

**FACULTY OF ARTS
Minutes of Meeting
April 11, 2017
Robert Vogel Council Room**

Attendance: As per Faculty Appendix Book.

Documents: A-16-12 to A-16-17

Order

Dean Maioni welcomed everyone to the meeting and called the meeting to order at 3:04 p.m.

Agenda

401.1 Professor Galaty (Anthropology) **moved** approval of the agenda, seconded by Mr. Partridge (Student Member). **Carried.**

Announcements

402.1 Dean Maioni reported the following announcements:

- Ms. Karina Gould (BA 2010) has been named Canada's youngest female cabinet minister, ever, as Minister of Democratic Institutions. As president of the Arts Undergraduate Society Ms. Gould organized a \$20,000 fundraising campaign for victims of the 2010 earthquake in Haiti, among many other duties. The Faculty is very proud of Ms. Gould's accomplishments during her time at McGill and of what she will accomplish on Parliament Hill.
- The Bank of Canada announced that Professor Francisco Ruge-Murcia (Economics) is the 2017 recipient of the Bank's Fellowship Award.
- Professor Margaret Lisa Stevenson (Anthropology) has been awarded a New Direction's Award from the Mellon Foundation.
- Professor Charmaine Nelson (Art History and Communication Studies) has been named the Mackenzie King Chair in Canadian Studies at Harvard University.

402.2 This concluded the Announcements.

Minutes of Faculty of March 7, 2017

A-16-12

403.1 Professor Stenbaek (English) **moved** approval of the minutes, seconded by Professor Van den Berg (Sociology). **Carried.**

Business Arising from the Minutes

404.1 There was no business arising.

Members' Question Period

405.1 The Dean asked Professor Van den Berg (Sociology) to read the questions submitted by himself, Professor B. Gillon (Linguistics) and Professor J. Galaty (Anthropology).

405.2 Professor Van den Berg read the preamble:

"Prof. Andrew Potter's resignation as director of the McGill Institute for the Study of Canada (MISC) directly affects the Faculty of Arts, since MISC represents a unit in our faculty and his appointment came after a search chaired by the Dean of Arts. The University's disavowal of the opinions expressed by Prof. Potter in his Maclean's article using the medium of Twitter, the widespread denunciations in the media and by Quebec politicians, and his subsequent resignation raise serious questions about academic freedom. In view of the fact that the work done by members of the Faculty of Arts is more likely to be related to matters of public policy and dispute than in any other Faculty, it is particularly incumbent upon the Faculty's leadership to protect the academic freedom of its members with great vigilance. The distinction which the administration appears to have drawn in this matter between the academic freedom and related responsibilities of academic administrators, as opposed to regular academics, does not appear anywhere in the University's Statement of Academic Freedom nor in any other University policy or regulation, and this is of particular concern.

Question 1 -

If it is part of Prof. Potter's mandate as Director of MISC to raise issues and engage in spirited exchanges regarding matters of public interest, does the University's selective disavowal of the opinions expressed by Professor Potter not constitute an implicit infringement of his academic freedom?"

405.3 Dean Maioni responded that it would be inappropriate to comment on an individual case in this regard during a Faculty Council meeting. However, the Dean said that, the McGill Institute for the Study of Canada was formed to:

- promote the study of Canada within the University and wider community, to engage in public education, and to enhance understanding of Canada's achievements and challenges.

In addition, upon his appointment, the Director did receive a "mandate letter" as do most senior administrators, which clearly spells out the specific administrative duties of the position, from which the Dean quoted:

"The Dean of the Faculty of Arts is responsible for the assignment of your duties as an Associate Professor (Professional). Your duties will be to serve as the Director of the McGill Institute for the Study of Canada (MISC). The Director is responsible for leading the Institute's public outreach and academic programs; working with academic colleagues, staff and students associated with the Institute; promoting research at the Institute; expanding the Institute's external funding; and representing the Institute through the media, scholarly conferences, public activities, and Canadian studies networks in Canada and abroad. As part of your duties as

MISC Director, you will be expected to teach one three-credit course per academic year."

405.4 Professor Van den Berg continued with Question 2:

"Given the administration's apparent view that faculty members with administrative duties are not protected by McGill's commitment to academic freedom in the same manner or to the same extent as are regular faculty member, should academics with administrative duties within the Faculty of Arts, expect that they may lose their administrative positions if they express certain opinions about public issues that regular faculty members are free to express? Moreover, what criteria, principles or policies should guide academics holding administrative positions in the Faculty of Arts, in light of the Principal's statement in the Globe and Mail of March 26th regarding 'things you must be more prudent about doing' as an administrator than as a regular faculty member?"

405.5 Dean Maioni responded, firstly, that she took issue with the implication of this question and reiterated that academic administrators enjoy the full protection of academic freedom in the pursuit of their scholarly activities.

However, they also assume institutional administrative responsibilities with respect to both the University and the unit that they administer.

- The BOG letters that senior administrators receive clearly state that these positions confer "considerable authority and responsibility within the University; and that one's position as an administrator and role are of vital importance to the continued success of McGill and the advancement of its mission"

And secondly, it's obvious that conflicts between the protection of academic freedom of academic administrators and the obligations of administrative responsibilities are rare.

- But, when an academic administrator no longer believes that he or she is able to discharge their administrative responsibilities, then it may be reasonable for them to "step back" temporarily or permanently from those responsibilities.
- In so doing, there is no impact on that individual's status as a scholarly member of the university community.

405.6 This concluded the Question Period.

Award Presentations -

Arts Award for Distinction in Research

406.1 Dean Maioni conveyed the regrets of Associate Dean Engle-Warnick and announced that the winner this year was **Professor Krzysztof Pelc of the Department of Political Science**. The Dean noted the regrets of Professor Pelc. Below is the citation.

406.2 2017 Faculty of Arts Award for Distinction in Research (Emerging Researcher)
This year's recipient of the Faculty of Arts Award for Distinction in Research Krzysztof Pelc from the Department of Political Science. He received his Ph.D. from Georgetown University, and completed a postdoctoral fellowship at the Niehaus Center for Globalization and Governance at Princeton University before coming to McGill in 2010. He was named a William Dawson Scholar in 2014.

An internationally-recognized authority in the areas of international political economy and international institutions, Kyzysztov's research focuses on international rules, particularly those of the World Trade Organization. He is interested in how the design of rules affects the odds of cooperation, and how some rules may benefit some countries over others. More recently, he has turned his attention to investor-state disputes in the international investment regime.

His articles are consistently published in leading journals in political science, international and comparative law, and comparative politics. His article, "Why Do We Not See More Efficient Breach at the WTO?", in the *World Trade Review* won the 2009 Cambridge Press Prize in International Economic Law.

His monograph, *Making and Bending International Rules: The Design of Exceptions and Escape Clauses in International Law*, published last year by Cambridge University Press, examines how signatories to agreements, primarily in the area of international trade regimes and law, insert formal exceptions – otherwise known as "escape clauses" – that allow governments to legally break the rules that they have committed to, in the face of unexpected events. The book provides a comprehensive account of the politics of treaty flexibility, raising the tricky theoretical question of: how do you allow for this necessary institutional flexibility, while preventing its abuse?

Arts Insight Dissertation Award

- 406.3 Dean Maioni announced that the winner this year for Social Sciences was **Dr. Sean Desjardins of the Department of Anthropology**. The Dean noted the regrets of Dr. Desjardins. Below is the citation.
- 406.4 Dr. Sean Desjardins's dissertation, "Food security, climate change and the zooarchaeology of Neo-Inuit sea-mammal hunting, northwest Foxe Basin, Nunavut, Canada", is a thorough report of the first major archaeological investigation of the large Neo-Inuit site of Pingiqqalik in the Eastern Canadian arctic. It addresses the important question of how the Inuit responded to environmental changes induced by the transition from the Medieval warm period through the Little Ice Age. By demonstrating that changes may have been less severe in the Foxe Basin than they were in other areas, and that Pingiqqalik supported large numbers of sea mammals throughout the period, Dr. Desjardins provides a convincing explanation for the abundance of pit-houses on the site, implying a significantly larger population and longer term winter occupation at Pingiqqalik than at most Neo-Inuit sites, except for those engaged in hunting bowhead whales. In this case, broadening the hunting base, combined with increasing exploitation of walrus, provided the key to greater food security for the population during a period when other areas experienced significant climate stress.
- Most archaeology graduate students stick to archaeology, and most cultural and medical anthropology students stick to their sub-fields. But Dr. Desjardins has shown particular ambition in drawing on both archaeology and ethnographic field

research -- the standard technique of cultural and medical anthropologists -- in his research. His excavations at new and important archaeological sites in the Canadian Arctic (Foxe Basin); his engagement in ethnographic research among the current Inuit inhabitants of Foxe Basin and Alaska, including interviewing them and following along as they engage in walrus hunting, has enabled him to integrate his findings in both fields to provide a synthetic view of hunting and its place in local culture from 1200 to the present. This has been both ground-breaking and exceptional research and methodology.

For instance, the archaeological results Dr. Desjardins reports from a key zone of historical Inuit settlement begin to fill a gaping geographical lacuna in archaeological knowledge of the period of early Inuit expansion and settlement in the central Arctic. Furthermore, his external examiner states that: "Dr. Desjardins' success in linking the archaeological and paleo-ecological evidence to Inuit oral history and community knowledge reflects his understanding of the importance of acquiring an intimate familiarity with contemporary harvesters' skills and understandings for grasping a pattern of economic practice far outside the experiential envelope of most southern researchers. I expect that contemporary harvesters and elders will be gratified to see their knowledge handled so seriously and respectfully, and effectively integrated with archaeological science."

Dr. Desjardins is currently a postdoctoral researcher at the Arctic Centre of the University of Groningen in the Netherlands.

We are very pleased to honour Sean Desjardins with the Arts Dissertation Award for best dissertation of 2016 in the Social Sciences.

406.5 Dean Maioni announced that the winner this year for Humanities was **Dr. Shaun Ross of the Department of English**. The Dean noted the regrets of Dr. Desjardins. Below is the citation.

406.6 Dr. Shaun Ross's dissertation entitled "Sacramental Signification: Eucharist Poetics from Chaucer to Milton," is a study of the impact of debates over the Eucharist on poetics from the late middle ages to the 17th century. Beautifully written, thoughtfully worked out, it is a rigorous piece of intellectual history argued and sustained through moving readings of poems. It stands to reshape the historical framing of sacramental poetry.

Dr. Ross's dissertation addresses what has emerged recently as a central concern in Renaissance literary criticism. Until recently, scholars have tended to position the debates over the meaning of the Eucharist in the context of a narrative of increasing secularization, in which Protestantism reduced the Catholic sacrament to the status of simply poetic metaphor. Furthermore, scholars have tended to segregate Catholic and Protestant, and medieval and modern, Eucharistic traditions. Dr. Ross, however, follows the overlaps between the two, tracing connections among thinkers who have traditionally been kept apart. He thus adds to recent revisionist accounts of the Reformation which have emphasized how Catholic practices continued to play an important role in poetry and culture.

Dr. Ross also reconceptualizes the link between medieval and 17th century poetics, arguing for a more coherent tradition than has been previously recognized. He argues conclusively that the appearance of the Eucharist as a model for poetry during the Reformation -- in particular in the religious poetry of Robert Southwell, John Donne, George Herbert, Richard Crashaw and John Milton -- is not new, but follows from an already active medieval tradition, epitomized in the creative Eucharistic poetics of Chaucer and the Pearl-poet. Well-positioned in critical debates, this is an impressively subtle revision of both literary and intellectual history.

Dr. Ross's dissertation, according to one reviewer, is "a work of extraordinary learning and critical insight;" according to another, it is "remarkable... more ambitious than most" and in the words of a third, "fascinating [and] theoretically astute." It has been nominated for the the George Herbert Society of America's Dissertation Prize.

Dr. Ross is currently teaching fiction and writing courses at Alexander College in Vancouver.

We are very pleased to honour Shaun Ross with the Arts Dissertation Award for best dissertation of 2016 in the Humanities.

- 406.7 On behalf of the Faculty, the Dean provided congratulations to Professor Pelc, Dr. Desjardins, and Dr. Ross. Faculty applauded.

H. Noel Fieldhouse Award for Excellence in Teaching

- 406.8 Dean Maioni announced that the winner this year was **Professor Heather MacIntosh of the School of Social Work**. The Dean read the following citation:

- 406.9 *"Heather MacIntosh is known to both her colleagues and students as someone who brings exceptional passion, innovation, and dedication to her teaching. Since coming to McGill in 2011, Heather has taught a wide range of clinical assessment and intervention courses and has independently developed seven different courses spanning all programs offered at the school.*

She also plays a central role the newly developed Masters in Couple and Family Therapy (CFT), the first of its kind to be housed in a School of Social Work in Canada. In that role, she has engaged in extensive curriculum development, close student mentorship and supervision, and clinical teaching.

It is her absolute commitment to the integration of clinical teaching with research and practice that led her to develop innovative and challenging experiential learning techniques. For instance, in one course, actors are used to introduce students to working with a range of different simulated couple and family situations. In another, actors take on the role of a specific couple who the students follow over the entire term to replicate a course of therapy. All simulations are based on scenarios written by Heather and draw on her extensive clinical and research experience.

But Heather does not go outside to hire actors. She saw this as an opportunity for cross-disciplinary teaching and learning. In an unprecedented example of teaching innovation and creativity, she created and co-teaches these cross-listed courses with Professor Myrna Wyatt-Selkirk from the Department of English Drama and Theatre Program. The courses teach student actors improvisational skills through role playing while offering CFT students the opportunity to practice clinical skills. CFT students gain the opportunity to experience the full range of the treatment process from alliance building and assessment to intervention stage and termination, while drama students are exposed to very specialized dimensions of acting that touch on the psychological and interpersonal processes that emerge through exploring these cases in both short and long term role plays.

As one student wrote: "Heather is so knowledgeable, experienced, and expert AND she is down-to-earth, accessible, and open to feedback. The perfect combination for a professor." Congratulations Heather."

Faculty applauded.

Arts Awards for Graduate Student Teaching

406.10 Dean Maioni reported that the Arts Committee on Graduate Studies was proud to announce this year's recipients of the Arts Graduate Student Teaching Awards. The following citations were read:

406.11 **Mr. Emre Amasyali is a PhD student in Sociology.**

"A PhD student in Sociology, Emre has been the TA for 3 large courses: War, States and Social Change; Globalization; and Sociological Theory.

Sociological Theory is a particularly difficult and challenging course as it demands reading a large amount of primary texts. As the lead teaching assistant, Emre was responsible for teaching the newer assistants about the course as a whole and the difficult texts upon which it relies; ensuring that the course runs smoothly; and leading his own discussion sections. Professor John Hall writes that "Emre has excelled at this"; speaks of his leadership as "simply fantastic"; and describes the notes Emre posts on the web for the students -- both during the course and for revision purposes -- as "brilliant, incisive, informed and with excellent links to the texts themselves."

As one student wrote: "Each teaching assistant was in charge of holding weekly conferences where the week's lectures on complicated theorists like Max Weber, Karl Marx, and Alexis de Tocqueville would be summarized, clarified, and drilled into us. This was difficult because these theorists wrote multiple books, changed their ideas over time, and in the end still produced outcomes and theories that are used to the present day. Emre had the difficult task of synthesizing all these contrasting viewpoints of each theorist, creating a coherent and clear 1.5 hour lecture on them, along with slides. I attended Emre's conferences because I found them consistently helpful, interesting, and interactive."

406.12

Ms. Alice Everly is a PhD student in Philosophy

"Alice is a PhD student in Philosophy who has served as TA for Intro to Philosophy and was the primary instructor for Intro to Feminist Theory.

What sets Alice apart is her ability to read a classroom and devise strategies to engage students. For instance, as Professor Emily Carson writes, "[Alice] devised a system of passing a sheet around the class on which students could write comments and questions. This seemed to bring even the shyest students out of their shells and led to lively discussion where all students participated."

Alice is also a student of pedagogy. When given her own course, determined to ensure students had the best experience possible, she took a page out of her colleague Professor Dirk Schlimm's book: As one student wrote: "Halfway through the term she asked students to provide anonymous feedback about the course, and actually took into account all the comments [we] provided. . . . She changed the reading schedule in order to make it a bit more manageable for [us] to complete, and changed her lecturing style in order for [us] to be able to follow more effectively."

Another student described Alice as "an utterly inspirational teacher who makes it so that every minute in her class feels well spent. You don't just leave the class with a wealth of knowledge, but with an impetus to make a change in the world around you. If the purpose of education is to motivate people to make a difference, then this class is the pinnacle of why we come to university."

406.13

Mr. Felix Fuchs is a PhD student in English.

Felix is a PhD student in English. He has been the TA for 3 courses, Canadian Literature I, American Literature I and Inuit, First Nations and Métis Literature and Film.

Felix was the sole TA for this last course, with an enrollment of 110 students. Professor Marianne Stenbaek, who has taught at McGill for 51 years, writes that "Felix Fuchs is without a doubt the very best I have ever had. I have never had a TA as competent, as willing, as innovative, and as imaginative as Felix."

Felix was the only TA in this course with an enrolment of 110 students, yet, as one student wrote: Felix held spectacular office hours, and he made sure every student knew they could meet with him any time they needed. He made himself available in early mornings or late afternoons, depending on what was convenient for the student."

Another writes: "Felix made the classroom environment welcoming and enjoyable. He ensured that students felt that they could contribute to discussion, and that they felt their ideas were being heard. He then went beyond this to create a Facebook group that was actively used, so students could continue the discussion outside of class, and could feel like they were contributing to the course even if they felt uncomfortable talking in class. [He also] actively participated with thoughtful, and thought provoking, contributions."

A further student put it so very succinctly: "Felix acted as a 'guide on the side' and inspired us to educate each other."

Please join me in congratulating Emre, Alice and Felix as the 2017 recipients of the Arts Graduate Student Teaching Awards."

Faculty applauded.

- 406.14 Dean Maioni congratulated all the winners and also thanked all the committee members that worked so diligently to determine the winners of these awards.

Report on the Actions of Senate - Senate meeting of March 22, 2017

- 407.1 Dean Maioni noted that the report for the Senate meeting held on March 22nd was available to read at: <http://www.mcgill.ca/arts/facultystaff/facultymeetings/faculty-meetings-restricted>
- 407.2 With no questions raised about the report, the Dean thanked Senator Oxhorn for the report. Detailed minutes of Senate meetings can be found at: <http://www.mcgill.ca/senate/senate-2016-2017>.

Report of the Dean

- 408.1 Dean Maioni thanked all professors, students, and staff for a successful semester. The Dean said that it was a very busy year for academic renewal and noted the following successful hires: East Asian Studies, Economics, History and Classical Studies, a joint appointment in ISID and Geography, Jewish Studies, a joint appointment in MSE and Political Science, Political Science, Languages, Literatures, and Cultures (LLC), Hispanic Studies, and Sociology.

Dean Maioni reported that an announcement should be forthcoming very soon to name the Director of the School of Public Policy, who will begin his/her term as of September 2017. The Dean pointed out that this would be the faculty's contribution to Canada's 150th celebration with the launch of the School in September.

Also in the spirit of celebrations, the Dean reported that there will be a launch of the Centre de recherche interdisciplinaire en études montréalaises (CRIEM) in November in time for the Montreal 375th.

- 408.2 This concluded the Dean's report.

Report of the Associate Deans

Academic Administration and Oversight

409.1 Dean Maioni conveyed the regrets of Associate Dean Lane-Mercier.

Research and Graduate Studies

409.2 Dean Maioni conveyed the regrets of Associate Dean Engle-Warnick.

Student Affairs

409.3 Associate Dean Lach reported on the following items:

- An intruder training session was held for administrative staff and faculty members. This event was organized upon the request of faculty who identified, in some instances, of not being very clear on how to proceed should an intruder enter a classroom. Overall the session was very helpful, particularly for the administrative staff. The Associate Dean urged colleagues to find out if their administrative staff, and others in their departments, would like to attend a training session catered to the space in which they are located. Mr. Chris Carson and Ms. Alexandra Gregorian of Campus Public Safety were the individuals that delivered the training.
- A meeting of the Undergraduate Program Directors (UPD) will take place tomorrow. It is important that every department send a representative to attend the meeting. This is an important opportunity where UPDs can discuss common concerns and issues that they are faced with. Ms. Vera Romano (Director, Counselling and Tutorial Services) and Mr. Norman O'Brian (Associate Director, McGill Counselling and Mental Health Services) and Ms. Tanja Beck (Associate Director, Office for Students with Disabilities) will be guest speakers at the meeting. The purpose of inviting these two groups will be to hold a discussion on issues such as what constitutes a reasonable accommodation when students are facing mental health issues and, for example, are not able to complete quizzes, mid-terms, assignments, etc.
- OASIS will be conducting a survey across departments on what the different advising structures are, how is advising offered in English as opposed to Sociology, for example.
- A discussion of a new initiative on building community in the classroom has begun. This will be a pilot project in Arts to build a tool box for instructors who are interested in building community in their classrooms. This will be a collaboration that involves representatives from Teaching and Learning Services and the AUS.
- The Working Group on the Student Assessment Policy and Language Courses has identified that the Student Assessment Policy does not work for language courses. Some meetings have been held and a draft report will be circulated, first to the departments that are teaching languages as well as student groups and finally to a Faculty meeting for approval.
- A reminder that grade submission deadlines were approaching was noted; April 21st for graduating students and April 28th for non-graduating students.

409.4 Dean Maioni thanked Associate Dean Lach for the report.

- 410.1 Associate Dean Lach **moved** approval of the Report of the Curriculum Committee 'en bloc' as outlined in document A-16-13, seconded by Mr. Partridge (Student Member).

The report contained the following proposals:

POLITICAL SCIENCE

Proposed program revisions: Honours in Political Science (CC-16-56) / Joint Honours Component in Political Science (CC-16-57) / B.A.&Sc. Joint Honours Component in Political Science (CC-16-58). Note: POLI 311 course revision was approved by the Screening Committee on February 6, 2017.

LANGUAGES, LITERATURES, AND CULTURES

Proposed program revisions: Major Concentration in Italian Studies (CC-16-59) / Honours in German Studies (CC-16-60) / Joint Honours Component in German Studies (CC-16-61) / Major Concentration in German Studies (CC-16-62).

PSYCHOLOGY

Program revisions: B.A. Major Concentration in Psychology (CC-16-63) / B.A.&Sc. Major Concentration in Psychology – PENDING APPROVAL OF THE B.A.&SC. PROGRAM ADMIN.COMMITTEE

JEWISH STUDIES

Program retirement: Minor Concentration in Jewish Law (CC-16-64).

- 410.2 Associate Dean Lach drew attention to the fact that the following program retirements were currently moving through the approval path: the Minor and Major Concentrations in North American Studies, the Minor Concentration in Neo-Hellenic Studies, the Minor Concentration in Scriptural Languages, the Major Concentration in Scriptures and Interpretations, and the Major Concentration in Quebec Studies.

The Associate Dean noted that the above-mentioned programs have been under investigation for some time. Consultations with the directors have taken place as well. As a result, it is not a surprise that they are being retired. All the programs have no or extremely low enrolments.

- 410.3 The motion **carried**.

Report of the Classical Studies Advisory Committee

A-16-14

- 411.1 The annual report was accepted.

Report of the History and Philosophy of Science Program Committee

A-16-15

- 412.1 The annual report was accepted.

Report of the Catholic Studies Program Committee

A-16-16

- 413.1 The annual report was accepted.

Report of the Nominating Committee**A-16-17**

414.1 Dean Maioni **moved** approval of the Report of the Nominating Committee “en bloc” as outlined in document A-16-17, seconded by Associate Dean Lach.

414.2 The motion **carried**.

Report of the Activities of the Arts Undergraduate Society

415.1 Mr. Partridge reported on the following items:

- The elections were complete and the transition of the executives would be complete by May 1st.
- The Teaching Award ceremony took place at the end of March. The winner of the award for excellence in teaching was Professor P. Khan of the Institute of Islamic Studies.

415.2 Dean Maioni thanked Mr. Partridge for the report and for his term as Vice-President, Academic and welcomed him as the incoming President. The Dean welcomed and thanked Ms. Madeline Wilson for becoming the next Vice-President, Academic. The Dean took the opportunity to thank the entire AUS team for staying on course during a very difficult semester.

Report of the Graduate Students

416.1 There was no report.

Other Business

417.1 There was no other business.

Adjournment

418.1 The meeting adjourned at 3:39 p.m.