write, and what Inuit writers and editors did in response.

## **Methodology**

Our research team draws upon the expertise of numerous scholars on Indigenous book history and Inuit fine arts and northern policy. At the centre of our team will also be two Indigenous graduate students and three Indigenous undergraduates, so that they can be trained in research methods and play a central role in generating research questions, analysis and conclusions. The project aims to provide both Indigenous graduate students and Indigenous students considering graduate school the skills they will need to conduct their own research and generate knowledge on their own terms.

The research team will use a mixed method investigation (Fuller and Rehberg Sedo 2012) within a framework of a research methodology where Indigenous knowledge and protocols are centred and where collaboration and reciprocity are emphasized. We aim to "stand with" Indigenous researchers, writers and cultural producers to co-produce the research (Tallbear 2017), which will involve consulting Inuit as the archival work and interviews are done, to ensure that knowledge is generated appropriately in line with Inuit cultural protocols. Research design includes simultaneous archival work, interviews and community consultation (1a and 1b), checking constantly to ensure that we disrupt the neocolonial practice of relying on what we call the "white champion," who often is consulted as an expert instead of consulting Inuit themselves (Tuck and Yang 2012, Igloliorte 2012, Gibson 2017). The result will be a collection of government documents about the SCD Division's work, recollections of the work of the SCD by former government workers, and the experiences of Inuit editors, publishers and writers connected to the activities of the SCD and publishing more generally. The methods used will be as follows:

### (1a) **Archival Research**

Preliminary research and information from a former SCD worker indicates that the DIAND records collected in Library and Archives Canada (LAC) could contain the records of the subsidization program and other activities of the SCD and Inuit literature. Not all records are yet collected at LAC, and so members of the research team, with student researchers, will work with the archivist at INAC regarding material from the SCD that could still be on site. Researchers will also do archival work on 2 presses known to work with the SCD Division: the Hurtig Fonds at the University of Alberta and the archive for McGill-Queens University Press (Kingston, ON) to recover documents about the print run purchases for certain titles. Members of the research team with experience in archival research will design hands-on training sessions for the student researchers in Ottawa, with assistance from LAC archivists and Indigenous government policy experts.

### (1b) **Interviews and Consultation**

In year one, the team will conduct 10 semi-structured qualitative interviews with government officials, Inuit writers and activists, to be transcribed by student research assistants, coded with NVivo software to help the team see what is common among interview responses. Results will be discussed by the whole research team at meetings held at the Centre for Creative Writing and Oral Culture (CWOC) at the University of Manitoba, an important hub for community conversations about Indigenous editing and publishing. Translation services will be used where appropriate, and cultural protocols will be observed. We honour the value of investigating lived experience and recognise the necessity of situating it within organisational, social and cultural structures in interview design (Tuhiwai Smith 1999, Chilisa 2012). Throughout, we will consult and share findings with Inuit communities and organizations, such as Inuit Tapiriit Kanatami, a 60,000-member Inuit advocacy organization.

### (2) **Literature Review and Analysis**

In year two, mentored by the senior researchers, student researchers will construct literature reviews of relevant material on government policy in the North, the history and work of DIAND, the development of Inuit art co-operatives and the role of non-Native officials in that development and the politics of Indigenous literary history and publishing history.

### (3) **Sharing Results**

To ensure that the research is shared ethically, in year three the research team will consult with Inuit communities about appropriate ways to share results, and will also organize a workshop at collaborator Warren Cariou's Creative Writing and Oral Culture Centre at the University of Manitoba, a central gathering place for Indigenous people who are interested in the results of this research. The team also will publish results in articles for academic journals including *Inuit Studies*, *Book History*, *biography*, *Canadian Literature* and *American Indian Quarterly*, run a publicly accessible research blog so that the research process can be rendered more transparent, and construct an open-access online document repository to make research materials available to the public.

### **Conclusion**

The legacy of the SCD Division could have far-reaching effects, first for the Inuit writers whose books may have been subject to the SCD Division's interventions, second for the wider study of Indigenous literature and publishing. Those writers whose books ended up in the basement of the Department of Indian Affairs and Northern Development deserve to know what happened, why a government department would decide to act as literary agent and how Inuit writers and editors responded. The Canadian public deserves to know as well.

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## Knowledge Mobilization Plan

### ***Sharing Findings: Beyond Academia***

The research investigates the nature of federal ‘literature development’ policy and how Inuit writing and publishing has been impacted. It is important to us not to repeat INAC’s habit of not consulting meaningfully with Inuit who were subjected to government initiatives. From the onset of the project, we want to open lines of communication with any **Inuit writers** who had relationships with the Social and Cultural Development Division. We will also consult and share any archival findings with **Inuit communities and organizations**, including Inuit Tapiriit Kanatami, the largest Inuit cultural organization in Canada. We will share the results of this research with relevant **academic communities** and with the **general Canadian public**, as follows:

- (1) **Individual Consultation and Presentations.** In years 1 and 2, team members will consult regularly--both via correspondence and, where possible, in person--with authors, discussing the research plan and later communicating any archival findings. Face-to-face meetings will take place in Iqaluit, Winnipeg and Ottawa. Face-to-face meetings, where possible, will be important for relationship building and clear communication; furthermore, for any writers who (like Mini Aodla Freeman) were impacted negatively by the Department’s actions, the team will need time to build relationship and to share and discuss any archival documents first-hand. We will send letters to the writers and their families when face-to-face meetings are not practical.
- (2) **Mass Media and Social Media.** Rak and Martin have already been approached by CBC Iqaluit to tell the story of government intervention into Inuit publishing but have deferred these requests until the research is underway. Once the archival research is complete and we have a clear picture of the policy and its impacts, in year 3 the research team will give interviews and will share results on social media, because Northern communities use television, radio and social media regularly as means of communication and news-gathering.
- (3) **Indigenous Book History Workshop, Winnipeg.** In year 2, we will share our findings at a workshop of scholars, writers, and publishers working on Indigenous Book History, drawing upon the publishing and writing community already established by Warren Cariou’s Centre for Creative Writing and Oral Culture at the University of Manitoba. The workshop format will be organized so that all people who want a chance to speak about the government literature development policy--and broader issues in Indigenous Book History--will be able to do so. This gathering will also lay the foundations for future research collaborations and for an edited essay collection.
- (4) **Research Blog and Online Resource Depository.** We strongly endorse making our research work and results accessible to all interested members of the public. In year 1 we will design and maintain a research blog to document our findings and will create an online open-access depository for documents and other research materials so that Inuit and other interested people can see how the research is carried out. Our blog will also communicate our work in process and will therefore also function as a way to reach out to other potential collaborators or interested parties. Students, along with faculty members, will work actively in maintaining and contributing to the blog in years 1, 2 and 3.

### ***Sharing Findings: Academia***

Research team members, including students, in year 3 will present at the annual Inuit Studies conference, the Indigenous Literary Studies Association (ILSA), the Native American and Indigenous Studies Association (NAISA), the Society for the History of Authorship, Reading and Publishing (SHARP), and the International AutoBiography Association (IABA). We will, with interested students, publish our findings in academic journals, including *Book History*, *Canadian Literature* and *American Indian Quarterly*, as well as an essay collection based on the Winnipeg workshop with a major Canadian press.



Family name, Given name

Rak, Julie

## Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

## Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Knowledge creation/intellectual outcomes	
2	Student training/skill development	
3	Enhanced research methods	

## Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Cultural outcomes	
2	Enriched public discourse	
3	Training and skill development	

## Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Aboriginal Peoples	
2	Academic sector/peers, including scholarly associations	
3	General public	
4	Federal government	
5		



Family name, Given name

Rak, Julie

## Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

### BENEFITS

\*Increased public knowledge about the work of government in and on the lives and writing careers of Inuit writers during the 1960s and 1970s

\*Research methodologies developed in consultation with Inuit community groups and organizations to make research helpful and beneficial

\*Research results shared not only with community members but also with academics

\*Enhanced collaboration in the research team

\*Indigenous undergraduate student research assistants trained and mentored to conduct archival research, participate in community consultations, transcribe interviews, develop data analysis skills, research and write a conference paper and a journal article in a supportive team setting. Indigenous graduate student research assistants trained to participate in community consultations, present research results in a workshop setting and online, transcribe interviews, develop data analysis skills, research and write about results in a supportive team setting, participate in research project design and assessment, design and maintain online depository of materials.

\*Development of the field of Indigenous book history through the workshop and sharing of research results in academic venues

### OUTCOMES

\*Online open-access data depository for documents and other resources about the work of the Social and Cultural Development Division of the Department of Indian and Northern Affairs, 1960s-1980s

\*Data from interviews with government officials, Inuit writers and editors collected and shared in academic and non academic venues

\*Research blog tracing the research work of the team members and what they found out

\*Workshop about Indigenous book history including consultation with Inuit community members about the research findings, and exploration of further avenues for research with workshop participants

\*Conference papers in academic venues, journal articles, groundwork for a book of essays about the project's findings.

## **Research Team, Student Training, Previous Output**

### **Research Team**

#### *Rationale*

The research team is positioned for excellence. Three team members (Cariou, Martin, Rak) have already collaborated on publishing the new edition of Mini Aodla Freeman's *Life Among the Qallunaat* in 2015. All team members have strong records in the areas the proposal addresses. In keeping with our commitment to "stand with" Indigenous people, the team has Indigenous and non-Indigenous scholars working together, and provides opportunities for Indigenous students to be mentored so that they can acquire research skills and expertise. As the Principal Investigator, Julie Rak provides experience with team leadership, research leadership in Canadian literature, autobiography and publishing studies within the field of book history. She has extensive experience as a scholarly interviewer and as an archival researcher, and so can design student training in these areas. Keavy Martin is a leader in the study of Inuit literature, Warren Cariou and Armand Ruffo are research leaders in Indigenous literatures in Canada, and Heather Igloliorte is an expert in the area of Inuit art practice and government policy.

#### *Research Team: Student Supervision Structure*

For year 1, 3 researchers (Martin, Igloliorte and Ruffo) will each supervise 1 Indigenous undergraduate student at their own institution. The 3 students will be trained in Ottawa to do archival research by Rak and Martin. Cariou will run the annual research team meetings and will sponsor the year 2 workshop on Indigenous book history at the CWOC. The graduate students will be supervised by Rak and Martin in years 2 and 3.

### **Team Members**

*Julie Rak (Principal Investigator)* is a Professor at the University of Alberta in the Department of English and Film Studies, a 2017-2017 Eccles Fellow with the British Library and a 2017-2018 Killam Annual Professor in the Department of English and Film Studies at the University of Alberta. Dr. Rak is an internationally-known research leader in the study of life writing and Canadian literature, with interests in book history, migration and the history of publishing in Canada and the United States. She co-edited, with Dr. Keavy Martin, the new edition of *Life Among the Qallunaat* with the full participation of the author, Mini Aodla Freeman. She has experience running research teams: she is currently the Associate Editor for the "Identities" section of the *Oxford Encyclopedia of Literary Theory* (series editor: Prof. John Frow) and is responsible for coordinating the production of 25 articles. She is also the Principal Investigator of a 5-member international research team (Canada, UK, EU) for the project Making the Move: Reading Memoirs of Migration--which has received funding from the Kule Centre at the University of Alberta and is under consideration for a 2017 SSHRC Partnership Engage grant. Dr. Rak headed the 4-person national team for the International AutoBiography Association conference in 2014 held in Canada and was the PI for its successful SSHRC Connections grant, and she has been the President of two Canadian academic societies. From 2014-2017 she was the Associate Chair of Graduate Studies in the Department of English and Film Studies at the University of Alberta, and managed a budget of \$850,000, in addition to extensive committee chairing and mentoring, as part of her position.

Rak will oversee the financial and project planning work for the Government Agents, Literary Agents project. With Dr. Martin, she will plan and carry out interviews, conduct archival research both at Hurtig archives (Edmonton) and at Library and Archives Canada and at the INAC library in Ottawa, train/collaborate with research assistant(s), work with Dr. Cariou to plan annual team meetings and the workshop to be held at CWOC, and will disseminate our findings via publication and presentations, both in academic circles and in the community. She will devote 70% of her research time to this project.

*Keavy Martin (Co-Investigator)* is an Associate Professor in the Dept. of English and Film Studies and an Adjunct Professor at the Faculty of Native Studies, University of Alberta. Prof. Martin is best known for her research on Inuit literature; with Julie Rak and Norma Dunning, she edited the 2015 edition of Inuit elder Mini Aodla Freeman's *Life Among the Qallunaat*. She is also the Principal Investigator of a 5-year SSHRC Insight Grant-funded project, "Creative Conciliations" (2013-18), which explores the problem of reconciliation in Canada through art practices aimed at making good relations and engages with Indigenous arts that trouble the idea of "reconciliation."

Martin will work with Rak to plan and carry out interviews, to conduct archival research both at Hurtig archives (Edmonton) and at LAC and INAC in Ottawa, to train/collaborate with research assistant(s), to disseminate our findings via publication and presentations, both in academic circles and in the community. She will devote 60% of her research time to this project.

Each of the Collaborators will devote 20% of their research time to this project. They will attend annual research team meetings in Ottawa; will mentor 1 research assistant at their home institutions; will advise on the selection of interviewees, and will contribute to research analysis and dissemination efforts. They will also provide the following contributions:

*Heather Igloliorte (Collaborator)* is an Inuk scholar, curator, and the Concordia University Research Chair in Indigenous Art History and Community Engagement. She is an expert on government policy around the marketing of Inuit arts and crafts and curated the major exhibition "We Were So Far Away: The Inuit Experience of Residential Schools." Prof. Igloliorte will provide expertise regarding government interventions into Inuit art markets and potential parallels with "literature development."

*Warren Cariou (Collaborator)* is Canada Research Chair in Narrative, Community, and Indigenous Culture at the University of Manitoba, where he directs the Centre for Creative Writing and Oral Culture (CCWOC). Born into a family of mixed Métis and European heritage, Cariou edits *First Voices, First Texts*--a series dedicated to out-of-print or previously unpublished Indigenous literary texts--at the University of Manitoba Press. Prof. Cariou will provide expertise on Indigenous publishing in Canada and also the venue (the Centre for Creative Writing and Oral Culture at the University of Manitoba) for our Indigenous Print Culture gathering, which will draw on past gatherings of *First Voices, First Texts* editors' gatherings. The CWOC is a trusted hub for Indigenous group consultation work as well as a place for other research events, and so is an ideal location to run team meetings and the workshop on Indigenous book history.

*Armand Garnet Ruffo (Collaborator)* is the Queen's National Scholar of Indigenous Literature at Queen's University, and a well-known Ojibwe poet and writer. In addition to his extensive knowledge with Indigenous publishing in Canada--mention his multiple books and his own editing, particularly of the 4th edition of the Oxford *Anthology of Canadian Native Literature* (2013)--he also worked at the then-Department of External Affairs in the [time frame]. He will provide expertise on Indigenous publishing in Canada and also on the federal government's uses of Indigenous literary texts.

### **Previous and Ongoing Research Results**

**Julie Rak:** *Eccles Centre Visiting Canadian Fellow in North American Studies Award*. British Library and the British Association of American Studies (BAAS). For 'Animals and Machines: Inuit Traditional Knowledge as (New) Materialism.' (£2500 GBP, approx.. \$4100). April 2017-Sept. 2018. *Relevance:* Content and background knowledge about Inuit studies scholarship.

\*The fellowship allows me to work in the British Library with the Northern and Arctic collections 2017-18 so that I can research how Inuit in the nineteenth and early twentieth century understood animals. Research output will be an article about Mini Aodla Freeman's *Life Among the Qallunaat*, animals and machines to be submitted to *American Indian Quarterly*.

*SSHRC Partnership Engage Grant* (\$21,535. Applied September 2017, results TBA). *Relevance:* Interviewing, project planning, budgeting and team leadership experience.

\* I am the Principal Investigator heading a 5-person international research team for the Making the Move: Reading Memoirs of Migration project. Proposed project is a partnership with the World University Service of Canada (WUSC) to ascertain how its leaders, students, employees and volunteers read and think about individual refugees' life stories, and to explore the feasibility of undertaking a large partnership project.

2016: *Support for Advancement of Scholarship* (\$1400) for "Machine Ecology: Mini Aodla Freeman's Life Among the Qallunaat." Inuit PiusituKangit = Inuit Traditions = Traditions Inuites. October 7-10. St. John's, Newfoundland and Labrador, Canada. *Relevance:* Direct.

\*Presentation was with Co-Investigator Keavy Martin at the largest Inuit scholarship conference in Canada. We made contacts that we interviewed for background research for this project.

2016: *Kule Institute for Advanced Study (KIAS)*, Research Team Grant, University of Alberta (\$7300) for Making the Move: Reading Memoirs of Migration. 2014: *Kule Institute for Advanced Study*, Dialogue Grant, University of Alberta (\$2000) for Reading Nonfiction: a pilot project. *Relevance:* project planning experience, team leadership experience, grant writing experience.

\*Both grants enabled the research team to meet for planning meetings in Australia (1 week) and Canada (4 days, plus public workshop) for the research project Making the Move project, leading to the SSHRC Partnership Engage grant application Fall 2017.

2014: *Social Sciences and Humanities Research Council (SSHRC) Connections Grant* (\$20,000) for "Auto/biography in Transit: a Conference." 2014-2015.

\* Headed a 4-person national team (professors) and 4 person local support team (students) to run the largest international gathering in the field of life writing, the International Autobiography Association world conference, at the Banff Centre for the Arts, Canada.

#### *Other Research Outputs (2017)*

Journal article. 2017: "Radical Connections: Genealogy, Small Lives, Big Data." A/B: AutoBiography Studies special issue "Excavating Lives." 32.3 (Spring 2017). Eds. Amy-Katerini Prodromou and Nicoletta Demetriou. 479-497. Winner, the 2017 Hogan Prize for best essay in A/B: AutoBiography Studies

Book chapter. 2017: "The Diary Among Other Forms of Life Writing." *The Diary*. Ed. Batsheva Ben-Amos. Indiana University Press. 16 ms. pp. Accepted. In press.

Keynote. 2017: "CanLit, Genre and Cruel Optimism." Mennonite/s Writing VIII: Personal Narratives of Place and Displacement Conference, University of Winnipeg, October 20-21.

Keynote. 2017: "Marlene Kadar's Life Writing: feminist theory outside the lines." IABA/Americas Lives Outside the Lines: Gender and Genre in the Americas, York University, Toronto, May 15-17.

Conference paper. 2017: "Inuit Books, Interrupted: the Canadian Government as (Literary) Agent, 1975-1985." Society for History, Authorship, Reading and Publishing (SHARP). University of Victoria, BC. June 9-11.



**Keavy Martin:** *SSHRC Insight Grant: Creative Conciliations: Indigenous Arts, Public Engagement, and the Aftermath of Residential Schools*” (Principal Investigator \$499,371).

\*Funds from the grant assisted the publication of the new edition of Mini Aodla Freeman’s *Life Among the Qallunaat* (co-edited with Julie Rak) and supported preliminary research and consultation for the Government Agents, Literary Agents proposal, in addition to 1 edited book collection, 2 articles and art projects addressing the Truth and Reconciliation Commission’s Calls to Action.

### **Proposed Student Training Strategies**

A key part of the Government Agents, Literary Agents project is the training of undergraduate and graduate Indigenous students in archival research, interviews, transcription, event planning and community consultation. The work of research decolonization must involve training Indigenous researchers so that research is done by them, not just about them. The project therefore will provides Indigenous students with a robust training opportunity in archival research skills, data collection and transcription skills, event planning, and publication. We regard students as research team members with whom we collaborate as well as train and mentor. We focus on undergraduate students because there is a narrowing pyramid of Indigenous scholars involved in Canadian research institutions: there are more undergraduate Indigenous students than graduate students. Providing undergraduates with research opportunities, especially in the area of archival research, can provide students with skills they need if they decide to pursue graduate studies and so “widen” the pyramid.

### *Roles*

In year 1, 3 undergraduate students will join the project, each supervised by 1 team member at their institution (Igloliorte at Concordia, Ruffo at Queens, Martin at U. Alberta). These students will go to Ottawa, where Rak and Martin will train them in archival research techniques including locating records in RG 10 (the Department of Indian and Northern Affairs record group), working the archivist at the Department of Indigenous and Northern Affairs to locate more records, and photographing and collecting relevant documents. Back at their institutions, supervisors will work with the students on organizing and interpreting documents. Students will log results and analysis into the research blog. Student researchers will participate in community consultations in their respective cities with their research supervisor, and will participate in Skype meetings about the research project. Students will transcribe and code interviews with NVivo software as they learn to interpret results (Rak, an experienced interviewer and transcriber, will train students via Skype and in-person).

In year 2, 1 undergraduate student researcher and 1 graduate student (MA-level) researcher will assist with organizing the community workshop about Indigenous book history at the the University of Manitoba’s Centre for Creative Writing and Oral Culture (CWOC). The students will participate in the workshop, presenting research findings and exploring future collaborations with other members of the research team and conference attendees. The students will update the research blog, and transcribe and code interviews. The MA student will upload documents and other resources to the online resource depository.

In year 3, 1 undergraduate from the team will be given the opportunity to co-write a conference paper with a member of the research team and travel to a Canadian conference to present. They will have an opportunity to co-write an article with a member of the research team after the conference. 1 PhD student researcher will join the team to interpret data, work with the team on interpreting findings, write material for the research blog about conclusions, write journal articles based on the results, and will attend 1 conference with another member of the research team to share findings.



Family name, Given name

Rak, Julie

## Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Personnel costs	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
<b>Student salaries and benefits/Stipends</b>										
Undergraduate	3	26,616	1	8,872	0	0	0	0	0	0
Masters	0	0	1	16,060	0	0	0	0	0	0
Doctorate	0	0	0	0	1	17,864	0	0	0	0
<b>Non-student salaries and benefits/Stipends</b>										
Postdoctoral										
Other										
<b>Travel and subsistence costs</b>		Year 1	Year 2		Year 3		Year 4		Year 5	
<b>Applicant/Team member(s)</b>										
Canadian travel		10,860		6,320		4,590		0		0
Foreign travel		0		0		7,205		0		0
<b>Students</b>										
Canadian travel		4,000		1,400		1,430		0		0
Foreign travel		0		0		1,905		0		0
<b>Other expenses</b>										
Professional/Technical services		850		250		250		0		0
Supplies		100		100		100		0		0
<b>Non-disposable equipment</b>										
Computer hardware		2,000		0		0		0		0
Other		530		0		0		0		0
<b>Other expenses (specify)</b>										
Workshop		0		10,000		0		0		0
<b>Total</b>		44,956		43,002		33,344		0		0

## Budget Justification

### Personnel Costs: Student salaries and benefits

	Year 1	Year 2	Year 3
	3 undergraduate students 1 student, 8 months, 12 hrs per week + 7.46% vacation/stat holiday pay <b>\$8872 x 3 students= \$26,616</b>	1 undergraduate: 8 months, 12 hrs/week+ 7.46% vacation/stat holiday pay <b>\$8872</b> 1 MA student: 8 months, 12 hrs/week <b>\$16,060</b> plus WCB etc.	1 PhD student: 8 months, 12 hrs/week <b>\$16,798</b> plus WCB etc.
<b>Total</b>	<b>\$26,616</b>	<b>\$25,818</b>	<b>\$17,864</b>

#### *Rationale*

The work of research decolonization must involve training Indigenous researchers so that research is done by them, not just about them. The project therefore provides Indigenous students with a robust training opportunity in archival research skills, data collection and transcription skills, event planning, and publication. Rates for graduate students are in accordance with the U. of Alberta/GSA Collective Agreement, plus WCB, EI, CPP. Rates for undergraduate students, are listed at U. Alberta casual support staff rates. To train the next generation of Indigenous students in archival research skills, opportunities are given to undergraduates who may go on to graduate work. In year 2 archival work will be completed: 1 undergraduate will stay on project to assist with data analysis, maintaining research blog. 1 MA student joins the project to transcribe interviews, code data using Nvivo software, do bibliographic searches for resources, maintaining research blog, part. In year 3 1 PhD student joins the project to perform data analysis, upload material to online data collection site, give conference papers and write journal articles with the research team, and help plan the Winnipeg workshop.

#### **Travel and subsistence costs**

*Rationale:* Rak/Martin will train students on day 1 in Ottawa at the LAC/INAC and will mentor students other 3 days. While they are in Ottawa, Rak/Martin will interview former government workers and interview/consult with Inuit writers and cultural producers. Rak/Martin will travel to Iqaluit, where most Inuit writers & cultural producers can easily meet to interview/consult. Per diem and hotel costs are at U. Alberta rates, flights at lowest costs. Iqaluit hotel cost reflects very high prices in the North. Team meetings in Winnipeg at CWOC are most central for all and is a well-regarded community and research hub for the study of Indigenous writing, and so community participants will feel comfortable meeting there. Team meetings are needed once per year to facilitate project, assess results, consider feedback about research design. Student researchers will attend the year 2 Indigenous Book History workshop with the rest of the team: 1 undergraduate student and 1 graduate student will be given the opportunity to present at a conference with other research team members in year 3.

**Year 1 Archival work, interview, consultation, team meeting** Ottawa: Library & Archives Canada/INAC library, plus consultation & interviewing (4 days) Rak/Martin: Flight Edm-Ottawa \$850, Ground transport \$60, Hotel \$150/night @ 4 nights, per diem \$60/day @ 4 days **SUBTOTAL \$1750 x 2 TOTAL \$3500** Concordia student: Flight Montreal-Ottawa \$460, Ground transport \$60, Hotel \$150/night @ 4 nights, per diem \$60/day @ 4 days **TOTAL \$1360**. Queens student: Train \$50, Hotel \$150/night @ 4 nights, \$60/day per diem @ 4 days **TOTAL \$890** U. Alberta student: Flight Edm-Ottawa \$850, Ground transport \$60, Hotel \$150/night @ 4 nights, per diem \$60/day @ 4 days **TOTAL \$1750** Iqaluit: consultation & interviewing writers (4 days) Rak/Martin Flight Edmonton-Iqaluit \$1600, Hotel \$200, Ground transport \$60, \$60/day @ 4 days international per diem **SUBTOTAL 2100 x 2 TOTAL \$4200**. Winnipeg: 1.5 day team meeting at U. Manitoba CWOC: assess results,

consultations. Rak/Martin: Flight Edm-Winnipeg \$400, Ground transport \$30, Hotel \$150, Per diem \$120 **SUBTOTAL \$700 x 2 TOTAL \$1400.** Igloriote: Flight Montreal-Winnipeg \$500. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$800.** Ruffo: Flight \$600. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$900.** Cariou: Per diem \$60. **TOTAL \$60**  
**TOTAL YEAR 1 Canadian Team Travel \$10,860 Canadian Student Travel \$4000**

**Year 2 Travel U. of Manitoba Workshop at CWOC PLUS 1.5 day team meeting: assess results, consult**  
Winnipeg: 1 day Indigenous Book History workshop, Centre for Creative Writing & Oral Culture  
Rak/Martin: Flight Edm-Winnipeg \$400, Ground transport \$30, Hotel \$150, Per diem \$120 **SUBTOTAL \$700 x 2 TOTAL \$1400.** Igloliorte: Flight Montreal-Winnipeg \$500. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$800.** Ruffo: Flight \$600. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$900.** Cariou: Per diem \$60. **TOTAL \$60.** 2 U. Alberta students: Flight Edm-Winnipeg \$400, Ground transport \$30, Hotel \$150, Per diem \$120 **SUBTOTAL \$700 x 2 TOTAL \$1400.** Winnipeg: 1.5 day team meeting at U. Manitoba CWOC: assess results, consultations Rak/Martin: Flight Edm-Winnipeg \$400, Ground transport \$30, Hotel \$150, Per diem \$120 **SUBTOTAL \$700 x 2 TOTAL \$1400.** Igloliorte: Flight Montreal-Winnipeg \$500. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$800.** Ruffo: Flight \$600. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$900.** Cariou: Per diem \$60. **TOTAL \$60**  
**TOTAL Year 2 Canadian Team travel \$6320 Canadian Student Travel \$1400**

**Year 3 Team meeting Winnipeg: 1.5 day team meeting at U. Manitoba CWOC: assess results, consultations.** Rak/Martin: Flight Edm-Winnipeg \$400, Ground transport \$30, Hotel \$150, Per diem \$120 **SUBTOTAL \$700 x 2 TOTAL \$1400.** Igloliorte: Flight Montreal-Winnipeg \$500. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$800.** Ruffo: Flight \$600. Ground transport \$30, Hotel \$150, Per diem \$120 **TOTAL \$900.** Cariou: Per diem \$60. **TOTAL \$60 MTG TOTAL \$3160**


**Year 3 Communication of Results** Funding for 2 students to present findings at 1 conference each in year 3 with 1 faculty member of research team. 1 research team member to present at international conference. Amounts for conferences based on 2018 figures: no figs yet for any 2019-2020 meetings.  
ILSA (Indigenous Literary Studies Association): flight \$600, conf fee \$350, per diem \$60/day @ 3 days, hotel \$150/day @ 2 days **SUBTOTAL \$1430 x 2 TOTAL \$2860** NAISA (Native American & Indigenous Studies Association) flight \$1000, conf fee \$350, per diem \$85/day @ 3 days, hotel \$150/day @ 2 days **SUBTOTAL \$1905 x 2 TOTAL \$3810** SHARP (The Society for the History of Authorship, Reading and Publishing) flight \$1500, conf fee \$350, per diem \$85/day @ 4 days, hotel \$150/day @ 3 days **TOTAL \$2650** IABA (International AutoBiography Association) flight \$1500, conf fee \$350, per diem \$85/day @ 4 days, hotel \$150/day @ 3 days **TOTAL \$2650**  
**TOTAL YEAR 3 Cdn Team \$1430 Cdn Student \$1430 Intl Team \$7205 Intl Student \$1905**

**Other Expenses: Professional/technical services** Translation services, Iqaluit 6 hours @ \$100/hr **\$600.** (Rak/Martin can speak Inuktitut but not fully bilingual.) **Tools** Nvivo site licence, University of Alberta \$250 per year, 3 years **\$750.** (best data coding/comparative software) **Non-Disposable Equip: Comp Hardware** 2 Dell Inspiron 15.5 laptops: 1 for PI, 1 for team 2 @ \$1000. each **\$2000.** (U. Alberta has no computer purchase program for faculty. Team needs a laptop for archival notes, coding, transcriptions. Lowest prices quoted.) **Supplies** Office supplies for report writing (paper, toner) **\$300.** **Non-Disposable Equipment** Omni Directional Lavalier Microphone (best for group interviews) **\$160.** Neewer 70" mini tripod for archival photography **\$70.** Canon PowerShot SX620 HS Digital Camera (good for lower light, SD card included) **\$300.** **Other expenses** Indigenous Book History Workshop year 2, U. Manitoba Centre for Creative Writing & Oral Culture (CWOC) 1 day, 100 participants. Performers (Inuit throat singers), Elder travel, gifts & hotel, catering **\$10,000.** CWOC Staff time to manage participants, territorial acknowledgements/welcome messages for workshop event **\$1000 (in-kind)**  
**TOTAL YEARS 1-3 (Amount requested \$121,302 + CWOC In-kind \$1000) \$122,302**



You must include all other sources of funding for the proposed research. Indicate whether these funds have been confirmed or not.

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Family name, Given name

Rak, Julie

## Suggested Reviewers

List Canadian or foreign specialists whom SSHRC may ask to assess your proposal.

List keywords that best describe the assessor's areas of research expertise. Please refer to the Suggested Assessors section of the detailed instructions for more information on conflicts of interest.

Family name <b>Younging</b>		Given name <b>Greg</b>		Initials	Title <b>Dr.</b>
Org. code	Full organization name <b>University of British Columbia Okanagan</b>		Keywords <b>Traditional Knowledge;Indigenous Publishing;Indigenous Literature</b>		
Department/Division name <b>Community, Culture &amp; Global Studies</b>			Address <b>Barber School of Arts and Sciences</b>		
Country code   Area code   Number   Extension <b>1   250   807-9622</b>			City/Municipality <b>Kelowna</b>	Prov./State <b>BC</b>	Postal/Zip code <b>V1V1V7</b>
Telephone number			Country <b>CANADA</b>		
Fax number					
E-mail <b>gregory.younging@ubc.ca</b>					
Family name <b>Fee</b>		Given name <b>Margery</b>		Initials	Title <b>Professor</b>
Org. code	Full organization name <b>University of British Columbia</b>		Keywords <b>Canadian Literature;Indigenous Literature;Oral Texts</b>		
Department/Division name <b>Department of English</b>			Address <b>397 - 1873 East Mall</b>		
Country code   Area code   Number   Extension <b>1   250   822-4085</b>			City/Municipality <b>Vancouver</b>	Prov./State <b>BC</b>	Postal/Zip code <b>V6T1Z1</b>
Telephone number			Country <b>CANADA</b>		
Fax number					
E-mail <b>Margery.Fee@ubc.ca</b>					
Family name <b>Squires</b>		Given name <b>Claire</b>		Initials	Title <b>Professor</b>
Org. code	Full organization name <b>University of Stirling</b>		Keywords <b>Publishing;Book History;Book Marketing;British Literature</b>		
Department/Division name <b>English Studies</b>			Address <b>Pathfoot B9</b>		
Country code   Area code   Number   Extension <b>017   86   467505</b>			Country <b>UNITED KINGDOM</b>		
Telephone number					
Fax number					
E-mail <b>claire.squires@stir.ac.uk</b>					

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Application WEB



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Internal use	CID (if known)
032117	68929

## Identification

Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

### Name

Family name	Given name	Initials	Title
Rak	Julie	S	Dr.

### Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
				<input type="radio"/> Yes <input type="radio"/> No

### Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1966	<input checked="" type="radio"/> F <input type="radio"/> M	T5W3K6	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above

Julie Rak

## Contact Information

The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	244-0308		1	780	700-7711	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	492-8142					
Primary E-mail julie.rak@ualberta.ca							
Secondary E-mail							

Checked

Web CV

2017/10/12

Canada

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Identification

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Family name, Given name

Rak, Julie

### Current Address

Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.

Address


City/Municipality

Prov. /  
State

Postal/Zip code

Country

### Correspondence Address

Complete this section if you wish your correspondence to be sent to an address other than your current address.

Address


City/Municipality

Prov. /  
State

Postal/Zip code

Country

### Temporary Address

If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.

Address


City/Municipality

Prov./  
State

Country

### Permanent Address in CANADA

Address


City/Municipality

Prov./  
State

Postal/Zip code

Country

Start date  
(yyyy/mm/dd)

End date  
(yyyy/mm/dd)

Temporary telephone/fax number

Country  
code

Area  
code

Number

Extension

Temporary E-mail





Family name, Given name

Rak, Julie

## Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

### Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	100	Arts and culture
2	120	Communication
3	320	Politics and government

### Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<div>Year</div> <div><div>1895</div><div>1968</div></div> <div>BC</div> <div>AD</div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div>	<div>Year</div> <div><div>2017</div><div>2017</div></div> <div>BC</div> <div>AD</div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div>

### Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1000	North America
2	9001	International
3	3200	Western Europe

### Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	
2	1200	UNITED STATES	
3	3419	RUSSIA (RUSSIAN FEDERATION)	
4	3204	ENGLAND	
5	3205	FRANCE	



Family name, Given name

## Curriculum Vitae

Rak, Julie

### Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position				Start date (yyyy/mm)			
Full Professor				2009/7			
Org. code		Full organization name					
1480111		University of Alberta					
Department/Division name							
English and Film Studies							
Position type		<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure		Employment status			
<input type="radio"/> Tenure-track <input type="radio"/> Non-academic				<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time			
				<input type="radio"/> Non-salaried <input type="radio"/> Leave of absence			
Position				Start date (yyyy/mm)		End date (yyyy/mm)	
Full Professor				2009/7			
Org. code		Full organization name					
1480111		University of Alberta					
Department/Division name							
English and Film Studies							
Position				Start date (yyyy/mm)		End date (yyyy/mm)	
Associate Professor				2004/7		2009/7	
Org. code		Full organization name					
1480111		University of Alberta					
Department/division name							
English and Film Studies							
Position				Start date (yyyy/mm)		End date (yyyy/mm)	
Assistant Professor				1998/7		2004/7	
Org. code		Full organization name					
1480111		University of Alberta					
Department/Division name							
English and Film Studies							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV



Family name, Given name

Rak, Julie

### Work Experience (cont'd)

Position		Start date (yyyy/mm)	End date (yyyy/mm)
Administrator		1992/1	1994/12
Org. code	Full organization name		
1350611	McMaster University		
Department/Division name			
Centre for Continuing Education			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Teaching Assistant		1991/1	1992/12
Org. code	Full organization name		
1350611	McMaster University		
Department/Division name			
Women's Studies			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			



Family name, Given name

Rak, Julie

## Academic Background

List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate		1994/09		1998/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
52100	Literature, English	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
1350611	McMaster University			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's		1989/09		1991/10
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
99999	Canadian Studies	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350211	Carleton University			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.		1985/09		1989/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
52100	Literature, English	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350611	McMaster University			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

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Family name, Given name

Rak, Julie

## Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Fellowship	Eccles Fellowship, British Library	British Association of American Studies UNITED KINGDOM	12	\$4,500 2017
Academic Prize	Killam Annual Professorship	University CANADA	12	\$3,500 2017
Academic Prize	The Hogan Prize	A/B: AutoBiography Studies (academic journal) UNITED STATES	12	\$910 2017
Academic Prize	Mary Scorer Award for Best Book by a Manitoba Publ	Manitoba Book Awards CANADA	12	\$0 2016
Academic Prize	The Electa Quinney Award for Published Stories	Native American Literature Society (NALS) UNITED STATES	12	\$200 2016

## Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

### Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

autobiography;life writing; genre; nonfiction; media; cultural studies; Canada

## Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	52300	Literature, English Canadian	
2	52610	Literature, American - Genres	
3	63499	Other Sociology	gender studies
4	50616	Popular Culture, Ideology	
5	50699	Other Communication and Media Studies	new media technologies



Family name, Given name

Rak, Julie

## Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	SAS Grant, University of Alberta	2016	\$1,500
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Machine Ecology: Mini Aodla Freeman's Life Among the Qallunaat		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	KULE Institute Research Team Grant, U. of Alberta	2016	\$7,300
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Making the Move: Reading Memoirs of Migration		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2014	\$20,000
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Auto/biography in Transit: a Conference		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	Killam Research Fund Award, U. of Alberta	2014	\$2,800
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Play Sexuality: Grand Theft Auto and Research Methods		
Applicant's family name	Applicant's given name	Initials	

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Family name, Given name

Rak, Julie

### Funded Research (cont'd)

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	Kule Institute for Advanced Study, Dialogue Grant, University of Alberta	2014	\$2,000
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Reading Nonfiction: preliminary team meeting		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2011	\$43,771
Role	Co-applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Property and Gender on Reality TV in Canada		
Applicant's family name	Applicant's given name	Initials	
Druick	Zoe		
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2007	\$51,976
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Gender in Mountaineering Narratives		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2003	\$62,412
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Auto/biography for Mass Markets		
Applicant's family name	Applicant's given name	Initials	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

## Research Contributions 2011-2017: Julie Rak

### 1. Refereed Contributions

#### Book

R\* *Boom! Manufacturing Memoir for the American Public*. Waterloo: Wilfrid Laurier University Press. 2013 253 pp.

#### Edited Books

\* Edited book. *Life Among the Qallunaat* by Mini Aodla Freeman. Co-editor, with Keavy Martin (equal contribution). 2nd edition. Winnipeg: University of Manitoba Press, 2015. 277 pp.

R Edited collection. Co-editor, with Anna Poletti [equal contributions]. *Identity Technologies: Constructing the Self Online*. Madison: University of Wisconsin Press, 2014. 290 pp.

#### Special Issues of Peer-Reviewed Journals

R\* Edited, with Jason Breiter, Orly Lael Netzer and Lucinda Rasmussen (60/40 contributions: Rak 60), special issue of *biography: an interdisciplinary quarterly* "Auto/biography in Transit" 38.1 (Fall 2015).

#### Book Chapters

R "The Transnational Autobiographical Pact: the Canada Reads 2012 Controversy." Eds. Ricia Anne Chansky and Emily Hipchen. *Auto/Biography across the Americas: Transnational Themes in Life Writing*. New York: Routledge, 2016. 54-72.

R "Lament for a Hockey Nation, Don Cherry and the Apparatus of Canadian Celebrity." *Celebrity Cultures in Canada*. Eds. Katja Lee and Lorraine York. Waterloo: Wilfrid Laurier University Press, 2016. 111-130.

R\* "Translocal Representation: the 'Lit' in CanLit as Problematic." Eds. Smaro Kamboureli and Christl Verduyn. *Critical Collaborations: Indigeneity, Diaspora and Ecology in Canadian Literary Studies*. Waterloo: Wilfrid Laurier University Press, 2014. 175-198.

R\* Genre in the Marketplace: the scene of bookselling in Canada. 2012. Anouk Lang, (ed.). *From Codex to Hypertext: Reading at the Turn of the Twenty-First Century*. Amherst: University of Massachusetts Press. 159-173.

#### Journal Articles

R "Radical Connections: Genealogy, Small Lives, Big Data." Eds. Amy-Katerini Prodromou and Nicoletta Demetriou. *A/B: AutoBiography Studies* special issue "Excavating Lives." 32.3 (Spring 2017): 479-497. Winner of the 2017 Hogan Prize for best essay in *A/B: AutoBiography Studies*.

R With Danielle Fuller (equal contribution). "'True Stories,' Real Lives: Canada Reads 2012 and the Effects of Reading Memoir in Public." *Studies in Canadian Literature* 40.2 (Winter 2016): 25-45.

R Life Writing Versus Automedia: *The Sims 3* game as a life lab. *biography: an interdisciplinary quarterly* 38.2 (Spring 2015): 155-180.

.R\* "Memoir, Truthiness and the Power of Oprah: the James Frey Controversy Reconsidered." *Prose Studies* 34.3 2012: 224-242.



### Conference Papers

- R 2017: "Inuit Books, Interrupted: the Canadian Government as (Literary) Agent, 1975-1985." Society for History, Authorship, Reading and Publishing (SHARP). University of Victoria, BC. June 9-11.
- R 2017: "Star-struck, Counter-strike: thoughts about the Stephen Galloway controversy." ACQL/ALCQ 2017 conference, York University. May 30.
- R 2017: Keynote. "Marlene Kadar's Life Writing: feminist theory outside the lines." IABA/Americas Lives Outside the Lines: Gender and Genre in the Americas, York University, Toronto, May 15-17.
- R 2016: Keynote. "Radical Connections: Genealogy, Small Lives, Big Data" for the International Association for Biography and Autobiography (IABA) Conference "Excavating Lives." University of Nicosia, Nicosia, Cyprus. May 26-29.
- R 2016: "Origin Stories as Super/Affect: Nelvana of the North, and Jose Kusugak and Germaine Arnaktauyok's Kiviuq comic." *Maladies of the Soul, Emotion, Affect.* Canadian Literature Centre. Banff, AB. Sept. 22-25.
- R 2015: Keynote. "Inuit Vibrant Matter: Mini Aodla Freeman's Life Among the Qallunaat as Machine Ecology." IABA Americas conference "Encounters, Encuentros, Encontros, Rencontres." University of Michigan, Ann Arbor Mi. June 4-7.
- R 2015: "Gender and Experience: Lene Gammelgaard, Jon Krakauer and the 1996 Everest Disaster." *Thinking Mountains: an Interdisciplinary Mountain Studies Conference.* University of Alberta, Jasper, AB. May 5-8.
- R 2015: "Play Sexuality: Grand Theft Auto and Research Methods." Association for Cultural Studies Crossroads Conference. Tampere, Finland. July 1-4.
- R 2015: Keynote. "Rethinking Mountain Sentience: Vibrant Matter and Inuit Knowledge." Department of American Studies, Johannes Gutenberg University, Mainz Germany. November 26.
- R 2015: Invited. "Inuit Memoir and Vibrant Matter: Mini Aodla Freeman's Life Among the Qallunaat." Reading Memoir Symposium. Monash University, Melbourne Australia. April 20.
- R 2015: Keynote. "What does Rope Have to Do with Gender? Mountaineering Writing and the Life of Objects" for Coordinates of Comparison 2015 conference. Graduate Student Comparative Literature Programme, University of Alberta. March 13.
- R 2015: Keynote. "Life Writing in the Mountains: Women on Mount Everest, K2 and Annapurna" for The Aesthetics and Politics of Contemporary Women's Life-Writing in Canada and the US: Multicultural Perspectives Conference. Adam Mickiewicz University, Poznan, Poland. March 7.
- R 2014: Keynote. "What does Rope Have to Do with Gender? Mountaineering Writing and the Life of Objects" for EGO Graduate Conference, University of Western Illinois, Macomb, ILL USA. October 26.

- R 2014: "The Brotherhood of the Rope? Gender Trouble on the American climbs of K2." BAAS (British Association of American Studies) Conference, University of Birmingham, Birmingham UK, April 10-13.
- R 2013: Keynote. "The Transnational Autobiographical Pact: the Canada Reads 2012 Controversy" for Auto/biography Across the Americas: Reading Beyond Geographic and Cultural Divides Conference. San Juan, Puerto Rico. July 22-25.
- R 2013: Keynote. "How M.M. Bakhtin Helped Me Research Sims3: a playbook for researchers" for "You Can't Be Serious." John Douglas Taylor Conference. McMaster University. Hamilton, ON. May 15-17.
- R 2013: "First Person? Life Writing Versus Automedia." International Association for Biography and Autobiography Europe (IABA Europe). Ludwig Boltmann Institute for the Study of Biography. Vienna, Austria. Oct. 30-Nov. 3.
- R 2013: with Danielle Fuller [equal contributions]. "Creative Transactions: Canada Reads 2012 and the Transnational Character of Canadian Writing." Understanding Canada Conference. McMaster University, Hamilton, Ontario. September 26-29.
- R 2013: "Zombie Publishing? Remediation and the Afterlife of Online Writing." Canadian Association for Bibliographic Studies/ACCUTE at HSSFC Congress, University of Victoria, BC. June 4.
- R\* 2013: "From Realism to Reality: the Transformation of English Canadian Television." Canadian Communications Association at HSSFC Congress, University of Victoria, BC. June 5.
- R\* 2012: "Rope: Mountaineering and the Gendering of Everyday Objects." Thinking Mountains conference. Canadian Mountain Studies Initiative Conference, University of Alberta, Edmonton. Dec. 10.
- R\* 2012: Keynote. "Rope and Relationality: Gender in Mountaineering Expedition Accounts." Relationality Revisited: a Conference on Life Writing and Gender." Nov. 1-2. U. of Tartu, Estonia.
- R\* 2012: Keynote. "The Space of Genre: Bookstores in Canada." For "Revealing the Reader: Locating the history, present and future of reading. A Symposium." Centre for the Book, Monash University, Australia. June 28-30.
- R\* 2012: Keynote. "Autobiography and Methodology: Thinking About Rope." For "Telling Tales: Childhood and Youth Life Narrative." Flinders Life Narrative Research Group and the Flinders Institute for Research in the Humanities. Flinders University. Adelaide, Australia. July 24-25.
- R\* 2012: "Life Gaming: Sims3 as Life Narrative." International Association of Biography and Autobiography conference. July 17-20. Canberra, Australia.
- R\* 2012: "The Memoir Boom and its Backlash." Modern Language Association. Seattle, WA. January 5.

R\* 2011: "Gender and Death: Films and Books About Climbing K2." Popular Culture Association of Canada. Niagara Falls, ON. May 12-14.

R\* 2011: "Genre and Things: the Book Store in Canada." Material Cultures. University of Ottawa, Ottawa ON. May 6-8.

### **Non-Refereed Contributions: Articles and Book Chapters**

2016 "Life Writing." *Cambridge Companion to Canadian Literature*. Ed. Eva Marie Kroller. Cambridge: Cambridge UP. 239-260.

2015: "Canadian Life Writing." *The Oxford Companion to Canadian Literature*. Ed. Cynthia Sugars. New York: Oxford University Press. 813-825.

### **Forthcoming Contributions**

"The Diary Among Other Forms of Life Writing." *The Diary*. Ed. Batsheva Ben-Amos. Indiana University Press. 16 ms. pp. Accepted.

"The Afterlife of a Disaster: Everest 1996 Memoirs as Gendered Testimony." *Inscribed Identities*. Ed. Joan Ramon. Stanford University Press. Submitted.

### **Most Significant Research Contributions**

1. Book. *Negotiated Memory: Doukhobor Autobiographical Discourse*. 2004. Vancouver: University of British Columbia Press. 250 pp. Finalist for Raymond Klibansky (Canada) Prize, 2006.

2. Book. *Boom! Manufacturing Memoir for the Popular Market*. 2013. Waterloo: Wilfrid Laurier University Press. 253 pp. 11 reviews in Canada, USA, France. Foundational to field.

3. Book collection. Editor, *Auto/Biography in Canada: Critical Directions*. Waterloo, ON: Wilfrid Laurier University Press, 2005. 261 pp. 10 reviews Canada, US, France. Source text for study of online life writing.

### **Contributions to Training**

*Supervision Ongoing*: Marcelle Kosman, Ph.D Sept. 2012; Ana Horvat, Ph.D September 2014 Sarah McCrae, Ph.D November 2014; Aloys Fleishman, Ph.D July 2015; Gregory Blomquist, PhD February 2016; Orly Lael Netzer, PhD September 2014; Amanda Spallacci, PhD September 2016

#### *Supervision Completed:*

Lucinda Rasmussen, Ph.D defended December 2013; Adam Kneeland M.A. April 2013; Brenda Garrett Ph.D, defended May 2011; Marshall Watson, M.A. Project, September 2009; Jennifer Bell, Ph.D, defended May 2009 Darren Harkness, M.A. (Humanities Computing), defended January 2008; Lindsay Scott, M.A. Completed June 2007

#### *Graduate Research Assistant Supervisions*

2007-2008 Kathy Durnin (Killam Special Projects Grant) 2008-2009, L. Turner (SSHRC Project) 2011-2012, Ashley Dryburgh (SSHRC), Jonathan Busch (Dept. funding) David Houseman (Dept. funding), Liene Gaillis (SSHRC), 2014 Lucinda Rasmussen, Orly Netzer, Jason Breiter (SSHRC Connections, conference assistance and editing a special issue of the *biography* journal based on conference material), 2017 Orly Lael Netzer, Sarah McCrae, Ana Horvat (self-funded, editing a special issue of *a/b*)