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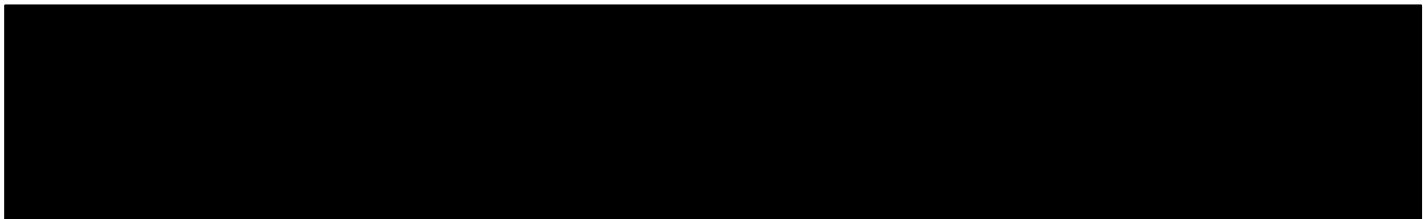
March 9, 10,& 11 2022
Online via Zoom

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March 2022

We are now in our 16th year of celebrating the discoveries of a new generation of scholars at the annual Inquiry@Queen's Undergraduate Research Conference. This year, in the second COVID year, we continue our online format. Thanks to the generosity of our students, the conference will showcase scholarly and creative work over three full days. Many fields are represented including music, art, drama, literature, science, health, and community-based learning. Congratulations to all participants!

Inquiry@Queen's is more than a conference; it is an approach to learning where the teacher and the learner reside in the same person. It is a natural extension of a university that prides itself on the quality of undergraduate education and its scholarship and research.

We invite you to attend the presentations, pose questions, and most certainly to enjoy the breadth of undergraduate student scholarship. Drop by for an hour, an afternoon, a day, or all days! To all those who have supported us in many ways over the last sixteen years … we thank you!

We give our sincere thanks to Dr. Asha Varadharajan as keynote speaker, and recipient of the *Promoting Student Inquiry Teaching Award* for 2021. We offer deepest thanks to our guest author, Karen McBride (Algonquin Anishinaabe), for her dialogue with us and her reading from *Crow Winter* (2019). And to all our moderators who took the time to listen and talk to our students, please know that we couldn't do this without you. Thank you one and all!!

On behalf of Inquiry@Queen's,

Co-Chairs:
- Cory Laverty, Research Librarian, Stauffer Library
- Vicki Remenda, Head, Geological Sciences and Geological Engineering

Conference Logo Design and Marketing
- Carling Spinney, Reference Assistant, Stauffer Library

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- Akin Ogunruku, Systems Support Technician, Discovery and Technology Systems
- Kim Dixon, Senior Systems Support Technician, Discovery and Technology Systems
- Jane Reeves, Reference Assistant, Open Scholarship Services

We recognize that Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory and that it is a privilege to learn together on this land.

CONFERENCE AGENDA

Wednesday, March 9, 2022

9:00-9:20	Welcome: Dr. Vicki Remenda (Geological Sciences and Geological Engineering) Land Acknowledgement: Lindsay Brant, Educational Developer, Indigenous Pedagogies and Ways of Knowing, Centre for Teaching and Learning
9:30-10:20	Session I: Art as Inquiry & Artist Collectives
10:30-11:20	Session II: Communities from micro to macro
11:30-12:30	Session III: Forging equitable pathways
1:30-2:20	Session IV: Invisible impacts on learning
2:30-3:20	Session V: Invitations to play
3:30-4:15	Session VI: Cities for people

Thursday, March 10, 2022

9:00-9:20	Welcome: Dr. Lynnette Purda, Associate Dean (Graduate Programs) Professor and RBC Fellow of Finance, Smith School of Business
9:30-10:20	Session VII: Deconstructing Cinematic Language: The Video Essay as Analytic and Communications Medium
10:30-11:20	Session VIII: Peace, justice, and strong institutions
11:30-12:30	Session IX: The female experience
1:30-2:20	Session X: How the story is told
2:30-3:20	Keynote Speaker, Dr. Asha Varadharajan, Department of English, Awarded Queen's Promoting Student Inquiry Teaching Award, 2021
3:30-4:30	Session XI: Relationships are everything

Friday, March 11, 2022

9:00-9:20	Welcome: Dr. Klodiana Kolomitro, Associate Vice-Principal (Teaching and Learning)
9:30-10:20	Session XII: Be bold, be aspirational
10:30-12:00	Session XIII: The healing power of storytelling
1:30-2:20	Session XIV: Challenging patriarchy
2:30-3:20	Session XV: Invisibility and invincibility
3:20-3:30	Closing remarks, Dr. Vicki Remenda and Dr. Cory Laverty

Dr. Vicki Remenda, Department Head, Geological Sciences and Geological Engineering; I@Q Co-Chair

Land Acknowledgement: Lindsay Brant, Educational Developer, Indigenous Pedagogies and Ways of Knowing, Centre for Teaching and Learning

PRESENTATIONS

Session I: Art as Inquiry & Artist Collectives
Wednesday, March 9, 9:30-10:20
Moderator: Alexander Rondeau, PhD Candidate, Cultural Studies

Panel: BFA students, Fine Art (Visual Art)
- Jillian Beedell
- Claire Dobbie
- Meenakashi Ghadial
- Jobelle Quijano
- Lauren Russo
- Rebecca Vangennip
- Ruža Vatres

During this panel, members of the 408 Collective — namely, Jillian Beedell, Claire Dobbie, Meenakashi Ghadial, Jobelle Quijano, Lauren Russo, Rebecca Vangennip, and Ruža Vatres — will unpack the potentialities and issues of working as a collective artistic unit. While working as collectives, artists are well poised to share resources, receive and exchange valuable peer feedback, and situate their respective works alongside artists working in other mediums and disciplines. Conversely, working as a collective also prompts certain challenges such as striking a balance between individual artistic output, and collective artistic output, and determining the often blurry lines between individual artistic authorship and collaborative artistic authorship. To this end, the artists will provide insight to their respective practices, and collective ambitions. In their current exhibition, I still see your ghost dancing in my room, the 408 Collective have each presented individual artworks that, together, amount to a cohesive exhibition exploring their central inquiries as a collective. Key tenants to the 408 Collective mandate include: commitment to bridging differences of both personal subject positions and artistic motivations by way of situating their artworks in relation to, and in dialogue with each other, experimentation, and expectations of completion versus openness to failure. The Art as Inquiry & Artist Collectives panel will delve into the processes of collaboration, co-production, and experimentation that have fostered the generative artistic trajectory of the 408 Collective.

Session II: Communities from Micro to Macro
Wednesday, March 9, 10:30-11:20
Moderator: Dr. Paul Grogan, Plant and Ecosystem Ecologist, Department of Biology

Cultural perspectives on the Hopewell Rocks: Investigating community values in a geotourism context
Presenter: Téa Yates

Faculty Supporters: Dr. Jennifer Day, Dr. David Hauser

Our research explores human connections to shoreline rock formations at Hopewell Rocks Provincial Park, New Brunswick, and the ways in which people experience the site. The Hopewell Rocks are a group of sea stacks and arches on the shore of the Bay of Fundy that are visited by more than 250,000 geotourists annually. One of these formations, Elephant Rock, is well known in the province as it is featured on the New Brunswick health card.

Sea stacks are freestanding columns of rock created by shoreline erosion. These striking formations are dramatic and mysterious; many are consequently popular tourist destinations worldwide. Sea stacks are unstable by nature and visiting them poses some risk. This research represents an initial attempt to formally characterize the perceptions, beliefs, and connections that humans hold to these rock formations.

This study involves a publicly advertised research survey and interview series to collect quantitative and qualitative data, reaching beyond a single research method to capture a comprehensive result. The survey is a multiple-choice and short answer questionnaire administered through Qualtrics, an online survey platform, which covers topics of connection to the land, safety, aesthetics, and education. We received 248 survey responses that present diverse perspectives ranging from the pragmatic to the spiritual. Preliminary data analysis shows support for the idea that New Brunswickers have a strong positive connection to the Hopewell Rocks. The results of this study will inform future related research on evaluating the risk to public safety posed by geotourism at this and similar sites.

Human Foot Traffic and the Associated Spread of Invasive Species
Presenters: Abby Milne and Julia White
Faculty Supporter: Dr. Chris Eckert

The spread of invasive species has become an important topic in ecological literature in recent years as it threatens the natural biodiversity essential for ecosystems to function and thrive. Invasive species are damaging to ecosystems because they outcompete native species for invaluable resources. Human activities have long been suspected of being the main vector for the transportation of invasive species due to the attachment of seeds to objects such as clothing, shoes, livestock, and vehicles. Gaining an understanding of the interactions between human activity and invasive species spread is crucial to diminish the negative impact of invasive species on local ecosystems. In our research endeavor, we investigated human foot traffic in urban parks and conservation areas and surveyed the surrounding area for invasive plant species. In several different parks, we set up plots with varying levels of human foot traffic and designated each as low, medium, and high foot traffic. We measured each of the plants within the plots, denoting each as invasive or non-invasive. We also measured observed foot traffic to confirm the accuracy of the designated foot traffic levels and to create a traffic gradient. We found a general correlation between high foot traffic and abundant invasive species, which supports our hypothesis. It is important to note that there remain many other factors that influence invasive species' spread that should be investigated. Further research should be conducted on the mechanisms behind this spread and how it can be reduced.

MicroRNA Regulation of Messenger RNA in Lung Neuroendocrine Cell Lines
Presenter: Alexis Fang and Justin Wong
Faculty Supporter: Dr. Neil Renwick, Laboratory of Translational RNA Biology, Department of Pathology and Molecular Medicine

Introduction: Lung neuroendocrine neoplasms (NENs) are rare lung cancers whose pathomechanisms are poorly understood. MicroRNAs (miRNAs) are small, non-coding RNAs (19-24 nucleotides in length) that negatively regulate messenger RNA (mRNA) expression. Each miRNA targets a specific set of mRNAs to

regulate. To better understand the molecular biology of lung NENs, we investigated miRNA-mediated mRNA regulation in NEN and non-NEN cell lines.

Methods: NEN and non-NEN cell line expression profiles were relative frequency normalized before undergoing outlier and batch detection. We identified the top 1% most highly expressed miRNAs in all cell lines, NEN cell lines, and non-NEN cell lines. Next, we identified differentially expressed miRNAs and mRNAs between NEN and non-NEN types. We used the Bio-miRTa target prediction algorithm to identify the putative mRNA targets of key miRNAs. Key miRNAs are miRNAs uniquely expressed in NENs compared to non-NENs types. We subsequently determined the likely biological pathways of the predicted targets using the g:Profiler software.

Results: High and differential expression analyses identified miRs-375, -200c, -100, -141, and -7 to be the key miRNAs in lung NEN cell lines compared to non-NEN types. 8014 differentially expressed mRNAs were identified between NEN and non-NEN types. 3916 predicted mRNA targets were identified, which collectively participated in pathways from 21 different categories of cellular function.

Discussion: Comparisons between NEN and non-NEN cell lines identified the key miRNAs of lung NENs to be miRs-375, -200c, -100, -141, and -7. The identified biological pathways of the predicted targets highlight the functional differences between NENs and non-NENs.

Conclusions: Our high and differential expression analyses results identified the key miRNAs in lung NEN cell lines. The biological pathways of the predicted mRNA targets of key miRNAs were also identified. The results generated in this study help to differentiate NENs from non-NENs, which provides a deeper insight into the pathomechanisms of lung NENs. These results
also expand our current knowledge in lung NEN biology, which may facilitate the future development of NEN specific drugs and diagnostic tests.

Session III: Forging Equitable Pathways
  Wednesday, March 9, 11:30-12:30
  Moderator: Dr. Tara MacDonald, Associate Dean, Graduate Studies

Why Theatre? Examining Transferable Skills from Theatre Degrees to Non-Creative Professions
Presenter: Leah Jadd
Faculty Supporter: Dr. Margaret Walker

There is stigma surrounding those who choose to obtain drama degrees at the undergraduate level, especially if they have no interest in pursuing a theatre-related career. The goal of this study was to determine if there are skills obtained from theatre training at the undergraduate level that are advantageous in non-creative professions. I sent out a survey to drama alumni in non-theatre-related professions to determine if they believed they gained transferable skills from their theatre degree at Queen's University that have been helpful in their current careers. I then interviewed five drama alumni to get a more in-depth understanding of how drama has been helpful in their professions. Their careers were in the areas of law, sales management, public relations, global development, and politics, giving a diverse range of perspectives on the usefulness of their drama degrees. Finally, I analyzed both the survey responses and interviews and discovered that there were several skills the drama alumni attributed to their theatre training at Queen's University. My study provided evidence that graduates of our drama program brought skills in public presentation, teamwork, empathy, organization, and adaptability to their careers outside the arts.

Barriers and Enablers to Implementing EDI-focused Admissions Initiatives at Queen's Health Sciences
Presenter: Jiale Xie
Faculty Supporter: Dr. Rylan Egan

Members of equity-deserving groups face substantial barriers in matriculating into health professional programs. Equity-focused admissions interventions such as fee assistance programs, holistic review, diverse reviewer panel, and bias training could be used to address these barriers as suggested in the literature. Despite the stated commitment of multiple Canadian institutions towards improving equity in admissions, equity-focused admissions interventions are currently scarcely implemented. Queen's Health Sciences (QHS), led by Dean Jane Philpott, has created an Action Table to revise and enhance the implementation of equity-focused admissions. In our study, we explored the perspectives of decanal members regarding barriers and enablers to implementing equity-focused admissions initiatives within QHS schools and programs. We conducted semi-structured interviews with six leaders across QHS and analyzed interview data using a constructivist approach. Barriers to implementing equity-focused admissions initiatives include concerns about matriculants' quality; a lack of resources for implementation; and a homogenous faculty, student, and applicant's pool. Enablers include extrinsic motivators for participation in equity work, existing buy-in from members of QHS, increasing emphasis on equity in other areas of academic programs, other institutions, and society. By influencing students, faculty, and staff's values, beliefs, and actions, meritocratic culture may be creating the barriers identified in our study and reinforcing admissions processes that disadvantage certain groups. On the other hand, enablers may be intentionally disrupting the reinforcement cycle by encouraging beliefs and behaviour change. More research on the influence of societal and academic culture on equity in admissions and equity interventions' influence on culture is needed.

Immigrant entrepreneurs' influence on the career paths of their children
Presenter: Alison Bubeqi
Faculty Supporter: Dr. Kelley A. Packalen

There is a gap in the research describing how the entrepreneurial spirit of parents who have successfully immigrated can be imprinted onto their children and influence their career paths. The objective of this study is to bridge these two points and examine how these entrepreneurs have guided the career paths of their first-generation children, from the child's perception. This study aims to benefit society by documenting how first-generation Canadians perceive their parents to have contributed to their future career paths. A survey will be administered to 15 undergraduate students that are born in Canada with at least one parent born outside of Canada that owns and operates a business. The survey assesses each participant on externally validated surveys of entrepreneurial personality aspects (risk aversion, conscientiousness, and openness to experience) to normalize participants on a scale of entrepreneurial orientation. Participants will then be interviewed about their career aspirations, their parent(s') career(s), expectations from their parent(s), and their parent(s') encouragement or discouragement of following the same parental career. The principal goal is to develop a theory of entrepreneurial transfer from parent to child that will involve (i) the effect their parents' journey had on their choices and opinions towards entrepreneurship, (ii) the extent of the child's desire or lack thereof to follow the career path most approved by their immigrant parents, and (iii) their underlying reasons for the acceptance or rejection of their parents' desires for their careers.

Evaluating the training needs for an epilepsy education program by assessing the beliefs and attitudes of families with children impacted by epilepsy
Presenter: Anwar Subhani
Faculty Supporter: Dr. Julia Jacobs-LeVan

Background: The aftermath of a seizure for a child and their family alongside a lack of accessible epilepsy education programs reinforces a perceived loss of control and anxiety states. A virtual video teaching platform is being developed to allow families to connect with and learn about their child's epilepsy. The queries and training needs of diverse patient groups must be addressed to ensure the platform's personalization and success.

Objective: We assessed the training needs, beliefs, and attitudes through a questionnaire for families, taking into account epilepsy severity, time of their child's diagnosis, and religiosity.

Methods: Over two months, patients of the Alberta Children Hospital's Neuroscience outpatient clinic were contacted to complete the survey. We focused on analyzing how families' beliefs towards the causes, treatment, and manifestations of epilepsy influenced training needs and interest and whether that is correlated with epilepsy severity, time of diagnosis, and religiosity. A one-way ANOVA was conducted.

Results: 67 families responded to the survey. Families with a recent initial seizure were more inclined to believe in more environmental and behavioral causes of epilepsy. Those with longer-standing epilepsy believed in more medical causes for epilepsy. More religious families were slightly inclined to believe in prayers and miracles as treatment. All groups presented a high interest in the video topics, with more religious families drawn to the 'Life with Epilepsy' module videos.

Conclusions: These results will ensure the program design facilitates understanding of epilepsy, leading to expedited social integration, better coping, and reduced mental health comorbidities for all patient groups.

Session IV: Invisible Impacts on Learning
Wednesday, March 9, 1:30-2:20
Moderator: Dr. Dean Tripp, Department of Psychology, Anesthesiology & Urology

Exploring How Encoding Modality Affects Memory Performance in Organic Chemistry
Presenters: Victoria Yu
Faculty Supporter: Dr. Amanda Bongers, Queen's Chemistry Education Research Group

Research within education, psychology, and cognitive science has established the foundational theories and perspectives on how individuals encode information into their working memory and long-term memory. Despite decades of research on the mechanisms underlying memory, we know little about how individuals encode and retrieve scientific models. We are even less confident on the impact and influence of domain-specific expertise when considering the different modes that individuals preferentially use to encode information. Using a dual-task interference experiment, we investigated whether one type of scientific model, molecular formulas, is encoded in a verbal modality. We also investigated the role of chemistry-specific expertise and its impacts on encoding molecular formulas (CH_3OH) and analogous 'non-formulas' (HC_3HO). This presentation will present our preliminary findings and implications for teaching and learning in chemistry.

The Explore-Exploit Dilemma: Role of Time Horizon on Informant Selection
Presenter: Hannah Clark
Faculty Supporter: Dr. Stanka Fitneva and Dr. Hans Dringenberg

The explore-exploit dilemma is a pervasive problem within the context of social information gathering faced by all individuals. The decision to exploit an old source of information or explore a new source of information involves a trade-off between acquiring new knowledge from the environment to reduce uncertainty

(exploration) or immediately receiving rewards (exploitation) (Meder et al., 2020). An important factor influencing information gathering within the context of the explore-exploit dilemma is time. Research has shown that in shorter time horizons, adults are more likely to exploit old sources of information and in longer time horizons, adults are more likely to explore new sources of information. Thus, when given more opportunities to explore, adults perceive the benefits of exploring novel stimuli to outweigh the immediate reward of exploring an old source of information (Wilson et al., 2014). Prior accuracy of the informant has also been shown to influence the decision to explore or exploit sources of information. The current study aims to extend the work of Gutzin (2021) and will consist of two parts; study one will replicate the work of Gutzin (2021) directly, studying adults online. Study two will extend the work of Gutzin (2021) to accommodate an online platform with children. The previous studies examining this effect had small sample sizes and in turn low statistical power. To address this, the current study will be composed of larger sample sizes so that final conclusions regarding this effect can be made. In line with previous literature and studies, it hypothesized that both adults and children will tend to exploit the familiar informant in shorter time horizons and explore the novel informant in longer time horizons and prior accuracy of the familiar informant will affect exploration tendencies.

The Effect of Positive And Negative Reinforcement on an Induced Stress Response in University Students

Presenter: Sanchit Kaushal and Aisling Martins-Ezeifeaku
Contributors: Marisa Levy, Ellie Storm, Brianna Plater, Hannah Mechelse
Faculty Supporter: Dr. Michael Adams

Introduction
Stress in a university setting is known to poorly affect academic performance, increase blood pressure levels, and increase the risk of cardiovascular disease. However, the effect of positive and negative reinforcement on students and its ability to induce a stress or physiological response is unknown. The objective of this study is to examine the effects of positive and negative reinforcement on an induced stress response, and how this affects their typing abilities.

Methods
15 participants (6 male, 9 female) underwent a series of 2 typing tests, with verbal feedback elicited prior to commencing the second test. Participants ages 18 to 22 were recruited from Joseph S. Stauffer Library at Queen's University and randomly allocated between 3 groups: positive, negative and a control. Blood pressure was measured 5 times across the duration of the 15-minute study for each participant. A one-way ANOVA test was used to identify if there were statistically significant differences between the groups. All analyses were completed using SPSS Version 27.

Results
Negative reinforcement (-11 mmHg) versus control (-5.4 mmHg) elicited a statistically significant increase in systolic blood pressure (SBP) and rate-pressure product ($p < 0.05$, $p < 0.05$, respectively). No significant differences were found between groups in typing test scores, diastolic blood pressure, and heart rate. Qualitative analysis determined that negative feedback decreased confidence while increasing performance; positive reinforcement increased both confidence and performance.

Conclusion
The study concluded that positive reinforcement should be implemented in university-level courses as it was found to increase typing performance while decreasing SBP.

Wednesday, March 9, 2:30 -3:20
Moderator: Dr. Stephanie Lind, DAN School of Drama and Music

VR – The Digital Intersection of Video Games and Immersive Theatre
Presenter: Cindy Ci
Faculty Supporters: Dr. Stephanie Lind and Dr. Kelsey Jacobson

The coronavirus pandemic has been detrimental to live theatre everywhere; however, it has forced us to explore the possibilities within the digital landscape as in-person interactions continue to be limited. Virtual reality, or VR for short, has exploded in popularity due to its escapist and endless possibility, but it also demonstrates inherent elements of game design and theatricality in its applications and experiences – so to what extent do we see such elements and how do they apply? Using preliminary studies in video game and immersive theatre philosophy, interviews with professional artists in these fields, and my own experiments on the Oculus headset, we see connections of concepts such as presence, interactivity, and aesthetics being made in VR, as are similar terms found in theoretical discussions of gaming and immersivity. This connection also recognizes the logistical problems like accessibility and ethics, and though conversations are still developing on these subjects, we can consult with each industry to analyze and predict outcomes of different procedures. This intersectionality of technology and the arts is not new; however, it is underutilized – digital theatre presented a way for people to connect during the pandemic, but with VR, we are given the chance to interact more authentically in a shared, online space.

Music Theatre on Zoom: Significance in Integrating Virtual Performance in the Lives of Older Adults
Presenters: Emma Patterson, Lauren Fourney, Jessica Rosales, Frank Yang
Faculty Supporter: Dr. Wynnpaul Varela

Our study aims to explore the affordances of conducting research with an online choir for older adults and to examine how participant-observer experiences can inform our practices as performing musicians, music educators, and researchers. Studies show that participating in music and dance classes facilitates creativity, community, belonging, and enjoyment (Creech et al., 2013). Similarly, music enhances self-identity and reminiscing (McCabe, Greasley-Adams, & Goodson, 2013), while improvisational dance can foster a sense of expanded time and space (Almqvist, 2020). However, not enough is known about music theatre in a virtual platform and the role of participant-observers within this setting. To fill this research gap, we used a Collaborative Scholarly Personal Narrative methodology (Nash & Viray, 2013; Nash, 2019) as a means of interrogating our shared experiences as researchers on Rise, Shine, Sing, a weekly, Kingston-based virtual music theatre program of approximately 20–30 participants. Drawing on observation reports collected over five months, we reflected upon participants' levels and patterns of engagement, the choice of repertoire, and possible areas for improvement. We also reflected upon the advantages and disadvantages of conducting sessions online as opposed to in-person. Through a process of individual and shared inquiry, our findings revealed that building a sense of community led to increased engagement, with participants becoming more comfortable sharing their talents and conversing with others. Furthermore, our experiences with this online community of researchers and participants allowed for new forms of engagement and programming which will likely benefit our professional practices in significant and exciting ways.

Resistance Breeds Revolution: A Study of Refusing the Invitation in Participatory Theatre
Presenter: Mary Tooley

Faculty Supporter: Dr. Jenn Stephenson

To join in a participatory theatre experience, the audience needs to accept the invitation to cross the fourth wall and become a player (White). But what happens when aspects of our participation are unethical, or add odds with our political or social values? How do artists prepare for a participant who is resistant to engagement? This essay will explore the concept of the invitation, the possibility that lies in saying "yes", and the power that exists in refusing the offering. I consider a variety of different modes of saying no, differentiating the social and political meaning and impact of 'refusal,' 'opting out,' 'going rogue,' 'being a killjoy,' 'non-participation,' or simply an inability to participate. Accustomed to decades of proscenium theatre experiences, being a good audience has become synonymous with receiving performances in silence, at a static distance, and with applause (Heddon, Iball, and Zerihan). We are trained to suppress our questions and concerns to refrain from challenging the methods or intentions of the artists in front of us. I dissect various personas of refusal who reflect a show's dramaturgical flaws, accessibility issues, unethical content, faulty or lack of clear invitations, or uninteresting material. But saying "no" is challenging, and I will investigate the tyranny of the invitation and the infrequency of refusal, highlighting the generative nature of resistance. This paper will consider the example of Jordan Tannahill's mixed reality piece, *Draw Me Close*, which invites participants into an animated virtual reality space that requires participation, and it unpacks how unexpected acts of refusal are accounted for and dealt with by artists.

Session VI: Cities for People
Wednesday, March 9, 3:30-4:15
Moderator: Dr. Josie Wittmer, Post-Doctoral Fellow, Department of Geography & Planning

Professional Biography of Samuel Gitterman, Chief Architect and Planner CMHC
Presenter: Nathaniel Katz

This presentation will overview Samuel Gitterman's professional careers, between 1935 and 1985, focusing specifically on his work with the Canadian Housing and Mortgage Corporation. Gitterman played a central role in the development of the Canadian suburb as Chief Architect and Planner for the CMHC. His work includes the development of prefabricated housing technologies, overseeing establishment of hundreds of suburban subdivisions across Canada, and housing for the military. This presentation will examine the most important aspect of Gitterman's career, including his efforts on the Cité-Jardin and Crawford Park subdivisions, and his work in the Canadian arctic. Through the use of images, and graphics, Samuel Gitterman's unique housing and planning style will be investigated.

Missing Race-Based Data in Pediatrics: Why and Where
Presenter: Noah Boroditsky
Co-Authors: Catherine Binda HBSc, William Lau MD, Ethan Ponton BSc, Damian Duffy MSc, Christine Loock MD FRCPC

Background: Racism, the differential treatment of people based on their perceived racial or ethnic identity, causes health inequities between racial groups. An absence of race or ethnicity data (RED) in healthcare makes evaluation and awareness of health inequalities caused by systemic racism challenging. Current literature is scarce on collection methods of RED in healthcare globally.

Methods: English language references and grey literature published in MEDLINE, Embase, and relevant sources between January 1, 2000, and July 3, 2021, were identified after consultation with a research librarian. Abstracts were evaluated for inclusion and exclusion criteria. Thematic analysis and data extraction were conducted after full-body reviews. Studies included in the final review focused on participants ≤18, were based in a healthcare

facility and collected race or ethnicity data.

Results: A total of 1,193 references were collected in the initial search (296 MEDLINE, 894 Embase, 3 other). After a full-body evaluation, 28 references were retained and included in the final analysis. Articles were set in the United States (n=7), Canada (n=5), Australia (n=4), and the United Kingdom (n=1). RED was collected using Electronic Medical Records (n=8), Electronic Health Records (n=6), collaborative studies (n=2), Patient Chart Documentation (n=1), and National Emergency Services Information System (NEMSIS) data (n=1). RED was collected in Tertiary care centers (n=8), Secondary care centers (n=1), a Primary care center (n=1), and a Quaternary care center (n=1). Racial and ethnic categories discussed in the literature included: White, Hispanic, Black, Indigenous, Aboriginal, and Asian. Six articles explicitly reported a need for more RED collection.

Conclusion: Collecting RED is critical to understanding health inequities and the impacts of racism in healthcare. Globally, there is limited information on RED collection. We strongly endorse the recommendation of the BC Office of Human Rights Commissioner on the collection of RED in all age groups, including pediatrics. Capturing RED respectfully, meaningfully, and accurately across all groups will help identify potential associations, barriers, and inequities in health outcomes, helping to mitigate and eliminate systemic racism in healthcare.

Locating Studentification in Kingston Ontario
Presenter: Kennedy Whitfield
Faculty Supporter: Dr. David Gordon

This study will determine how the student population living off campus in Kingston has expanded from 2006 to 2016 by examining census data. Census data shows us the number of unoccupied dwellings which can represent where students are living in cities because full-time students living away from home are attached to their parents' residence in the census. A larger scale study has been conducted for unoccupied dwellings in Ontario mid-sized cities with Universities', Kingston being one subject. This previous study shows a disproportionate increase in student population at Queen's to the increase in on campus housing, resulting in more students living off campus in Kingston (Lauzon 2021). This research project will examine how the areas where students are living in Kingston has expanded and changed by analyzing the dissemination areas in the census tracts around Queen's University and St. Lawrence College. This expansion represents a process known as "Studentification" which refers to the increase of higher education students occupying neighbourhoods, and the affect it has socially and economically on communities (Smith 2005). The outcome of this research project will be a report summarizing findings from the data analysis, limitations of the research method and a digital atlas mapped using a Geographic Information System (ArcMap v10.5) showing the physical change to the University district and surrounding areas in Kingston.

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March 10: Welcome

Dr. Lynette Purda, Associate Dean (Graduate Programs)
Professor and RBC Fellow of Finance, Smith School of Business

Thursday, March 10, 9:30 to 10:20
Moderator: Daniel Simpson, PhD Candidate, File and Media, Course instructor: FILM 456 The Video Essay

Examining the Imagery of Kajillionaire
Presenter: Emily Adamson

For FILM 456: The Video Essay, as taught by Dan Simpson, I wrote and produced a video essay detailing my analysis of one particular scene in Kajillionaire (2020), dir. Miranda July. In using multiple aspects of cinematic language, the evening scene early on in the film provides subtextual evidence detailing the emotional abuse and neglect inflicted on the main character, Old Dolio, by her parents. The mise-en-scène of an office cubicle separates her physically from her parents' domestic sleeping area, as well as visually playing on their smalltime heists consuming their whole lives. The dialogue within the scene reveals her parents' simultaneous infantilization and dismissal of her and her ideas. And the lighting design represents her sheltered and fearful relationship to the outside world, thanks to her parents' opinions and lifestyle.

An Audio-Visual Prophecy: Arcane - The Prestigious Concert Scene
Presenter: Le Zhang

The topic of my video essay is to take a close examination on the prestigious concert scene on Arcane: League of Legends. To see how the use of the mise-en-scene and audio-visual language helps to make foreshadowing on characters' behaviors. The video essay illustrates the changing psychological states of several main characters (Jess, Mel, Hemerdinger and several councilors) based on their lines and action details. Through the analysis of cinematic elements like mise-en-scène, background music, lighting and staging provide in-depth observations and analysis of how the film uses superb audio-visual language to foreshadow the actions and situations of different characters later in the story. I also added tons of arrows and circles to highlight the significant elements in each frame to cooperate with my voiceover and helps focusing audiences' attentions as well. Prof. Daniel in FILM 456 The Video Essay provided me a lot of advice, especially about the copyright issue about the editing of background music after the video was uploaded to the public platform. Some of the points Prof. Daniel mentioned in the lecture also helped me to better plan the structure and framework of the whole video.

Over the Garden Wall: Contextualizing "Babes in the Woods"
Presenter: Anna Villeneuve

My video essay for Dan Simpson's FILM 456's scene analysis assignment aims to contextualise episode 8 of Over the Garden Wall entitled Babes in the Woods by analysing its visual, audio, and narrative decisions and comparing them to early animation and western colonial storytelling. Over the Garden Wall uses sound, colour, shapes and animation style to masterfully execute a stylistic and narrative homage to not only early western and colonial stories, but to the origins of the medium it's telling these stories in, that being animation. Through the use of rubber hose animation style, its colour scheme, and its stylistic editing the episode is a visual homage to early animation such as Alice's Adventures in Wonderland (1923). A musical montage inspired by the song "Babes in the Woods" not only is a narrative nod to the series as a whole but pays homage sonically to western folklore. Narratively, the dream sequence is inspired by Greek mythology and odyssey with references to Boreas and the Onieri. These aesthetic and narrative decisions masterfully, overtly and subtly pay homage to the series' predecessors and make for an effective tribute to the art of storytelling as it's come before.

The Wardrobe of Cinema
Presenter: Norah Zhang

Costume is an essential element in cinema. It has been used widely as a storytelling device to distinguish characters, time, geographical location and cultural background of the story. This video essay examines the role of costume in films by using Qipao, particularly in the film *In the Mood for Love* (Wong Kar-wai, 2000). In the film *In the Mood for Love* , the art director William Cheung has put a great effort into using costume as a storytelling device by designing over 20 different types of qipao for the protagonist Su Lizhen. Qipao, a type of traditional Chinese fitting dress, peaked its popularity in Hongkong during the 1960s. Therefore, Qipao as a costume that has a representative time period is helpful for spectators to distinguish the era and location that the story took place. The video essay has catalogued the 20 different types of Qipao into three major categories depending on the colour, pattern, frequency of appearing and the interaction with the mise-en-scene. Then, it interprets the role of Qipao by breaking down the central relationship into three phases based on the categories. The differentiation of colours and patterns of the protagonist's Qipao has reflected the complex inner world of the protagonist Su Lizhen in each stage. Su Lizhen's delicate costume is an efficient cinema language to enrich the personality of the character and complement the storyline.

Session VIII: Peace, Justice, and Strong Institutions
Thursday, March 10, 10:30 - 11:20
<mark>Moderator: TBA</mark>

Knowledge Gaps Between Canadian Public Policy and Religious Actors; a New Hurdle for Women in Agunah
Presenter: Talya Stein, Carleton University

This research paper seeks to highlight the harmful social consequences that arise when there are knowledge gaps in Canadian public policy in religious affairs. In order to safeguard the wellbeing of Canadians of faith, Canadian policy makers and adjudicators should operate with a working knowledge of its religious populations and consult religious actors on relevant issues. I will use the Jewish divorce phenomenon, known as *agunah,* the spiritual chaining of spouses, to illustrate the social consequences that arise once public policy overlooks religious affairs. The kinds of knowledge gaps in Canadian public policy that enables circumstances like *agunot,* worsens human right's abuses (Greenberg-Kobrin 1999), and religious and community alienation and the weakening of Canadian institutions ("Bruker v. Marcovitz.")

I will first provide a brief explanation of the *agunah* phenomenon in order to capture the severity of the religious, as well as spiritual, consequences a refused Jewish divorce leaves in its wake. After an understanding of *agunah* has been established, I will deconstruct Section 21.2 of the Divorce Act (1990) and exemplify how a situation of *agunah* could occur by the manipulation of the provision in order to remove barrier to divorce. Lastly, I will employ the 1969 case of "Bruker vs. Markovitz" to explore the instances in which such knowledge gaps weaken Canadian institutions.

Though steps have been made by Canadian policy makers and judicial figures in the past to prevent the proliferation of *agunah* abuse cases, there still lacks sufficient precedent or literature available. This egregious oversight of public policy leaves vulnerable people of faith, most commonly women, to grapple with legal incongruences and spiritual harm alone. An active effort to grasp religious law and legal nuances by public policy makers must be made in order to mitigate social maladies and protect all populations, including the religious populations, of Canada.

Good Citizens with the Wrong Arguments: A critical comment on Sullivan's Social Diversion
Presenter: Carol-Jean Trudell
Faculty Supporter: Dr L. Kelly, Queen's Law

In the wake of the Ontario Court of Appeal's decision in *R v Sullivan*, striking down legislative limits on the extreme intoxication defence in Canada, significant public debate arose about how the intoxication defence applies to sexual assault. Currently, the social debate has focused on implications for individual criminals and victims. This paper will argue the terms of the debate have dodged the larger social issues at the intersection of mental health, addiction, gender, and racial inequity, and poverty. These issues have been sidelined in the social discourse due to the efforts of institutions to divert away from the role they play in the underpinnings of crime and victimization. To affect social diversion, institutions notably leverage harm decisionism rhetoric to uphold existing responsibilization paradigms. Thus, to meaningfully affect social change, the call to action is rather than arguing amongst themselves within the current ideologically driven parameters, activists should deconstruct the discourse to hold institutions accountable for the inequitable social structures they uphold. Analysis of the *Sullivan* case grounded in social statistics and penal philosophy demonstrates how institutions can covertly pit activists against one another and uphold a socially misinformed status quo. Rather than attack criminals or victims affected by their social circumstance, activists should expose this process of how crime occurs and persists to victimize: institutionally supported responsibilization of disadvantaged groups due to an unwillingness to allocate appropriate resources to address their needs.

Historical Examination of Gendered Perceptions of Crime and Moral Regulation in Canada
Presenter: Annie Dowd
Faculty Supporters: Rebecca Smith and Katie-Marie McNeill

Law has historically reflected the moral values of a society; however, this concept is complicated when one considers how socially established values were also largely gendered. This research project illustrates how social values of femininity and female sexuality shaped gendered perceptions of crime throughout Canada, particularly during the late interwar through postwar periods (1930's-1950's). Specifically, it examines how the Ontario Female Refuges Act and the Andrew Mercer Reformatory, as significant legal infrastructures, reflected and reinforced perceptions of "female crime." Findings support the central analysis of the project; how the perception of "female crime" as synonymous with moral and sexual deviance threatened embedded social structures of the patriarchal family and traditional gender roles, inciting moral fear. An intersectional lens is employed to highlight how perception and regulation manifested uniquely upon Indigenous women in Canada. This examination was conducted through historiographical research, a study of prominent works concerning the history of female regulation in Canada, and an interrogation of primary documents, notably relevant legislation of the period. The objective of this research is to offer a historical analysis of female criminalization in Canada, which can be employed to trace and interrogate historical perceptions of "female crime" and the tangible impacts that follow, as they continue to lurk in the contemporary criminal justice system.

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Session IX: The Female Experience
Thursday, March 10, 11:30 - 12:30
Moderator: Dr. Marta Straznicky, Department of English

Combatting the Literary Canon through Performance
Presenter: Sydney Faour

Ophelia's Last Word(s) reexamines the literary canon by combatting the trope of "fair and fragile" women. Written for Dr. Varadharajan's English 421 course on adapting Shakespeare, this presentation/performance explores the role of women in Hamlet to offer a new voice to the archetypal shadow maiden, Ophelia. Among many concerns, the rap questions why audiences contemplate Hamlet's madness but presume Ophelia's to be authentic. We reinforce harmful gender representations when viewing Shakespeare's women with a traditional and canonical lens. Examining women as codependent on male figures, emotional, and inept is a lens that perpetuates this standard for modern audiences. Adaptation provides an opportunity to reenvision these women and their fate. Using evidence and information omitted from the text, I offer an alternative ending for Ophelia where she could preserve and fight the problematic representation of fairness and fragility. Adaptation is a valuable way to approach inquiry-based learning because it provides the opportunity to reenvision and reinvent canonical norms that sabotage contemporary efforts at inclusion and equality. The canon is widely accepted and taught in the English discipline but primarily speaks to and from white males. It is intimidating to challenge but also crucial. Therefore, inquiry-based learning like this performance is a spirited attempt to challenge and change the way we learn about Shakespeare. We cannot examine women, representation, and inclusion issues until we reexamine the way women appear in canonical English works. Adaptation is key.

Going Steady: What Did It Look Like to Go From Single To Married in Renaissance Italy
Presenter: Isobel Gibson

My research focuses on what it looked like to find love in Renaissance Italy. This paper is chiefly concerned with the stages of courtship and engagement leading to marriage in early modern Italy for the purpose of understanding such an intimate, consequential, and complex experience that reveals the multitude and stratification of experiences within Italy. Currently missing from the scholarship is a synthesized presentation of the development from single-hood to courtship to marriage and married life, and sometimes annulment or divorce. I will draw on a variety of primary and secondary sources across the socio-economic spectrum to illustrate what 'dating', engagements, weddings, and married life looked like across Early Modern Italy. This paper presents

a comprehensive and linear account of what an individual's experience was on the path to heterosexual marriage, beginning with how couples met each other and what the initial stage of flirting and courtship looked like. In order to best interpret the findings, I have used an interdisciplinary approach in order to better understand the complexities of the topic that are, like much of social history, often reluctant to reveal themselves to historians.

To Kill the False Woman: Annie Ernaux Autobiographical Writing in *Happening*
Presenter: Rose Wagner

Annie Ernaux's *L'événement* (*Happening*) stands as a powerful piece of autobiographical discourse and incites discussion in both trauma literature and as an extension of Hélène Cixous's *The laugh of the Medusa*. Ernaux's text revolves around her clandestine abortion, as she writes of her trauma through the event. I will attempt to demonstrate that while the mere act of writing constitutes a form of overcoming traumatic events, Ernaux's writing goes above and beyond these conventions. To do so, I will analyze how Ernaux's autobiographical writing combines several discursive, narrative, and literary techniques to firstly meditate and reflect on the past and present, and secondly to reconcile and overcome the past and presents perspectives, or the "unspeakable" incited by rigid social and legal norms. I will further demonstrate how by *writing* her own body, that is by meditating on the numerous limitations placed on the female body and mind, her literary contribution is two-fold: Ernaux both pays homage to her own personal female experience and represents the collective female experience in a larger, historical context. The result is a re-framing of a feminine narrative into a human question through a validation of Ernaux's experience.

As Red as Blood: Women's Temporality and Pain in Angela Carter's "The Bloody Chamber"
Presenter: Hannah Luppe
Faculty Supporter: Dr. Asha Varadharajan

The story begins with a young girl. She's lanky, shy, and doesn't know her body, a fact which becomes apparent the morning she wakes to find blood on her sheets for the first time. My adolescent years were painful, awkward, and bloody. Nonetheless, I learned how to wash the stains from my sheets and take care of my body when it was hurting. I learned that becoming a woman was something to be celebrated, but quietly. A woman's menstrual cycle is used by society to dictate womanhood. It is difficult, however, to control something that is so persistent. Women's pain is timeless—it is present each month whether society deems it acceptable or not. Fairy tales, too, are timeless, consistent in their punishment of women's pain. Angela Carter's *The Bloody Chamber* reinvents the fairy tale, encouraging us to ask more of those traditional stories by allowing women's time to expand—much like a womb—making room for pain and desire. Between countesses with a taste for blood and girls who are more wolf than woman, Carter embraces the cultural anxiety that becoming a woman is a threatening and monstrous process. My paper blends research with the fairy tale genre to offer a performative analysis of *The Bloody Chamber,* asking readers to reach beyond the boundaries of academic writing, much like Carter's retellings. Here, becoming a woman is a thing to be celebrated, and loudly. Here, we are allowed to exist, blood and all.

Lunch Break:

March 10, 2022 at 12:30 pm.

You may be interested in [registering](#) to hear Anya Hageman discuss her new open textbook *The Economic Aspects of the Indigenous Experience in Canada.*

   Thursday, March 10, 1:30 – 2:20
   Moderator: Rachel Fernandes, PhD Candidate, Department of English

Black Girlhood in The Bluest Eye
Presenter: Lauren Waters
Supporter: Dr. Asha Varadharajan

For many Black girls, the realization that the world was not designed for them to flourish mars their childhood.

My presentation discusses how society fails Black girls, and how Morrison's fictional writing mirrors how unforgiving life is to *real* Black children. Throughout the novel, the narrator Claudia uses "magical thinking" to explain the world's cruelty. This manifests when she plants marigolds, childishly hoping their flourishing will simultaneously save Pecola and her baby (Morrison). Claudia believes in magic because the reality is incomprehensible for a child: that the idealization of whiteness ingrained in society created a soil in which neither marigolds nor Pecola could thrive. Similarly, she naively dismembers her "Shirley Temple" doll to discover the source of the "magic" that whiteness casts over her world (Morrison). Her belief in magic is easier than accepting the world values white plastic faces over living blackness.

I hope to demonstrate that Morrison's novel goes beyond fiction: it encapsulates children's perspectives and how they mature. Children live in fiction, an imaginary world of their creation, and childhood is the moment before they realize the weight of society. For Claudia, Pecola, and many Black girls, the heaviness of realizing their world will ostracize and hurt them *is* growing up, there is nothing magical about adulthood. For a novel from 1970, *The Bluest Eye* is still relevant because we continuously rob Black girls' innocence. Morrison presents an unconventional depiction of childhood, and my presentation reaches above to discuss how fiction reflects the *real* ways society disrupts Black girlhood.

The History of Archaeological Work and Attitudes Towards Antiquities at Uruk
Presenter: Tina Abo Al-Soof

Uruk, also known as Warka, is an ancient Mesopotamian site in modern Iraq that has been the focus of archaeological exploration for over 165 years. Excavations at Uruk have revealed cultural remains from the Eridu period (ca. 5000 BCE) until the Parthian and Sasanian periods (ca. first and second centuries CE). The site is a key point of reference for understanding the development of early urbanisation, writing, architecture, production, and social structure. Over 165 years, changing politics, methods of archaeology and attitudes towards antiquities have affected the way the site was handled. My project focuses on those critical changes which reveal the evolution of archaeology from a Western-dominated affair to a more inclusive practice. In this presentation, I will discuss and evaluate the history of archaeological work and attitudes towards antiquities at Uruk with an emphasis on the teams that excavated there, their methods of excavation, the conditions of the permits they were given, and significant finds and their subsequent distribution. The analysis will be divided into historical time periods (from the Ottoman Period to Iraq after the US-led invasion of 2003) based on the modern history of this region. Governmental and professional policies are also explored in regard to antiquities laws, methods of archaeology and local versus foreign involvement.

Transforming the Bildungsroman to Develop Consciousness About Race
Presenter: Grace Maidment
Faculty Supporter: Dr. Asha Varadharajan

Toni Morrison's *The Bluest Eye* is unique in its position within the genre of the *Bildungsroman.* The *Bildungsroman* typically examines factors that dictate its protagonist's psychosocial growth on their journey toward self-realization and acceptance of their place in the world. Morrison, on the contrary, demonstrates how the idealization of whiteness and the racial self-loathing it engenders makes it impossible for a young, Black, female protagonist, like Pecola, to exercise narrative authority or progress toward self-realization and social acceptance. My paper contrasts a "classic" *Bildungsroman* featuring a young, white, male protagonist, such as James Joyce's "Araby", with the split narrative voice and reversed narrative progression in *The Bluest Eye.* Morrison recounts Pecola's story from the perspective of her friend, Claudia, rather than as Pecola's stream of consciousness. She also challenges key plot-related elements, such as the moment of resolution. My aim is to show how Morrison does not merely substitute a young, white, male protagonist with a young, Black, female protagonist to produce a realistic account of Black female experience. Instead, she manipulates the generic conventions of the *Bildungsroman* to show how both the world and the narratives that tell stories about the world fail Pecola, and, by extension, Claudia. How we tell stories matters as much as whose stories we tell. The world Morrison presents through her alteration of the *Bildungsroman* forces the reader to question the static ideals in the world around them and reflect on the role of race in the development of agency over one's own story.

KEYNOTE SPEECH

Dr. Asha Varadharajan, Department of English
Awarded Queen's Promoting Student Inquiry Teaching Award, 2021

Session XI: Relationships are Everything
  Thursday, March 10, 3:30 – 4:30
  Moderator: Dr. Annette Burfoot, Department Head, Sociology

Batman as Modern Revenge Tragedy: The Shakespearean Dark Knight
Presenter: Daniel Green

Both Bob Kane's Batman and Shakespeare's Hamlet, lose parents, dress in black, put on antic dispositions, and go on personally motivated, violent missions for justice and revenge. The characters enter what seems to be an infinite mourning, where their innately flawed visions of obtaining justice are paired with unstoppable determinations. With my presentation, I intend on using video to demonstrate the historical trends of the revenge tragedy genre, and analyze their potential connection to the comic book medium, especially Batman. Using video, I can explore "adaptation" and all its nuances by implementing costume and visuals that mirror both the bard and the bat. Comics like *The Dark Knight Returns* (1986) and feature films like *Batman V Superman, The Dark Knight Trilogy,* and other Batman films act, in my view, as modern revenge tragedies; perhaps "Batman" becoming the entity that it is today has something to do with a legendary play, Hamlet, or at the very least, the legendary renaissance drama theatrics that might be hidden within it. Additionally, in light of Coen's latest film, *The Tragedy of Macbeth* (2021), and Reeves's *The Batman* (2022) release around the corner, themes of darkness, "dark knights," and revenge continue to rivet contemporary consumers of the theatric and the cinematic.

Beauty, Blackness and Humanity: The Hyperreal Operation of Beauty Standards in Toni Morrison's The Bluest Eye
Presenter: Rose Wagner

It remains impossible to produce an analysis of Toni Morrison's *The Bluest Eye* that ignores her treatment of beauty. Morrison conceives physical beauty as a form of racial reification which drastically informs the social and personal development of the novel's Black characters. In *The Bluest Eye*, Morrison likens the standards of physical beauty to whiteness and in turn, virtue: "beauty" becomes an objective term, one entirely defined in relation to whiteness despite its projection onto African American characters. This paper thus explores the effects of the pernicious application of White beauty standards onto Morrison's African American characters. As a character encounters a representation of such standards, they either mold themselves through actions to approach this ideal, or harshly realize the impossibility of succeeding to the standard of physical beauty. In their rigid adoption of traits, virtues, or actions to approach themselves to Whiteness and in turn beauty, these characters neglect their own identity in favor of this ideal. The result is a stripping of one's individual identity, culture, and personal value; the very traits which make them human. This approach is fundamental, as it examines the effects that social beauty standards have on the self. Morrison's work remains a powerful artefact of the cultural and social treatment of African Americans which still exist today: Black Americans are denied their cultural status and humanity. Instead, Morrison's work showcases how they are instead perceived as something to be molded and altered into something that may attempt to absorb into whiteness yet remain entirely different and ultimately subaltern.

The Effects of Sexist Attitudes on Sexual Harassment at the Royal Military College
Presenter: Rhea Correya, Royal Military College of Canada
Faculty Supporter: Dr. Adelheid Nicol, Royal Military College of Canada

The Canadian Armed Forces (CAF) has frequented the news headline as more and more stories come to light about issues of sexual harassment and misconduct within the Canadian military. The CAF has attempted to change these attitudes through the implementation of training and Operation Honour. However, despite these efforts, sexist attitudes continue to exist within this military context (Scopio, et al 2020). These attitudes are apparent at the Royal Military College of Canada (RMC) where future officers of the CAF attend university (Statistics Canada, 2020). Incidents relating to sexual harassment and sexual assault occur and are an established problem for the College (Statistics Canada, 2020). Previous research demonstrated a relationship between feminist identity and rape myth acceptance (RMA), between feminist identity and sexual harassment, and between RMA and sexual harassment (Begany & Milburn, 2002; LeMaire et al., 2016; Scopio., et al 2020). This study aimed to examine whether rape myth acceptance mediates the relationship between feminist identity and sexual harassment attitudes at the Royal Military College. Using a sample of $n = 144$ officer cadets at RMC, it was determined that RMA demonstrates partial indirect effects on the relationship between feminist identity and sexual harassment.

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Dramaturgies of Emergence: Decentralized Collaboration in Participatory Theatre
Presenter: Hamish Hutchison-Poyntz
Faculty Supporter: Dr. Jenn Stephenson

adrienne maree brown (*Emergent Strategy*) says that "relationships are everything." The recent popularity of participatory theatre shows in Canada demonstrates just how true that is. These performances make direct audience interaction an essential feature of their dramaturgical design, with audience actions fundamental to propelling the performance experience. As these dramaturgies proliferate, they have given rise to a specific form of participatory theatre focused on decentralized collaboration and democratic audience agency, which I call *dramaturgies of emergence*. In emergent participatory performances, relationships manifest as networks of people – audience and artists – working together in a decentralized mode of iterative collaboration. With algorithmic dramaturgies to guide them, this autopoietic participant network generates the aesthetic and experiential aspects of the performance and distinguishes emergent dramaturgies from other forms. By distributing the act of generating performance, it decentralizes agency over that creative process, distributing it throughout the networked participants to create outcomes no single member could generate alone. These dramaturgies of emergence embrace both relational modes of the established scientific process of emergence, and the political values of decentralization, playfulness, adaptability and collective leadership associated with the form by brown and others. By embracing these processes and values as their core mode of making meaning in a social setting, dramaturgies of emergence embrace the fundamental relationality of theatre, and ask us to playfully engage in those relationships. They allow audiences to authentically represent themselves in art while still creating something that is fundamentally collective and provide a democratic mode of collaborative creation much needed in the often highly individualistic society we find ourselves in today.

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Dr. Klodiana Kolomitro
Associate Vice-Principal (Teaching and Learning)

Session XII: Be Bold, Be Aspirational

Friday, March 11, 9:30 – 10:20
Moderator: Dr. Lindsay Heggie, Academic Skills Specialist, Student Academic Success
Services

Shakespeare's Shadow: Reaching Beyond Psychological Limitations
Presenter: Julia McDonnell

The legacy of William Shakespeare is both awesome and imposing. It is a daunting task to be vulnerable and creative in writing when the success of figures like Shakespeare hangs over you like a cloud; shrouding you in the shadows of the literary world. The "anxiety of influence" is a literary-critical concept that was introduced by Harold Bloom, and it encapsulates the struggle to overcome the legacy of figures like Shakespeare, which is a battle that many writers and creatives endure.

I will perform an original musical and lyrical composition as an accompaniment to my presentation on The Anxiety of Influence. I wrote a song that embodies the feeling of living in Shakespeare's shadow as a way to draw emphasis to the need to overcome the anxiety of influence. My lyrics are designed to draw pity and a sense of helplessness in the face of an iconic legend and his literary footprint. I envision a world where writers are free from this anxiety and can create without psychological limitations, which will help people reach beyond in their everyday lives as they shirk the boundaries of self-imposed and societal limitations. The Anxiety of Influence interferes with a writer's ability to be bold and aspirational, which negatively impacts both creatives and consumers alike. In order to elevate our way of life and the way we think, we need people to dare to push boundaries and limitations. There cannot be ground-breaking new artists if our society's creatives are too intimidated to try, which is why I believe that understanding and overcoming the anxiety of influence is imperative to our ability to engage with and explore the world around us.

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The Indirect Effects of Right-Wing Authoritarianism and Ambivalent Sexism in Cadets' Opinions on the Fairness of RMC's Physical Performance Test
Presenter: Emily Ford, Royal Military College of Canada
Faculty Supporter: Dr. Adelheid Nicol, Royal Military College of Canada

In an effort to create an inclusive culture, the Canadian Armed Forces (CAF) has been attempting to eradicate sexism within its ranks (Scoppio, 2019). Despite these efforts, female soldiers continue to face discrimination in the CAF. At the Royal Military College of Canada (RMC), cadets must complete a physical performance test (PPT), in which male and female cadets are scored differently according to sex due to biological differences. Evidence shows that the separate marking scheme creates a divide between the sexes, as female cadets feel that their PPT scores are taken less seriously than male cadets and male cadets denigrate the PPT scores obtained by female cadets (Scoppio, 2019). Right wing authoritarianism (RWA), ambivalent sexism (AS), and its two subscales, benevolent sexism (BS) and hostile sexism (HS) may help explain attitudes regarding gender fairness of PPT scores. Results from a sample of 169 cadets revealed that the relationship between RWA and BS

and RWA and AS do not significantly predict opinions on the PPT and the indirect effects were not significant. However, the indirect effects between RWA, HS, and attitudes regarding the PPT were significant.

Shakespeare's The Bachelorette
Presenter: Haley Forgacs and Patrick Cunningham Outinen
Faculty Supporter: Dr. Asha Varadharajan

Our joint presentation combines performance and parody to create a playful and accessible approach to understanding Shakespearean texts and the power of adaptation. We intend to populate the TV show "The Bachelorette" with Shakespeare's characters, thus using popular culture to reveal the problematic aspects of Shakespeare's plays. We want to appeal to up and coming generations and include those who may not have the background or elite education to understand Shakespeare on their own. One possibility we hope to explore is Ophelia choosing among several Shakespearean tragic heroes vying for her hand. Additionally, we will deconstruct Shakespearean gender norms and notions of sexuality, and probe the queer experience, or the lack thereof, in Shakespearean adaptations. Many Shakespearean popular media adaptations skirt around the queer undertones of the texts from which they derive their material. Our exploration is facilitated by the critical and parodic nature of our presentation, drawing on influences from Shakespeare's own works and popular adaptations like Baz Luhrmann's 1996 film *Romeo + Juliet* and Iqbal Khan's 2015 theatrical production of *Othello* to challenge and subvert Shakespearean conventions. While many Shakespearean adaptations exalt and revere Shakespeare, our experiment hopes to discover what a queer and irreverent eye might make of Shakespeare.

Session XIII: The Healing Power of Storytelling
Friday, March 11, 10:30 – 12:00
Moderator: Dr. Petra Fachinger, Department of English and Graduate Program, Cultural Studies

Reading by Karen McBride (Algonquin Anishinaabe) from her novel *Crow Winter* (2019). Karen McBride will also respond to the four student presentations.

Hazel's Journey in Healing
Presenter: Kayla Padavattan
Faculty Supporter: Dr. Petra Fachinger

My discussion of Karen McBride's *Crow Winter* will focus on how reconnecting with tradition and ceremony heals Hazel Ellis and helps her to come to terms with the recent loss of her father. Specifically, she heals through participating in a sweat lodge ceremony, her interactions with Nanabush and in learning about the Seven Grandfather Teachings. Her participation in the sweat lodge ceremony connects her with her spirituality. Through her interactions with traditional medicines such as tobacco and cedar, Hazel learns to open up, helping her understand that she needs to confront her feelings of grief. Through her connection with Nanabush she becomes comfortable in navigating the Spirit World. By learning about the Seven Grandfather Teachings with a focus on bravery, she is able to make a life-changing decision to protect the sacredness of the land. The novel teaches settler audiences and readers to understand the importance of land to Indigenous Peoples. Rather than look at it as property or something to be exploited, one needs to enter into a relationship with the land. Hazel makes evident that not only does land inform ways of knowing and being for Indigenous Peoples, but also that it guides people such as herself in healing journeys.

Coming Home to Family: The Role of Friendship in Karen McBride's Crow Winter (2019)
Presenter: Ruei-Shin (Wawa)Tsai
Faculty Supporter: Dr. Petra Fachinger

My presentation examines the complicated but healing journey between Hazel and Nanabush, the Anishinaabe transformer and trickster figure, in Karen McBride's *Crow Winter*. After the loss of her father, Hazel returns to her roots at the Spirit Bear Point First Nation reserve to reconnect with her culture. While she tries to process her grief, she accidentally stumbles upon the Western doorway, which marks the beginning of an unexpected alliance with Nanabush. The two characters go through trials and tribulations, exploring the necessity of conflicts and the importance of reciprocity as they share their vulnerabilities. By having one another to rely on in times of need, Hazel and Nanabush learn to navigate their place and sense of belonging between two worlds.

Forgetting How to Think: On the Effects of Settler Colonialism in Crow Winter
Presenter: Andrew Tavares-Pitts
Faculty Supporter: Dr. Petra Fachinger

This presentation examines the influence of settler colonialism on the Anishinaabe community depicted in the novel *Crow Winter* by Karen McBride, looking at interactions between the Anishinaabeg characters, including the protagonist Hazel Ellis and her spirit guide Nanabush, and how settler colonialism is affecting the community. In my studies of other Indigenous texts, it has become clear that drifting away from traditional culture, teachings, and ways of living are seen to be the primary effects of ongoing settler colonialism on Indigenous peoples. The focus of this presentation is specifically on the effects of settler colonialism that brush aside traditional Indigenous ways of thinking and living, treating them as irrelevant to the modern Western settler world of Canada and at times replacing them with "more appropriate" or "more reasonable" Western ways of thinking and living. The loss of knowledge in this way is shown by Hazel's reactions to traditional teachings, either not realizing their importance or attempting rationalize them in a Western mindset, as well as by the musings of Nanabush on the state of the Spirit Bear Point Anishinaabeg and the conversations between Hazel's father Abraham and the Quebecois land developer Thomas Gagnon about the necessity of the silver mine for the community.

Grief, Tradition, and Settler Colonialism: Recommending Karen McBride's Crow Winter
Presenter: Daniel Green
Faculty Supporter: Dr. Petra Fachinger

Students reading Indigenous texts is (or should be) of increasing priority in schools across Canada. As we look for Indigenous narratives to assign, "accessibility" for young, non-Indigenous students, should be considered, as well as what will allow for a non-didactic learning experience. My presentation focuses on why Karen McBride's *Crow Winter* would be the optimal text to recommend to a teenage relative or friend. While plenty of other texts explore certain aspects of Indigenous lived experience from a more explicitly anti-racist perspective, *Crow Winter* will teach students about Algonquin Anishinaabe culture as well as life in general. Overall, McBride's linguistic talent and her engagement with grief, loss, and death is riveting and universally comprehensible, thereby making it most accessible largely because of its focus on said universal themes. The novel does not aim to push an agenda, or explicitly educate about Indigenous Peoples—the learning experience and educational aspects of *Crow Winter* are seamless. By the end of the novel, I found that I had learned more about Anishinaabe tradition and ceremony from *Crow Winter* than from any other text. I would recommend Karen McBride's *Crow Winter* to a teenager because of her use of Nanabush, the compelling portrayal of the effects of settler colonialism, and her powerful expression of grief.

The Racialization of the Oedipal Process
Presenter: Cassandra Pao
Faculty Supporter: Dr. Asha Varadharajan

Toni Morrison's *The Bluest Eye* is a heartbreaking depiction of the racialization of the oedipal process, which encapsulates the development of the psyche and self-concepts. In *The Bluest Eye*, Morrison aspires to an honest exploration (rather than sensationalization) of blackness and black girlhood. My paper analyzes: the limitation of power afforded to black persons in white-dominated societies; the balancing of gendered and racialized norms; and, the impact of these disadvantages on personal and social development. My paper conducts this analysis through the comparison of: the protagonist's father, Cholly Breedlove's sexual trauma; the symbolism of white baby dolls; the protagonist's mother, Pauline Breedlove's rejection of her own blackness and family; and, finally, Cholly Breedlove's rape of his daughter, Pecola Breedlove, to Sigmund Freud and Jacques Lacan's theories of childhood psychological development.

My favourite literature always challenges me. I was moved by *The Bluest Eye* because of how it challenges and expands the boundaries of my empathy and my understanding of circumstances other than my own. My goal in writing this paper was to attain a greater understanding of its characters, their behaviour, and the real-life circumstances they parallel. Thus, rather than limiting myself to making a claim, then seeking support for it, I begin with the passages that most sparked my academic and human curiosity, then methodically explore the literary nuances and social implications of each of them. In diverging from traditional essay structure, I am able to reach beyond superficial compassion and engage deeply with the text's characters and themes.

What Do You Think About Change? The Influence of RMC Students' Conformity to Masculine Norms and Social Dominance Orientation on Embracing Culture Change in the Canadian Armed Forces
Presenter: Michelle Deng
Faculty Supporter: Dr. Adelheid Nicol, Royal Military College of Canada

The Canadian Armed Forces (CAF) has recently committed to improving its organizational culture after several sexual misconduct allegations were made against its senior leaders (Government of Canada, 2021). Currently, the general goal of cultural reform has been frequently mentioned and used as a notion to inspire CAF members to look forward to the prospective transformations that will come about (Eyre, 2021). On the contrary, research in this area suggests that the military's institutionalization of uncompromising masculine standards may be an obstacle in the way of true 'culture change' (Pendlebury, 2020; Richard & Molloy, 2020). This study evaluated whether service members' openness to the culture change in the CAF is hindered by their personal endorsement of masculine norms and a dominant social worldview. Military students ($n = 145$) at the Royal Military College of Canada (RMC) took part in this research by completing measures of Social Dominance Orientation, Masculinity, and Attitudes towards the CAF culture change. The results of an indirect effects analysis indicated that higher conformity to masculine norms was associated with less acceptance toward the CAF's movement towards culture reform, which was explained by one's preference for out-group superiority and inequality. These findings suggest that achieving culture change is not only a matter of ending sexual misconduct, but perhaps more importantly, involves challenging the implicit attitudes of hyper-masculinity and social dominance in the Canadian military.

"An Old Black Woman" and "Zora of Orange County" as Patriarchal Subjects
Presenter: Emma Evans
Faculty Supporter: Dr. Molly Labenski

My essay unpacks what exactly is meant by the term "patriarchy," and how this ideology impacts Black women's lives. I take my definition of ideology from Louis Althusser's *Ideology and Ideological State Apparatuses* (1970), in which he defines "ideology" as a way of thinking and discusses how these ways of thinking influence social interactions (1300). Reading Gwendolyn Brooks' 1945 poem, "An Old Black Woman, Homeless and Indistinct," and Zora Neale Hurston's 1928 essay, *How it Feels to be Coloured Me* through an Althussarian lens, we begin to understand how the patriarchy challenges Black women's self-actualization. For example, in both Brooks' and Hurston's work, belittling diction emphasises how Black women are "always already" (Althusser 1304) infantilized by the patriarchy. Furthermore, both writers' use of chremamorphism elucidates how patriarchal objectification disempowers Black women. Finally, Brooks' and Hurston's reliance on allusion suggests that Black women's behaviour is conditioned by arts that reinforce patriarchal thought. While Brooks' "Old Black Woman" is made to accept it, Hurston attempts to counter patriarchal oppression. Ultimately, I use Althusser to explore how Brooks' "Old Black Woman" and Hurston are disempowered by patriarchal ideology as yet another means by which Black women's behaviour is controlled. Insofar as they comment on the relationship between patriarchal and racist ideologies, Brooks and Hurston are early intersectional activists. We cannot continue our intersectional activism without first understanding what exactly we mean when we say the word "patriarchy," and how this ideology impacts women—and in particular, Black women, like Brooks' subject and Hurston herself.

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Session XV: Invisibility and Invincibility
Friday, March 11, 2:30 – 3:20
Moderator: Jesse Gauthier, PhD Candidate, Department of English

Whiteness and Blackness in The Bluest Eye
Presenter: Lorena Misiewicz
Faculty Supporter: Dr. Asha Varadharajan

Toni Morrison has long proposed that the concept of physical beauty is one of the most destructive ideologies of human thought. This essay aims to deal with how Morrison's 1970 novel *The Bluest Eye* exposes the dogma that physical beauty and pureness itself are straightforwardly associated with whiteness; allowing whiteness to provide a cloak of invisibility to those who possess it. This then subjects blackness to be the placeholder of what is ugly, bad and dangerous in the world; forcing the trait of blackness to be a conviction of visibility. This essay will follow myself, a white individual, grappling with the fact that I have been given the privilege to go through life unnoticed only because I happened to be born white. Further, the repercussions of this fact are confronted, those who are black are stripped from the privilege of going unnoticed. *The Bluest Eye* and my mediation of the novel present that even a raised consciousness about the privileges of whiteness fails to prevent racial self-loathing and violence against Blacks due to whiteness taking over the measure of humanness. Despite this, there is still hope in the future of blackness which can only be accomplished by displacing the authority of whiteness

and questioning the structures that allow the authority of whiteness to prevail.

Adaptations that Disinter and Disobey Shakespeare
Presenter: Jocelyn Knibutat

William Shakespeare is a staple in every literary curriculum; his works are constantly being adapted into books, cinema, live theatre and even memes. All of these various lenses and mediums serve to resurrect and modernize Shakespeare. However, the repeated "disinterring" of Shakespear is not simply an attempt at fidelity or reverence, but rather purposeful disobedience. In attempting to re-envision what makes a good adaptation, my video parallels what Shakespearean adaptations are to the original plays. The video is a series of images that provide movement and visualization to accompany the voiceover; it adapts my thoughts to the visual medium, rather than solely lying on auditory delivery. Adaptation is a way of having fun with the familiar and subverting the viewer's expectations. It is about making something new out of the old, which uniquely represents the creator. Each format has its advantages and disadvantages, and I use mine to show how adaptation is a form of creative and subjective self-expression. Modern technology is one way we can engage with his works; it gives us a broader understanding of the discourse surrounding it. In my video, I imagine the discourse surrounding Shakespeare like a seed that grows into a tree: it has its roots in the far past, but its branches reach today. Shakespeare is still relevant, and it is this constant and ever-growing discourse that brings together different perspectives, cultures and traditions. Ultimately, to re-envision his work is to make the canon and literary tradition vital, dynamic and meaningful.

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Dismantling Ethnic Notions Through Bildungsromane: An Examination of The Bluest Eye
Presenter: Sapphyre Smith
Faculty Supporter: Dr. Asha Varadharajan

The *Bildungsroman*, or "coming-of-age" narrative, has long been a staple of Western literature; however, as a genre whose protagonists are usually young white men or privileged white women, authors who want to tackle a protagonist that does not fit this narrow description are faced with a challenge: how do they navigate the arc of growing up in a genre that is built for white men, and therefore excludes them and their characters by

definition? My paper explores one such author's efforts to reclaim the genre, not by forcing her characters to follow the traditional arc, but by exploring the reasons they are unable to conform to it.

In her novel *The Bluest Eye*, Toni Morrison reinvents the genre by turning the individual arc of the Bildungsroman into the story of an African American community, interweaving multiple Bildungsromane to subvert dominant stereotypes of African-American people. In this paper, I juxtapose her novel with Marlon Riggs' documentary, *Ethnic Notions* (1987) to reveal Morrison's combative reinvention of the stereotypes Riggs investigates such as the "Black Mammy," the "violent brute," and the "pickaninny." In doing so, she restores humanity and complexity to the one-dimensional caricatures of Blackness that have dominated Western thought and harmed Black people. By exploring Morrison's novel, this paper hopes to reach beyond stereotypical depictions of Blackness and encourage the continued interrogation of its portrayals in our everyday lives as a mode of rehumanization and resistance to dominant racist ideologies.

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Abo Al-Soof, Tina	Session X
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Beedell, Jillian	Session I
Boroditsky, Noah	Session VI
Bubeqi, Alison	Session III
Ci, Cindy	Session V
Clark, Hannah	Session IV
Correya, Rhea	Session XI
Cunningham, Patrick Outinen	Session XII
Deng, Michelle	Session XIV
Dobbie, Claire	Session I
Dowd, Annie	Session VIII
Evans, Emma	Session XIV
Fang, Alexis*	Session II
Faour, Sydney	Session IX
Ford, Emily	Session XII
Forgacs, Haley	Session XII
Fourney, Lauren*	Session V
Ghadial, Meenakashi	Session I
Gibson, Isobel	Session IX
Green, Daniel	Sessions XI & XIII
Hutchison-Poyntz, Hamish	Session XI
Jadd, Leah	Session III
Katz, Nathaniel	Session VI
Kaushal, Sanchit*	Session IV
Knibutat, Jocelyn	Session XV
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McDonnell, Julia	Session XII
Milne, Abby*	Session II
Misiewicz, Lorena	Session XV
Padavattan, Kayla	Session XIII
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Patterson, Emma*	Session V
Quijano, Jobelle	Session I
Rosales, Jessica*	Session V
Russo, Lauren	Session I
Smith, Sapphyre	Session XV
Stein, Talya	Session VIII
Subhani, Anwar	Session III
Tavares-Pitts, Andrew	Session XIII
Tooley, Mary	Session V

Trudell, Carol-Jean	Session VIII
Tsai, Ruei-Shin (Wawa)	Session XIII
Vangennip, Rebecca	Session I
Vatres, Ruža	Session I
Villeneuve, Anna	Session VII
Wagner, Rose	Sessions IX & XI
Waters, Lauren	Session X
White, Julia*	Session II
Whitfield, Kennedy	Session VI
Wong, Justin*	Session II
Xie, Jiale	Session III
Yang, Frank*	Session V
Yates, Téa	Session II
Yu, Victoria	Session IV
Zhang, Le	Session VII
Zhang, Norah	Session VII

Asterisk (*) signifies a team presentation.

Acknowledgments

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