



ACADIA UNIVERSITY SOCIOLOGY HONOURS STUDENTS '16

By Suleiman Semalulu

The 2016 Acadia University Sociology honours students are an exceptional group of students with a diverse range of thesis topics. Here is a short introduction to each student, their projects, what they plan to do after they earn a B.A in Sociology with honours, and a fun fact about each one of them that they shared.

Nora Allen is a fourth year Sociology major and her thesis focuses on female genital education and the taboo nature of the female body. She is exploring how

early childhood socialization and the usage of slang affects the ability for people to talk about and correctly identify female genital organs. After graduation in May Nora will be moving to Halifax to study law at Dalhousie University.



Nora has been living in Whitman House for the past four years, three of which she served as a

Resident Assistant. She is also obsessed with Netflix!

Victoria Archer is doing a joint thesis in biology and sociology. She is exploring the social and environmental detriments of health in Saint John, New Brunswick that have resulted in lower levels of health in the city. She is also identifying the power structures and imbalances that produce and contribute to the current health detriments. Vicki has applied to several medical schools and graduate programs this year. She will attend medical school and

Welcome to the first issue of Commit Sociology, the Newsletter of Sociology Students and Faculty at Acadia University. In this issue we celebrate the accomplishment of honour students, graduate students and faculty of the Sociology Department at Acadia University during 2015-16.

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complete a Masters of Epidemiology during her residency.

Vicki started out at Acadia as a Biology student. In second year she accidentally took a Sociology



class and fell in love with it. She ended up making Sociology her second major and will be graduating

with two degrees; a Bachelors of Science in Biology and a Bachelors of Arts with Honours in Sociology.

Kate Dalrymple is a fourth year Sociology major from Dartmouth, Nova Scotia. Her thesis focuses on women's medicalized experiences of menstruation. So far the women within her sample are no more likely to identify menstruation as medical if they experience negative physical or mental changes within their cycles. After graduation Kate will be pursuing a Masters of Arts in Sociology at the University of British Columbia.



Kate likes to collect board games. She also used to have a pet rabbit!

Erin Esau is researching the relationship between housing and families' participation in

pro-environmental behaviours. Although income is identified as a significant variable to participant in pro-environmental behaviours, Erin has identified contradictions in the literature that income and class do not explain and she is curious if housing can explain them. Erin has not yet decided what she wants to do after graduation.



Erin's son Miles is the unofficial mascot of the 2015-2016 Sociology Senior Seminar

4003/5003 class.

Katharina Heinrichs is a fourth year Sociology major from Germany. Her research is a content analysis that investigates the media representation of the refugee crisis in Europe with a focus on Germany and German newspapers. She is curious about how the refugee crisis, particularly in Europe, is represented and what representational mechanisms images require to get societal attention is mass culture. Upon graduation from Acadia Katharina will do her Masters in Sociology of Media and Culture at Cambridge University in the UK.



Katharina is obsessed with chocolate and bread.

Liam Padraig

Murphy's thesis

questions whether men can identify as feminists. He will be writing it through an auto-ethnographic perspective. His future plans are to pursue a Masters degree in Social Work at McGill.



Liam's favorite hobby is following politics.

Reed Power-Grimm's

thesis is a critical analysis of the Report of the Nova Scotia Commission on Building Our New Economy, also known as the "Ivany Report." It will focus on the discourse and ideology utilized and created by the report. After graduation Reed will spend the year working and contemplating his future in academia.



Reed may try to convert his passion of beer making into a career.

Róisín (Rose) Wall's

thesis is a content analysis of both corporate and state funded anti-obesity

campaigns. She is looking at how detrimental the discourse in such campaigns can be for individuals and how effective it can be for campaigns to focus more on promoting acceptance of body diversity. After graduation Rose hopes to pursue a Masters of Health Administration at Dalhousie University.



*Rose's Fun Fact:
Rose calls her mom
at least twice a day.*

Marianne Warren's thesis is on the dynamics of gender lesbian wedding and commitment ceremonies. She is exploring how traditional gender roles are negotiated within this context (such as who wears the pants or if

anyone wears the pants). After graduating she will take a year off to work and decide what direction to take her graduate studies in. She is hoping that a radical queer studies program will be developed somewhere in Canada during her year off.



Marianne currently owns a cat, but is expecting that number to grow exponentially



Sociology Honours Class of '16 with Acadia's President Ivany, after the students presented their fascinating theses (March 24, 2016).

Graduate Students: What Are They Up To?

Elise Snow-Kropla

Life as a graduate student is definitely a departure from being an undergraduate. The essays are longer, the readings more complex, and the independence is terrifying, in a liberating sort of way. Working within the Arts faculty has its benefits, however; for sociology graduate students at Acadia, our experience is enriched by the closeness of the department, and the tight-knit community within which we foster our various educations. The unique length of the program presents both good and bad elements to a graduate degree; 12 months is short in comparison to the standard 2-3 year post-graduate degree programs. On one hand, this offers students the chance to complete their degree in as little time as possible. On the other, it can, at times, feel like a mad dash to the finish line. Many of us have unhealthy amounts of caffeine pumping through our veins, and likely are vitamin D deficient from spending so much time in

our offices. Having completed our Bachelor's degrees, we occupy a unique space in which we no longer associate as closely with our undergraduate cohort, yet there is hesitation to call ourselves academics; we are, in a sense, in university-limbo. But I digress.

This year, the Acadia University Sociology Graduate students have undertaken some significant projects with compelling research pursuits. The graduate theses include economic, feminist, and criminological analyses, and seek to inform further research in a variety of disciplines. I would like to take this time to introduce their research and provide a little background to the graduate students here at Acadia University.

Suleiman Semalulu graduated from Acadia University in May 2015 with a Bachelor of Arts in Honours Sociology. Continuing his education at Acadia, Suleiman researched the use of performance enhancing drugs (PEDs) within academics. More specifically, Suleiman was interested in the existence of competition within the academy and how it can

contribute to and maintain the current attitudes students have toward PEDs within academic settings. As a further testament to his ambitiousness, Suleiman is graduating in May 2016, four months earlier than his (apparently sluggish) cohort. After graduating and following a gap year, he plans to further his education *again* by attending law school, or pursue a doctoral degree. When asked about his life goals after university, Suleiman simply hopes to earn more money than his sister.

Jessica Bundy also graduated from Acadia University with an Honours Sociology degree in May 2015. Choosing to remain at Acadia, Jessica's current research focuses on the Nova Scotian town of Digby and the perceptions the African Nova Scotians (ANS) hold in relation to the governing law enforcement (both RCMP and local police, though neither specifically). The goal of her research is to

provide an outlet for the ANS to have their voices heard and for other communities and law enforcement agencies to have the opportunity to listen. Jessica is a lifelong resident of Nova Scotia, and her research shows her commitment to community relations and passion for social justice. After completing this degree, Jessica plans to continue her education and pursue her doctoral degree at Dalhousie through their Doctorate of Philosophy in Sociology program, and hopes to expand her research project to include a comparison of Digby to another Nova Scotian town, or to apply her research on Digby as a case study to another town or city in Nova Scotia.

To change things up a bit, John Loty came to Acadia after completing his Bachelor's degree in Honours Sociology from Dalhousie University in Halifax, where his undergraduate thesis examined the implications for immigrants and native-born Canadians of labour migration. His current

research is a comparative analysis of economic policies to promote rural women entrepreneurs in Tanzania and Uganda, where he takes a critical feminist approach in his analysis. Outside of school, John loves to spend time with his three children, and enjoys long drives through the beautiful Annapolis Valley countryside.

And finally, I (Elise Snow-Kropla) did *not* receive my Bachelor's degree at Acadia; instead, my alma mater is Saint Mary's University in Halifax, Nova Scotia, where I majored in Sociology and minored in Psychology. My current research looks at the gendered hierarchy of humour, within which male humour is favoured over female humour. Specifically, I am interested in the theoretical and physical spaces that female comedians occupy in comparison to their male counterparts. Using a critical feminist lens, I hope to examine the barriers that female comedians experience in the comedy industry and analyze how and why they may occur. A bonus part of my research is that I get to go to comedy clubs under the

guise of 'research', and while I'll never explicitly say that's the reason I chose my topic, it's definitely a plus. After completing my Master's degree, I plan to admire my grad ring, sleep for a while, and will most likely start looking for a job to pay back my student loans, likely by teaching English overseas to satisfy my cravings to travel.

Though the department may be small, the sociology graduate students make up a diverse group of students whose interests and passions show through in their work. Though overworked and permanently fatigued from reading, writing, and grading undergraduate papers through their teaching assistantships, there is no doubt that they will go on to do great things (well, at least most of them).



Doing Sociology at Acadia University

Research in the classroom

Graduate Methods

By Jessica Bundy

In 1959, there was an article written in the Athenaeum that was so scandalous and blasphemous that the author, Robert Fiander, was expelled and banished from Wolfville within 24 hours. Little was known about the article and its author until Sociology's Graduate Research Methods class made it their project for the semester. Our class consisted of our professor, Dr. Zelda Abramson, the four Sociology Master's students, one Master's student from Community Development, and three Sociology Honours students.

The course description states that the basic purpose of the course is to "critically develop qualitative research skills." Although we had several small individual assignments, a majority of our class time was spent on the group project surrounding the 'Fiander Fiasco', a project title we spent some time debating. Our assignment was two-fold, the first was an archival aspect in which we would spend time in the Acadia Vaughan Memorial Library archives looking for documents that discusses the article, Fiander, or the aftermath; and the second was conducting interviews. Our research within Acadia's archives would have been impossible without the Manager of Special

Collections, Pat Townsend. She was not only present at all our meetings in the Archives and vital in finding key documents, but she also created our list of possible interviewees who graduated Acadia in the late 1950s and early 1960s.

Our class met once a week for three hours, and normally half of the class was dedicated to meeting with Pat in the Archives and discussing where we were at as a group. Each Master's student was required to do two interviews, and each Honour's student was required to do one. We then each had a topic to look at either from the archives or from the interview transcriptions, the topics were as follows: the Board of Governor's minutes, the

Student Judicial Committee, Social Culture at Acadia University in the 1950's, the News coverage of Fiander's article, Evidence in the Athenaeum, the Rules and Regulations at Acadia, the role of Gender and Tradition at Acadia, and Robert Fiander as a person.

Throughout the research, we found out not only what the original poem/ article was that Robert Fiander wrote, but also the details behind his suspension, as well as what his life looked like post-Acadia and learned about a piece of Acadia's history that is telling to our religious roots, as well as the time in which we began to deviate from those roots.



Top left to right: Jessica Bundy, Nora Allen, Kate Dalrymple, Vicki Archer

Bottom left to right: Sou Semalulu, Elise Snow-Kropala

Finding Fiander: Sociology Students Uncover Details of Student's expulsion in 1959

By Hannah Hutchinson (Reprinted from *The Athenaeum* with permission)

It is difficult to imagine being expelled today for an act as innocuous as writing a feather-ruffling poem, but that is exactly what happened to former Acadia student Robert Fiander in 1959.

On the afternoon of March 14th, students, faculty, and community members alike gathered in the Fountain Commons to learn about the "Fiander Fiasco." The presentation was lead by a group of sociology students in a Graduate Research methods class, detailing the expulsion of Acadia student Robert "Bob" Fiander nearly sixty years ago. Fiander's expulsion was based on the grounds of "foul blasphemy" regarding the controversial poem that he had penned and published in the *Athenaeum*. On February 3rd, 1959, Fiander received a letter from the then president, Dr. Watson Kirconnel, informing him of not only his suspension but demanding he leave the town of Wolfville. The grounds of suspension? Foul blasphemy, regarding a poem he had written for the student newspaper, *The Athenaeum*, titled "Paradoxically Speaking."

Sociology students involved in the project were in their fourth year or doing a graduate degree. There were six students who presented their findings and the story of Fiander, as follows: Kate Dalrymple, Nora Allen, Sulemain Semalulu, Elise Snow-Kropla, Jessica Bundy, and Vicki Archer. The student researchers noted that putting the pieces of Fiander's story together was not an easy task. The researchers had little information regarding Fiander to work from, and had to refer to archival sources, interviews with students at the time of Fiander's Acadia career, and interviews with his relatives. Through months of work and dedication to the project, the students uncovered events leading up to Fiander's expulsion, deliberations regarding the poem and his dismissal from Acadia, as well as those involved in and opposed to the process.

Dr. Zelda Abramson, a sociology professor who aided the students in the project, introduced the project, emphasizing that Robert "Bob" Fiander's situation had sparked interest in not only his expulsion, but his life, his personality, and the wider Acadia culture at that time. The crowd listened as Dr. Jessica Slight of the English department performed the poem that Fiander penned. Slight asked that the audience imagine that they were being transported back to 1959 as she delivered the poem in the satirical and conversational style Fiander had intended.

Stressed was the importance to understand historical and cultural context at this time. Researchers spoke to the cultural context of Acadia in 1959, highlighting the community standards and social pressures, sharp gender roles, taboos that continued to surround alcohol and the "slight religious undertone" of Acadia's Baptist roots. Acadia at the time housed less than 1000 students, of whom most lived in residence. The town of Wolfville, still largely dominated by conservative values, was very separate from the school, often at odds with Acadia's more liberal body of students. Also characteristic of the time were strict rules, regulation, and punishment deemed "moralistic," but the lack of formal documents and communication of these students presented another intervening factor. Especially relevant was the existence of a demerit system, one that Fiander seemed to have encountered before the poem.

The students also delved deeper in to Fiander's situation, regarding who made the decision to have him expelled from Acadia. Although on the surface it appeared that it had been the singular motion of President Kirconnel, further research proved otherwise. The importance of the student judicial committee and students' input in the event as well as the minutes of the Board of Governor's presented a story that showed both support for and disdain for Fiander.

The presentation finished with an analysis of the poem from Dr. William Brackney of the Divinity College. Dr. Brackney provided insight on to the content of the poem, and the contempt of god and sacred people, such as alluding to the Virgin Mary and the death of Christ in a very untraditional manner. Ultimately, he expressed that although "blasphemy" was a harsh assertion, the piece certainly did contain many elements that could certainly bring about a negative reaction from the Baptist Community that Acadia housed at the time.

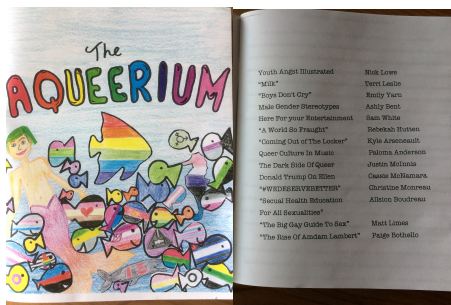
Blasphemous or not, the poem is certainly communicative of Fiander's intelligence, wit, and willingness to bring dominant and traditional modes of thinking in to authority. The group of student researchers did a phenomenal job not only uncovering details of Fiander's time at Acadia, but of portraying the climate of Acadia in the late 1950s, and of humanizing Fiander so that he is not to be forgotten.

Women's and Gender Studies (WGST 1413).

The artifact was submitted as part of a course assignment in which students were asked to curate a feminist museum exhibit and theorize their artistic decisions. The collage, pages ripped from a feminist text, reflects the resilience, beauty, and strength harnessed by women who experience interpersonal violence in their lives as students. This trauma-informed creation narrates an artistic and intellectual response to violence against women in our communities.



Queer Studies (SOCI 3803) launched its limited edition zine *The Aqueerium* on April 7th. Many



thanks to the students for their fabulous teamwork, and to everyone who dropped by to pick up a zine and support the students during the launch.

Gender and Sexuality II (SOCI 3403) worked on a range of community focussed collaborative projects throughout the semester. The groups presented their projects on April 6th, and the results demonstrated the many applications of gender and sexuality research to important social issues as well as everyday life.

Food as a Social Issue (SOCI 3223). This course is an exploration of food in society. It focuses on the fundamental significance of the relationships between people and food. Even though food is a basic human need it is easily taken for granted by those who have plenty, while the causes of hunger are easily dismissed or misunderstood. Students this year participated in a number of experiential learning projects. For example, Emily Sweeny, Genevieve Bittorf, Kali McMullin, and Hillary Bowdridge pictured below partnered with the Wolfville Food Bank to experience eating on a food hamper for one week. Their critical

reflections of obtaining food from a food bank, and eating only the food that was provided highlighted experiences of hunger, difficulty concentrating on their school work, social isolation, and disinterested in eating, and mundane eating. They also reported on the hard work and challenges the food bank faces in being able to address food insecurity in the community.



Ethnic and Race Relations (SOCI 3133)

In this course, students were asked to reflect upon the things they learned over the course of the semester. The power of this course is captured in the writing of one of the students, who wrote:

I wish that I could pick up everyone I know back home and put them in a class like this. I have experienced first-hand what it is like to be educated in a way that completely changes your world view, and I wish that everyone I grew up with who still believes what they are told, and everyone in racial conflicts that fights for somebody else's reasons could gain the same knowledge that I have.

- Cayla Ketelars

Research Design and Analysis (SOCI 3163)

In this course students were tasked to do a mixed methods (Survey – n=1040, and interviews – n=16) research project which became known as: “Netflix and Chill: How we understand sexual consent and sexual harassment.” What follows is an example of the findings.

This paper explores the relationship amongst the socialization of traditional sexual and gendered scripts, university students' sexual behavior, and their understanding of sexual consent. The findings indicate there are stark gendered differences regarding how students understand sexual consent, and how students believe sexuality and sexual behavior are experienced on campus. Generally, the quantitative data and the qualitative data found similar results, and much of the data was supported by the literature

The key focus of my analysis of the research involved gendered differences, and as such I wanted to understand how these gendered differences occurred and if they adhered to the theoretical ideologies of traditional sexual scripts, and to what extent these expectations were internalized and expressed through the data. The findings found significant gendered differences regarding how students understand sexual consent, and how students believe sexuality and sexual behavior are experienced differently for males and females. Such scripts reinforce heteronormative and binary gender roles and influences the way that individuals feel and behave in sexual contexts. Such ideas include the conceptualizing of males as initiators of sex and females as gatekeepers, the idea that male sexual pleasure is primary and women's secondary, and that males are always interested in sexual activity.

Hannah Hutchinson

About "Commit Sociology" at Acadia

The former Prime Minister of Canada, Stephen Harper, popularized the term "Commit Sociology" in April 2013, in response to the Liberal Party's, Justin Trudeau, comment in parliament who argued for a need to look at the underlying causes of the Boston Marathon bombings. Harper countered, "I think, though, this is not a time to commit sociology." A year later, when groups were advocating for a national inquiry into the missing and murdered Aboriginal women, Harper responded by

saying that these are "crimes;" they are not "sociological phenomena."

Then, in October 2014, the Gian Ghomeshi story broke and students and faculty could not stop talking about the case specifically and sexual assault more generally. The need for a cross-campus dialogue was apparent and in the halls of the third floor BAC, the idea of a "Commit Sociology at Acadia University" came to pass. The thinking was to have a discussion open to all members of the Acadia community. During the 2014-15 academic year, we had

three "Commit Sociology" on the following news items:

Gian Ghomeshi, the Dalhousie Dentistry Scandal, and the Ferguson Riots.

This past academic year, honour students (SOCI 4003) were tasked to take the lead on Committing Sociology at Acadia University. The posters below reflect the array of topics that were presented and discussed.

In Sociology at Acadia University we are committed to public Sociology and transformative practices. We engage our students as concerned citizens in critical debates on matters that shape our lives individually and collectively. For change to occur, the root causes of "sociological phenomena" must be understood and addressed.



Honours students '16
Commit Sociology

The Faculty Update

In addition to classroom teaching, here are selected highlights of the Sociology Faculty's achievements outside the classroom. They include: publications, invited talks, conference presentations, media presence, and grants.

Publications

- Abramson, Zelda. (forthcoming). "Health and the Environment" in *Second Opinion: An Introduction to Health Sociology 2nd edition* (Eds. John Germov and Jennie Hornosty). Toronto: Oxford University Press.
- Abramson, Zelda, and Rachel Brickner. 2016. "In Minority: The Status of Women at Acadia University 2014-15." *The Communicator* 21, 3: 9-18.
- Abramson, Zelda. 2015. From Rags to Comfort: Women Holocaust Survivors Rebuilding Lives in Montreal, 1947-1958, *Canadian Jewish Studies / Études juives canadiennes*, XXIII: 92-117.
- Abramson, Zelda, Phyllis Rippeyoung, and Lisa Price. 2015. "Collective Insecurity: An Exploration of the Experience of Women Faculty in Atlantic Canada" in *Solitudes of the Workplace: Women and Universities* (Ed. Whittaker, Elvi). McGill-Queens University Press. Pp. 224-241.
- Brittain, James J. forthcoming "A Review of Tom Brass's Class, Culture, and the Agrarian Myth," *Capital and Class* (accepted and waiting issue classification).
- , 2016. "Introducing Acadia to Acadia: Welcoming new continuing Instructors," *AUFA Communicator* 21(2):9.
- , 2015. "The FARC-EP and Consequential Marxism in Colombia," in *Emancipatory Politics: A critique*. Stephen Feuchtwang and Alpa Shah (Editors). London, UK: OAC Press. pp.95-132.
- Kitchin Dahringer, Heather A. 2016. "The Internet as a Stage: Dramaturgy, Research Ethics Boards, and Privacy as "Performance." In, *The Ethics Rupture: Exploring Alternatives to For Research Ethics Review*, pp. 135-152. Will C. Van Den Hoonaard and Anne Hamilton (eds). Toronto: University of Toronto Press.
- Frank, Lesley. 2015. "Exploring infant feeding practice in food insecure households: What is the real issue?" *Food and Foodways: Explorations in the History and Culture of Human Nourishment*, 23(3): 186-209.
- , 2015. End it Now: The 2015 Report Card on Child and Family Poverty in Nova Scotia.
- Liinamaa, Saara and Mervyn Horgan. Forthcoming. "First But Not a Founder: Gender, identity and the exclusion of Annie Marion MacLean from the history of Canadian sociology," *Reading Sociology* (Oxford University Press).

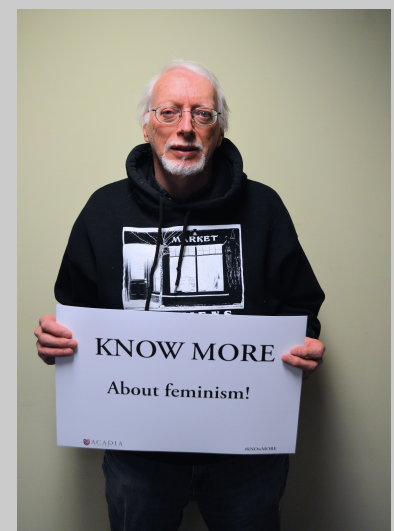
About Annie Marion MacLean: MacLean is an Acadia graduate (BA 1893; MA 1894) and the first Canadian (woman or man) to receive a PhD in sociology (University of Chicago, 1900). This essay builds upon decades of feminist work that has sought to reconstruct women's contributions to the history of the social sciences. Both how and who we remember are significant in constituting a discipline's memory. Recovering MacLean's place in Canadian sociology will facilitate new kinds of contemporary identification with the discipline.

Faculty Retirements

Best wishes to Dr. Powers and Dr. Thomson on your respective retirement. We extend heart-felt thanks to both of you for your many contributions to Sociology at Acadia University. Imagine a life with no work on your weekends. Dr. Powers and Dr. Thomson offer courses on Open Acadia.



Dr. Ann-Marie Powers taught Anthropology, Qualitative Research Methods and was one of the founders of the Women's and Gender Studies



Dr. Anthony (Tony) Thomson taught Social Theory, Canadian Criminal Justice, and Sociology of Education.

Liinamaa, Saara. (forthcoming). "Negotiating a 'Radically Ambiguous World': Planning for the future of research at the art and design university." *International Journal of Art and Design Education*.

Thomson, Anthony. 2016. *Modern Social Thought: An Introduction* Don Mills ON: Oxford University.

Watson, A. D. & Mason, C. L. 2015. "The power of the first hour: Is there a transnational breastfeeding crisis?" *International Journal of Feminist Politics*, Special Issue on Crisis. Taylor & Francis Online.

Watson, Amanda. 2015. "Why can't women lean in? Politics and economics," 28 Oct *Hippo Reads*

-----, 2015. Book Review: *Stay at Home Mothers: An International Perspective*. Toronto: Demeter Press.

-----, 2015. A debate on man stuff and the fallacy of women's issues," Sept 2015, *Chronicle Herald*

Conferences, Guest Talks and Programme Events

Claudine Bonner

Buxton and the Border: How Transborder Migration Shaped a Small, Rural Ontario Community (1863-1900). Paper presentation at the annual meeting of the Association for the Study of African American Life and History, Atlanta, GA. September 2015

Planned and hosted a prayer vigil and discussion of King's legacy by a panel of Acadia University students and faculty. January 18, 2016

Planned and facilitated a "human library" on February 25th, 2016, featuring members of the African Nova Scotian community as "books" for Acadia students to "read"

James Brittain

"The Sociology of Escape: Contemporary interpretations toward class-consciousness" delivered 2016 in Wolfville, Nova Scotia for interdisciplinary teaching exercise with Prof. Amanda Watson within the Department of Sociology at Acadia University

-----, *The 'Ivany' Report: Tonalities of silencing (intra)class realities and substantive change* delivered in Wolfville, Nova Scotia for the Now or Never: Catastrophe and the Ivany Report Roundtable during Acadia University Social and

Political Thought Colloquium – Passing Through Catastrophe? Aesthetics, Alienation, and Apocalypse. September 2015.

Lesley Frank

Eastern Sociological Society **Food in Social Life** Boston, MA, March 17-20, 2016. "The makings of student food practice: Youth transitions, academic environments, and food insecurity."

Saara Liinamaa

"From Urban Icons to Planetary Algorithms: The Visual Economy of Research on Global Urbanization." Doing Global Urban Research. Urban Studies Foundation, University of Loughborough, September 2015

Amanda Watson

"We are all very anxious: Mothers come undone during the rise of executive feminism," *National Women's Studies Association Conference*, Milwaukee, WI, November 2015

"Maternal responsibility for dominant reactive affects," *Consuming Intimacies Symposium*, St. Catharines, ON, October 2015

Media Coverage

Zelda Abramson on sexually healthy campus environment:

http://www.kingscountynews.ca/News/Local/2015-09-11/article-4272026/Acadia-students-tackle-sexual-violence%2C-start-Canada-wide-challenge/1#extra_content

<http://www.cbc.ca/news/canada/nova-scotia/acadia-university-athletes-rally-for-knowmore-campaign-1.3218696>

Lesley Frank on child poverty:

<http://thechronicleherald.ca/novascotia/1324787-weekend-focus-one-in-3-cape-breton-children-lives-in-poverty>

<http://thechronicleherald.ca/novascotia/1325064-province-provides-1.2-million-to-fight-c.b.-child-poverty>

<http://www.cbc.ca/news/canada/nova-scotia/food-insecurity-university-students-1.3468743>

Grants

SSHRC grants are prestigious and hard to come by. Dr. Bonner received two such grants this year. Many congratulations to Dr. Bonner:

1. SSHRC Insight Development Grant (\$237,040), 2015-16 with collaborators Nina Reid Maroney (Huron University) and Boulou de b'Berl (Ottawa) for project titled, "Canada's 19th century black press: roots and trajectories of exceptional communication and intellectual activism."

2. SSHRC Institutional Connections Grant (\$22,017), 2015-16 with collaborators Stephen Ahern and Stephen Henderson for project titled, "To do our share": The African Canadian experience in World War 1."

Article 25.55 grants

Zelda Abramson
James Brittain
Saara Liinamaa
Amanda Watson

Dean Jeff Hennessey: What to do with an Arts Degree?

A great deal of excitement and attention has been focused on the new Federal Cabinet since it was announced... In addition to the gender parity, ethnic diversity, average young age etc., one other important attribute has gone unnoticed - 15 of the 31 ministers (including the Prime Minister) have Bachelor of Arts degrees! It is by far the most abundant first degree in the cabinet. The other 16 also include two ministers with BSc degrees in Economics, and one with a Social Work degree. So when the question of "what can you do with a Bachelor of Arts degree?" gets posed, we can safely say that one of the many career possibilities includes running a country!



Front Row (left to right): William Horgan-Liinamaa, Kaija Horgan-Liinamaa
Middle row: Lesley Frank, Marianne Warren, Vicki Archer, Zelda Abramson, Reed Power-Grimm, Barb Moore
Back row: Saara Liinamaa, Erin Esau, Katharina Heinrichs, Claudine Bonner, Liam Murphy, Nora Allen, Kate, Dalrymple, Amanad Watson, Roisin Walls, (Absent and inserted: James Brittain, Heather Dahringer.)