

THE ANGLE

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President's Message

The light at the end of the Winter semester tunnel is beginning to shine (although it's still pretty cold and snowy in Montreal as I write this). We promise the snow will be gone by the time the ACCUTE 2026 conference begins on June 4th. As the latest draft of the program shows, this year's conference is going to be an amazing gathering and exchange of scholarship, creative work, and professional discussions pertaining to an extremely diverse and broad range of topics and texts.



The response to our call for ACCUTE 2026 has been powerfully enthusiastic from the beginning, and the momentum has been building from there, with ongoing enthusiastic responses to our calls for Panel Chairs, participants in the second annual ACCUTE Book L(a)unch, the opening night dinner, and our most recent request for your preferences and additional ideas of what you'd like to do together on Saturday night. We are grateful and thrilled to have had such an enthusiastic response from literary and academic presses to our call to participate in an ACCUTE 2026 Book Expo (there will be lots of new books on hand to buy, and publishers to listen to your project pitches). We are grateful to the Concordia University Department of English for providing space to our Caucuses for all of their meetings, and to Concordia Hospitality for being so helpful throughout the process, so far. I am personally grateful to the ACCUTE Board, and to the most excellent members of the Executive and Conference Organizing Team – Ghislaine, Cynthia, Josie, and Gladwell – for their amazing work on the association's behalf. Let's keep the enthusiasm up! We will be able to share it (our enthusiasm!) in person, in the form of support for each other's work very soon. I can't wait.

-Jason Camlot, ACCUTE President

BIPOC Caucus: First Person

AMATORITSERO EDE

The BIPOC/ACCUTE First Person Interviews series is adapted from the CBC First Person series. It captures the stories and perspectives of BIPOC members of ACCUTE from different parts of Canada at different stages of their teaching, research, or graduate student careers. The interviews are presented in dialogue style to enable us to present participants' stories and experiences in their own voices. We hope to encourage other BIPOC members of ACCUTE and future members to join the conversations. Please reach out to cezenwa@mun.ca or info.accute@gmail.com if you are interested in joining the First Person BIPOC/ACCUTE series. We hope you enjoy reading our members' stories and we look forward to hearing from you. — Chinelo Ezenwa.

Chinelo Ezenwa:

Hi Ama! I know we already know each other, but for the sake of our readers, I would like to introduce myself as Chinelo Ezenwa. I am of Igbo, Nigerian origin and an Assistant Professor at Memorial University. My work is in African, Black, decolonial studies, and the ways in which community intersects with academia.

I am really happy to have you here with me today, more so because you are one of the people responsible for creating the BIPOC Caucus within ACCUTE. You also invited me to serve as a volunteer, so, in some ways, one could say that this conversation space we have is in part because of you. Thank you for that and for joining us today.

Amatoritsero Ede:

Thank you. And I must congratulate you on the wonderful pioneer work that you and Titi Aiyegbusi have done in building up ACCUTE's BIPOC Caucus. My name is Amatoritsero Ede. I am an Associate Professor of English and Rev. William Purvis Chair at Mount Allsion University. I teach African and African diaspora literatures. I moved from Nigeria to Germany as a student in 1994 and from there to Canada in 2002 for PhD studies. When I finished my studies in 2013, there were very little jobs available in my area of specialization within the Canadian academy. Maybe my long wait in the job market has to do with the fact that the BIPOC community, as we know it now, was not a thing then. The more of us that are in certain institutional locations, the more there would be volunteers to help in mentoring and navigating other early-career BIPOC scholars into job situations. In my case, when I completed the PhD, I had to leave Canada after three lean years. I went to Uganda in 2017, to South Korea in 2018 and from there further to The Bahamas, where I stayed for two years before a job opened up here in Canada. Altogether, I wandered seven years in the wilderness before coming back into a tenure track.

I am a scholar as well as a poet. I have had three poetry collections published and appear in 15 poetry anthologies in Canada, USA, the EU and Nigeria. Moreover, I write literary nonfiction and released "Imaginations Many Rooms" in 2022. I am also a publisher and curate The Maple Tree Literally Supplement. These diverse pedagogic interests inform how I teach and what I teach. For example, I

created a course at Mount Allison that I call Introduction to Electronic Publishing and Web Writing. This course teaches students how to populate literary and other kinds of websites with content and successfully manage such content. It also teaches the fundamentals of plain English and writing different kinds of content for the web. This is an Experiential Learning course addition to the English department's curriculum. It is a hands-on, work-oriented and participation-intensive offering, which emphasizes professionalization amongst students of English/creative writing but is equally ideal for students from other departments interested in practical web skills in a 21st century digital economy.

Chinelo

As you were speaking about the journeys you made after your studies, I was hoping that things have improved in terms of being able to get a position after the PhD. I was also wondering how the experiences of being in those diverse places (Uganda, South Korea, and The Bahamas) influenced your teaching and research when you came back to Canada.

Ama

Well, those international experiences have an impact on how I teach or work with students from different cultural backgrounds and, with different learning styles. It is why we talk of DEI (diversity, equity, and inclusion) today. Those differences can include racial, religious, sexual orientation and other demographic presentations, which translate into diversity in the Canadian classroom. We have students from all over Canada and the world, and those experiences teaching outside of Canada help to inform how I teach them and the kinds of material I choose to reflect the diversity that I find in my classroom.

Chinelo

The other thing is, I am really interested in [The Maple Tree Literally Supplement](#), which you mentioned. What informed the idea of starting the magazine?

Ama

I started it in 2008 as a practicing poet. When I came to Canada, I discovered that there was not a lot of space to publish BIPOC writing. Writers I came across were complaining to me that they couldn't find any outlet for publishing. Mostly they were immigrants. I also found that the traditional Canadian publishers might not publish your work, not necessarily due to the quality, but due to the topic/the subject. Some publishers might think that the kinds of experiences in the writing are outside of their own range of publishing interest or that the writing might not have resonance with the traditional Canadian public.

So, I decided to start the journal in 2008, and it took off. Because at that time I had already held a writing residency at Carleton University as a member of Penn Canada writers in Exile Network, I already had some contacts in the Canadian literary community. I found people I could work with and decided to start this journal. I had some people I know in the literary community join the advisory board, like George Elliot Clark on the editorial board, Olive Senior, the President of Penn International, John Ruston Saul, the President of Carleton University at the time, David W. Atkinson. We started the magazine to publish "culturally diverse" writing and writers – which is like the BIPOC idea, even if that was not the original intention. I say this because "culturally diverse" means it was open to everyone.

Chinelo

I can relate with a lot of what you said about some publishers' seeming reluctance to publish "BIPOC" materials. I suspect that things are opening up a bit more for minoritized scholars, but there are still many of those cases where one is asked to re-write or re-frame the writing to fit the imagined "Canadian" audience. I often wonder if the research or writing remains the same after some of those types of changes are made. I also wonder what the publishers imagine Canada to be, whether they

have a real sense of the changing landscape of the country. I would say that the prospect of having more outlets that publish “BIPOC” material is definitely attractive to emerging scholars like me and perhaps even the emerged scholars.

I know we have used the term “BIPOC” already in this conversation, but one of my questions has been to find out what members of our community think about it. I wonder if you could speak to that.

Ama

For me, it does not necessarily have to be only people of colour, or brown people. BIPOC could mean culturally diverse and can include anybody who shares that common vision. For instance, and as I have noted above, in the Maple Tree Literary Supplement, we use the synonym culturally diverse to suggest that it’s not just minorities. The emphasis is on inclusion.

Chinelo

When you say culturally diverse, in what ways do you mean that diversity?

Ama

As I said above, “culturally diverse” means that everyone is included. That is, as long as you’re Canadian, you live in this space, and even if you might belong to different communities – White communities, Black communities, First Nation communities, Asian communities, Indian Communities and so on – so it is for everybody. That is the whole essence of cultural diversity. It also means people’s different lived experiences and different vantage points. All those experiences come together to make what you call Canadian.

Chinelo

I see what you mean. I think it supports what I said previously about publishers looking to address the Canadian audience and not realizing or ignoring the diversity of that audience. But I don’t know that I would use BIPOC as a synonym for culturally diverse because as problematic as the term is, not having labels like that could flatten different experiences of historical and continued oppressions, even within research institutions. I and others from our community have shared on this platform concerns about the term “BIPOC” and about labels in general, but I wonder if the notion of culturally diverse from a broad perspective would fill that gap.

Ama

Both phrases serve different even if overlapping goals; both have political resonance and both value inclusion. The difference, I think, is what you already highlight above – the need to emphasise difference, the better to represent it and to hinder its repression.

Chinelo

And it is because of those kinds of concern that we devised the next question. What are your biggest concerns about academia/English studies?

Ama

I would say that we need more diverse – by which I mean, BIPOC – scholars in academia who could act as mentors for early-career scholars, who are incoming already employed. We need more scholars to take on more leadership roles in the larger community and within the academic community – not just to be there, but to actively represent BIPOC interests. We need people to actively mentor younger scholars in the BIPOC communities, who, for one reason or the other, might have some institutional barriers. For example, mentors could help people decide the right specialization-specific career entry paths and how to prepare for job talks. In my private circle, we organize mock interviews to help early

career scholars through the hiring process. There are probably similar private career mentoring/mentee-ship situations in the community. But we need to make it more organized and integrated into the ACCUTE BIPOC programming.

Chinelo

You are right, and the mentorship would even continue after the person gets the position, right? In the time that I have been actively volunteering within ACCUTE, there's been a lot of talk about mentoring and around it because people have been making this request. I consider myself lucky because I had people around me who helped to prepare even my CV. But some may not have access to that type of immediate community. It is a priority now within ACCUTE, not only for BIPOC members. Hopefully, a formal system for that type of mentorship will be in place soon.

Related to this issue, do you think it is worthwhile talking to early career people about alternative academic careers after the PhD? I for one still struggle with the idea that the overriding goal of a PhD is the tenure track position. I wonder if it does not minimize the whole research experience and the idea of a PhD. I guess my question is whether someone graduating with a PhD from English can/should also think about other jobs within (or even outside) academia without being made to feel that they were settling for "less."

Ama

Yes, I think PhDs can have and prepare for alternative jobs after the studies. Doing the PhD is the ability to take an idea from one end of the street and to the other end of the street, far away, without being overwhelmed or losing one's energy and focus. That consistency and perseverance can be applied to any kind of situation in industry. The person is trained to think critically, creatively, and in some cases travel to do field work. Put all this together, and then you have a PhD. That is a specialized kind of training that can be diverted into other areas, like consultancy, policy work in the civil service, administration, etc. It is important to recognize this versatility of the PhD experience especially because of the bias against the humanities. So long as human beings need to think and businesses need to communicate and write, the degree in English will be relevant whether the person is teaching or not. So, people who do PhDs should not assume that they can't work outside or that they must work in academia. There are other possibilities that they just need to research and explore.

In the US, there is a current anti-diversity war going on, but that is simply a kind of reactionary politics because of the obsession with Trump's idea of "America First," forgetting that the world is connected. This is where there is need for situational ethics. He forgets about the context and just thinks about the situation. And his situation is that there are immigrants coming across the border. They are "crazy." "We need to send away all immigrants." But he forgets that these immigrants, even if they are "undocumented," are the ones who pick their fruits. All one really needs to do is to "document" them. It is simple. They pay taxes already anyway. If Trump understood the dynamics and force of the global, things might be different. When you look at all of that, you see the need for critical thinking, and that is precisely why the humanities is important. These types of misunderstandings could be corrected with creative thinking, with the humanities knowledge, right? English Studies could help somebody understand how to give things nuance.

Chinelo

I really love how you broke this down and applied it to a real-life context. If one were to ask me the problems in English Studies, my number one would be the tendency to over theorize and forget some of the purposes of the theories. And that can be both from a sense of complacency and ignorance about other people's realities. But I also worry that politicians are not the only ones playing the kind of politics that you mentioned. What is the point in calling out a politician when people and institutions are adopting the same kinds of uncritical and one-dimensional approaches to human relations and to research. Outside of the US, we have people talking about being overrun by immigrants or treating people like "diversity hires." It is all part of the same problem.

Ama

Yeah, I guess it is. And to your point about practical approaches, one of the ways would be through the writing we teach. In English studies, the type of writing we do is more tailored towards disseminating ideas. We do not specialize in writing, like technical writing. There are institutions where they specialize in technical writing, business writing, and other kinds of different genres. But yes, those are the practical aspects of English studies that can be further emphasized. In my own institution, we emphasize how to communicate your ideas, and that was why I designed the course called Introduction to Electronic Publishing and Web Writing.

Chinelo

The course sounds fun and certainly needed, given that the demographic we teach are spending more and more time on the internet.

My last question is about the most fun or critically relevant movie you have seen recently or book. We have talked a bit about your magazine, but do you watch movies?

Ama

Well, I saw Black Panther and liked it because, in pictures, it sort of captures the old struggle of the African diaspora in the space of one or one and half hours. It exemplifies the hopes, aspirations, and fierce defeats of that community, you know, as well as the history. The film is powerful precisely because it operates as a simulacrum: it compresses centuries of history into a hyperreal form that no longer refers to a single historical origin. And that is why if you want to teach a literary text, you can find companion movies that go along with. So, when I was teaching Afropolitanism, I used Black Panther as an example of the kind of African future that Afropolitanism sort of promises or carries within it, more like Afrofuturism. You know, speculative fiction and all of that. There is a limit to what a text can do; movies can be used for illustration.

Chinelo

I completely agree with you about the usefulness of teaching with movies or video clips. I was intrigued that you mentioned Black Panther because it is one of my all-time favorite movies, plus there is Chadwick Boseman there. I didn't like Part 2; I call that the EDI (equity, diversity, and inclusion) version because it's just too much. I feel like in that one, the producers were merely trying to pander to a performative version of "diversity" that appears to check all the boxes rather than actually making a meaningful movie that also entertains. I guess there could be a balance. I also think the focus should have been more on Shuri and her morphing into the black panther, and not on Queen Ramonda, the Queen Mother. Anyway, it just didn't work for me. But even in that first movie, the Part 1, I think there was a danger of typecasting "Africa" as the Wakanda of people's imagination, where people are kings, queens, warriors with spears and machetes, ancestors, magic potions, etc. It's like Things Fall Apart or even Beowulf. I know it is fantasy, but I often wonder whether the people outside of the African continent realize that.

Ama

Let me see if I can turn this around. That is the romanticized idea of Africa, right? We know this is disconnected from reality, but that's why the BIPOC community can be important here. We become like cultural ambassadors to some extent in that you can clarify certain things for people through teaching and research. Yes, there are those who might think that Africa is mostly forest and very dangerous, that you cannot walk around without seeing a lion or tiger. So that is where Nollywood (the Nigerian movie industry) comes in. The movies show a different world that has normal houses and people. This is one of the reasons visual presentation is very useful in terms of teaching with films, because if you were to put a movie, a very good Nollywood movie, beside Black Panther, you would have a point of comparison and use that to discuss the dangers of representation or misrepresentation or to unpack the concept of simulacrum that I gestured at above.

Chinelo

Certainly! A discussion around Black Panther and, as you said, a relevant Nollywood movie ties seamlessly into the broader themes of (mis)representation and the work we do, encouraging audiences to engage more critically with art, writing, or even the world.

I would love to talk some more about these as well as about Afropolitanism and visual narratives in our next interview. It was wonderful having you here. Thank you for having this conversation with us and for being a part of the BIPOC community within ACCUTE.

Ama

It is my pleasure. Thank you for inviting me. The conversation does not end here.





A MESSAGE FROM THE GRADUATE STUDENT CAUCUS PRESIDENT - RAJ BANERJEE

Hello Grad Students:



Regardless of whether any poet calls April the cruellest month of the year or not, I hope you are keeping well at the busiest juncture of the academic year. Continuing with the spirit of collaboration – that has been GSC's guiding principle this year – your excellent Grad Reps have been working towards fostering more meaningful networking and sharing best practices across institutions. To cater to grad student needs – with a focus either on career or on academic experiences – we had organised 2 virtual events this year: (i) *Contract Academia* with Megan Arnott, and (ii) *Grad Matters: Stressed* with Bailey Schaan, Colton Sherman, and Krista Collier-Jarvis. If you missed those events, please take a glance at our reports in this issue of *The Angle*.

Are you excited to see the program drafts for the upcoming conference? Then come be a part of these exciting grad events:

- (a) The three insightful talks on Interdisciplinarity – as part of the GSC Panel – is on June 6 at 10:30 AM; please join us if you can.
- (b) Also, all grad students are invited for the GSC's Annual Meeting on June 5 at 12:00 PM; have lunch with us and take part in discussions pertaining to grad student experience, decision making, and strengthening further communication and collaboration.
- (c) Do not forget, of course, to come enjoy a quick snack and/or a drink with other grad students for the Grad Evening on June 5 at 7:15 PM (more details on this in the next few weeks).

Do you want to know more about the GSC, or get involved as a liaison between ACCUTE and grad students in your department? Then, please do ask your Grad Rep at your department how to do so; they are wonderful people without whom GSC would not have been able to advocate for all grad students. Alternatively, take a look at our [webpage here](#), be a part of our conversations on our [Instagram page](#); and/or write to us at gsc.accute@gmail.com.

Keep smiling!



GRADUATE STUDENT CAUCUS WEBINAR: CONTRACT ACADEMIA



On January 29, 2026, the ACCUTE Graduate Student Caucus hosted its first webinar of 2026. This time, ACCUTE Contract Academia Caucus Representative Megan Arnott joined GSC President Raj Banerjee to discuss the ins and outs of contract positions within academia. Marisa Bordonaro (GSC Secretary) presents this summary of the proceedings.

Megan offered an insightful and engaging perspective on the various issues and concerns surrounding the precarity of contract faculty positions, with many attendees eagerly participating and citing their own concerns. As she unpacked the meaning of precarity in academia, she integrated a personal approach with research-based evidence. In this way, she grounded her four key components of precarity (larger workloads, reduced compensation and benefits, individual liability, and community politicalization) in valuable practical and future-oriented skills.

Firstly, the attendees strongly engaged with the idea of precarity as encompassing larger workloads. Megan

began by contextualizing her personal experience. In 2025, she taught 14 classes, a mixture of writing and literature courses. She cited an article from Dr. Benjamin Cheung, who described his experience teaching seven courses with a total of seven to eight hundred students. Megan immediately followed this up by validating the intensity of such a workload and sharing her own experiences with facing a high level of student emails in asynchronous courses (common in English departments).

In the Q&A session, many attendees expressed their own experiences with intense workloads and unpaid labor. One attendee inquired about how to balance different components of precarity while still practicing self-care. Megan noted that the social aspects of communities often intersect with geography. For example, living in a smaller city might reduce the costs of living and provide more professional opportunities, but it might also limit people socially. She strongly advised that, regardless of geography, individuals should schedule personal hobbies and commitments outside of academia to achieve more life balance and mental wellness. (In her case, she brought up book clubs!)

Secondly, attendees echoed the importance of accounting for reduced compensation and benefits with certain contract faculty positions. Megan pointed out the various types of compensation to consider, including health benefits, professional development funding, and retirement funding. She followed this up with a specific example from Acadia University, where each individual course pays 1/10 of the scale for Lecturer (\$7954 per course). In addition to geography and compensation, she also noted other considerati-



-ons of seniority and opportunities to grow in terms of teaching opportunities, professional development, and unpaid labor.

When attendees asked for advice to begin the job search and any resources where these opportunities were posted, Megan circled back to the idea of “casting a wide net.” She encouraged attendees to reflect upon their own boundaries when applying and persevere amidst rejection. Interestingly, she stated that timing can determine the success of an application: some institutions only consider the first batch of applications and then automatically disregard the rest without even viewing them! She encouraged prospective applicants not to give up. Make sure to reapply to institutions, as they could have rejected you without even seeing your application! She also provided resources where positions are posted, including the Association of University Teachers, advising that some institutions in regions such as Newfoundland, Prince Edward Island, and the Northwest Territories tend to post on institutional websites rather than a centralized location. Social media is another helpful avenue where unexpected opportunities can arise!

Thirdly, Megan assured attendees that individuals are not liable for their lack of success in the job search. Despite the tendency in academic culture to place the primary responsibility on individuals for needing to improve their own CV, the problem usually resides in a lack of opportunities and cutbacks. While several attendees cited their frustration with the application process and asked for advice on ways to improve their resumes and cover letters to appeal to employers, Megan reiterated the importance of timing. There are many strong applications, and a rejection does not necessarily mean an application is flawed in any capacity. It is the concept of academia as a “meritocracy” that is very flawed!

However, Megan also noted that applicants should evaluate the job descriptions. Many contract faculty positions highlight teaching, so applicants should emphasize their teaching skills and experience rather than relying solely on their research abilities. Teaching and research usually inform each other, and research and grants may be weighed more heavily in prestigious positions. However, in many cases, a strong research base does not necessarily translate to a strong ability for teaching, which is an especially important skill for interdisciplinary introductory writing courses.

Fourthly and finally, Megan discussed political precarity: colleagues must compete for the same contract faculty positions while also remaining a “team player.” This tension can lead to struggles with mental wellness and social communities. Notably, the solidarity between attendees in this webinar highlighted the importance of building supportive social networks that openly share their struggles and encouragement. One attendee shared their own story of applying to a singular full-time position at a college, where every single applicant had the exact same credibility. Another attendee praised Megan’s encouragement in the webinar; she adopted a nuanced approach between subjective experience, objective data, and community-building that veered away from “bleaker” approaches. In this way, Megan created a supportive space where all attendees felt comfortable sharing concerns and offered solidarity with each other in a very precarious job market.



GRAD MATTERS: *STRESSED*

A virtual roundtable organized by the Graduate Student Caucus, ACCUTE
March 19, 2026

Report by Raj Banerjee on behalf of Bailey Schaan, Colton Sherman, and Krista Collier-Jarvis



(Left to right, Colton Sherman, Krista Collier-Jarvis, and Bailey Schaan)

What are *grad matters*, i.e., as opposed to other academic matters?

How do grad students *matter*?

Why are *matters most crucial* to grad students addressed only in generalised terms?

We continue having such conversations throughout the year at conferences, in professional dialogue, during informal chats; do we not?

This webinar – marking the first of many conversations the GSC plans to continue having – is called ‘Grad Matters: *Stressed*’ precisely to begin a dia-logue on grad student stress: stress that is so intricately entangled with grad student experiences that we often forget to address it explicitly. On March 19, we hosted 3 excellent speakers from various backgrounds and various stages of their studies/careers who shared this platform to talk of stress (not stress-management resources *per se*) which is to say that, through the navigation of subjective experiences and scholarly analytical reflections on published materials on the subject, we aimed to critically question the homogenisation of stress itself that lumps all stressful experiences into certain categorical parameters or classificatory indices to be mitigated by a pre-given set of available resources.



he webinar began with **Jason Camlot** – President, ACCUTE – calling for the need to engage in ‘heavy listening’, emphasising that, in addition to sharing and formulating our thoughts and feelings, we really need to engage in deeply listening to each other’s expressions and ideas about what we are feeling as a way to address them and move forward in productive ways. He points out that this roundtable is timely indeed because it is important to talk about the circumstances that we inevitably confront throughout the long journey as grad students or academics dealing with the different kinds of work we do from different positions within this huge ecosystem of academia. What affect us may comprise forces that are beyond our control or may include structural issues that cause anxiety as we pursue our work within our academic and institutional structures.

The moderator, **Raj Banerjee** – President, GSC – briefly summarises the format of the talks. If you watch our video, the link to which is at the end of this report, you will notice that each speaker begins by sharing their subjective experiences and ends with a commentary on a published text of their choice that upholds certain ideas, issues, or observations that are relevant to our continued conversation on stress. To keep it conversational, and to maintain continuity in thought, you will also notice that there is no title for either of the talks. All the speakers speak of particular experiences rather than general observations; taken together, they are coterminous in upholding what we encounter stress in academic pursuits, goals, and dreams today.

Our first speaker was **Bailey Schaan**, a first year PhD student from the University of Alberta: Using Maggie Berg and Barbara Seeber’s claim that “academic training includes induction into a culture of scholarly individualism” (2016) as a departure point, Bailey’s talk reflected on the ways in which pursuing graduate studies has simultaneously placed stress on her interpersonal relationships and allowed for them to grow in unique ways. In highlighting the dissonance that cultures of competitiveness and self-sufficiency have created with her own experience of being a junior scholar, Bailey emphasized how being a daughter, caregiver, partner, friend, and colleague have fundamentally shaped her academic identity. Ultimately, Bailey’s talk wove these personal experiences and connections into a discussion of how her research interest in care ethics has shaped not only the course of her scholarship, but also the way she moves through her daily life. With its focus on ongoing, “as well as possible” relations (Puig de la Bellacasa 2017), Bailey thus introduced care ethics as a framework which can help graduate students to understand the often messy, entangled web of connections that sustain university institutions and as a method to trouble the increasing corporatization of these spaces, which work to obscure their relational underpinnings. While graduate students may feel pressure to make their research and teaching processes faster, more mechanized, and increasingly results-based, Bailey suggested that a focus on the relational processes central to academic work may offer a different temporality through which to think about scholarly culture.

Our next speaker was **Colton Sherman**, a PhD student from Western University: In his talk, Colton reflected on his experience as a PhD student whose early graduate studies were disrupted by the COVID-19 pandemic, and he used that reflection to situate his critique of some of the persistent structural issues in academia. Beginning his PhD in 2019, he shared how his graduate experience was abruptly upended in March 2020. While universities responded with a rhetoric of compassion—particularly toward undergraduate students and faculty adapting to online learning—Colton argued that graduate students were overlooked: as both students and educators, grad students absorbed increased emotional and instru-



-ctional labour without receiving equivalent institutional support, leaving them disproportionately strained during an already stressful period. The pandemic exposed and intensified existing weaknesses in academic systems, including insufficient support structures and an overreliance on graduate students' labour. It also disrupted the foundational early years of many PhD programs, delaying student progress and creating long-term financial and professional consequences.

Colton then shifted to a critique of arguments like those found in Mark Taylor's "Reform the PhD System or Close it Down" (2011) who advocate for a reduction in graduate programming and faculty to cut costs. Despite Colton's stress and frustration with an arguably broken academic system, he rejected Taylor's arguments, arguing that such a reduction in services to save money ultimately harms both students and educators. Instead, Colton argued for reform through expansion and a reimagining of the purpose of PhD education, allowing for more diversity in how expertise is assessed beyond traditional dissertations and increasing public-facing, community-engaged scholarship. Challenging the narrow perceptions that PhDs translate solely into academic careers, emphasizing the broad, transferable skills doctoral training develops, he concluded his talk by urging collective effort to reshape academia, resist reductive, market-driven reforms, and rebuild public trust by making universities more accessible, relevant, and engaged with society at a large.

Our final speaker for the roundtable was **Krista Collier-Jarvis**, a recent graduate from Dalhousie University, and Assistant Professor at Mount Saint Vincent University: In this talk, Krista Collier-Jarvis, a newly appointed Assistant Professor (2023, finishing her PhD in 2024) shared several experiences as they relate to being Indigenous in the institution, drawing from Maggie Berg and Barbara K. Seeber's *The Slow Professor* to contextualize philosophies of time and care. She argued that the precedents set for oneself during grad studies tend to spill into other facets within the institution. Ultimately, through these stories, Collier-Jarvis sought, not to call anyone out who perpetuates such structures, but rather, through the sharing of the effects of such experiences, she proposed ways in which we can spend more time cultivating a culture of care within the institution.

Collier-Jarvis' stories fall within three distinct areas: 1) labour; 2) emotional exhaustion; and 3) policing Indigenous identity. As one example related to the first area, Indigenous (and other equity deserving groups) tend to be overburdened in commitments to labour. Particular to the Indigenous experience, though, and as part of the institutional commitment to reconciliation, is the need to have Indigenous voices contributing across campus. This often results in tokenization and the onus to say "no." The onus of refusal should be a shared burden, placed not just upon Indigenous peoples but also upon the institution and colleagues to consider whether it is justifiable to ask for labour in the first place. In this manner, a "holding environment" of "mutual support and trust" can be cultivated, where colleagues ask for labour because it's mutually beneficial. To be a slow professor is not merely to slow down, but, as Berg and Seeber propose, to "act with purpose, taking the time for deliberation, reflection, and dialogue, cultivating emotional and intellectual resilience" (11), which is critical in grad studies and beyond.

To listen to their talks in their entirety as well as to take a glance at the post-talk discussion, please find the video here: https://drive.google.com/file/d/15xx_1uhRKivy44YGGvr_eUXQPrq5yEVp/view?usp=sharing

Exclusive Excerpt:

Dad Era by Jordan Abel

ACCUTE is pleased to share an exclusive excerpt from our 2026 plenary speaker Jordan Abel's poetry collection *Dad Era*, forthcoming from **Coach House Books**.

This collection compels readers to ask what it means to share a heart with another human in a world on the precipice of destruction. Although Abel doesn't have an answer and likely never will, he understands deeply that 'the bond between a parent and child can sometimes be explained with words.' Here – brilliant, hilarious, and loving – are those words.

Dad Era explores Jordan Abel's role as a father to his daughter, Phoenix, and his relationship to popular and often toxic constructions of 'fatherhood' on the internet. Breaking apart the idiomatic registers that define parenting today using distortion, contrast, sequencing, and palimpsest, all qualities that have come to define his oeuvre, Abel explores what it means to live, laugh, and yes, father 'in a world without dads.'

Advance praise for *Dad Era*

'Abel's *Dad Era* is the literary embodiment of a soft, safe space – a collection of poetry, stories, and imagery that invites us to see fathers as complex and caring beings. This collection follows the ways Abel learns and falters and struggles, yet chooses to keep hoping, loving, and staying present.' – Tenille Campbell, author of *nedi nezu (Good Medicine)*

'Jordan Abel's *Dad Era* further advances his long-standing experiment with form and Indigenous narrative. The book teaches us how to read polyphonically, how to read multiple narrative threads at once. *Dad Era* is indeed about fatherhood but it also about aesthetic complexity and formal restlessness in life and art. It is moving and funny and, like all of his work, deeply considered.' – Billy-Ray Belcourt, author of *The Idea of an Entire Life*

Dad Era is out on May 15th, 2026 and is available for [**pre-order now**](#).



DAD ERA

JORDAN ABEL

WINNER OF THE GRIFFIN POETRY PRIZE

You are brilliant and shining and the most annoying
kid at the indoor playground.

Did you know that you can be a contestant on
Master Chef Jr. if you want?

A dad is vapour.

A dad is a person that gives all of himself to himself.

You and your tiny fists shape and reshape me
every day.

I once tried to figure out what Indigenous knowledge
transmission was supposed to look like by
reshaping my dad's art, but it turns out all
I had to do was teach you how to make
dinosaurs out of Play-Doh.



Did you know that I'm not ndn enough for some
but too ndn for others?

I'm a world away from you in a popular Paris bakery
and I'm not afraid to admit that
I don't miss you at all right now.

Did you know that anchors will only sink to the
bottom of the river?

To be honest, it's hard to imagine a world where
you and I don't exist together.

Even though you are a tiny being you somehow
contain infinite shit.

A parent is a person who wears jeans.

Sometimes parents are people who write books.

When I look at you I see a whole world on the
precipice of destruction.

A hero is a fiction.

A father used to be a child.

You have shown me what the world looks like when
we open our eyes, and now I can't wait
to go back to sleep.

Bright children are those who sometimes see
themselves in the mirror.



and hear in their children. The value of a loving father has no price. When a father speaks in his children hear the love in his voice above all else. Dads share wisdom with their children in the hopes they spread it throughout the world.

ACCUTE 2026 Book L(a)unch Registration

DATE	TIME	LOCATION
7 JUNE 2026	12 PM	MB 5.215

Have you published a book in the last 3 years? If so, we would like to celebrate your success at the “Book L(a)unch” event we’re planning for our 2026 conference at Concordia University in Montreal.

At the event, we’ll display images (and copies if you have them) of recent book publications (both scholarly and creative) by ACCUTE members, and host a series of rapid-fire book talks. The event will take place on Saturday, June 6, during the lunch break. A light lunch will be provided.

To attend and/or participate, your ACCUTE membership must be in good standing, and you must be registered to attend the ACCUTE conference at Concordia University (June 4th through June 7th, 2026).

Sign up **[HERE](#)**



ACCUTE 2026

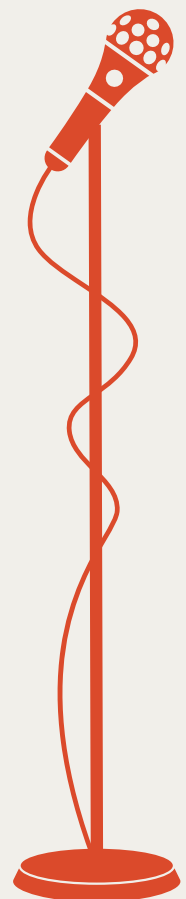
SATURDAY NIGHT SOCIAL EVENT



WE WANT TO HEAR FROM YOU

The ACCUTE executive team is planning a fun and exciting Saturday night event for conference attendees and we want YOUR input to create the best possible night

Complete our
simple survey
HERE to make
your voice
heard!



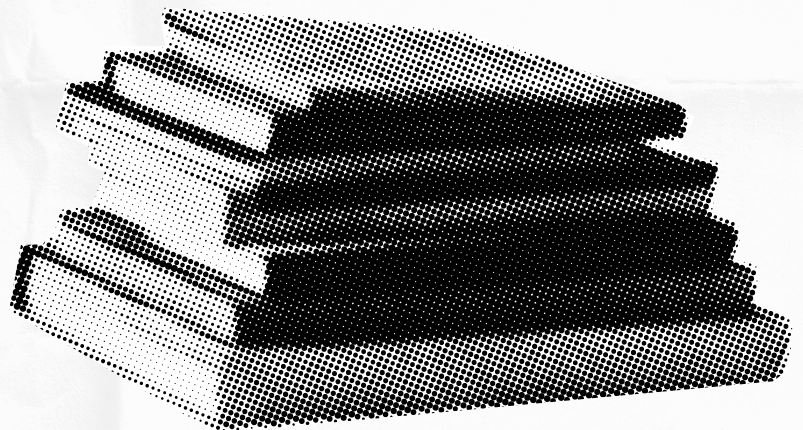
ACCUTE 2026 Publishers' Book Exhibition



We are proud to be hosting a conference
Publishers' Book Exhibition at ACCUTE 2026

And we are thrilled to announce that the following academic and literary presses have already signed on and will have display tables at the conference:

Athabaska University Press
Book*hug Press
Broadview Press
Coach House Books
Concordia University Press
Inanna Publications
Invisible Publishing
McGill University Press
University of Alberta Press
University of Regina Press
University of Toronto Press
Wilfrid Laurier University Press
Wolsak and Wynn



The Book Exhibition will be located on the main level of our conference activities in the MB Atrium, near the registration desk, adjacent to our coffee breaks, just outside our main plenary hall, and easily accessible to conference participants and passersby who will see it through the many large windows that run along Guy Street.

If you are a publisher and wish to participate in the ACCUTE 2026 Publishers' Exhibition, please contact us for information about participation and sponsorship opportunities at info.accute@gmail.com

ACCUTE 2026 Conference Program

ACCUTE 2026 is coming soon!

The latest draft of the ACCUTE 2026 is now available for you to peruse [HERE](#), and at the end of this issue of *The Angle*.





ACCUTE 2025 was proudly supported by the following sponsors

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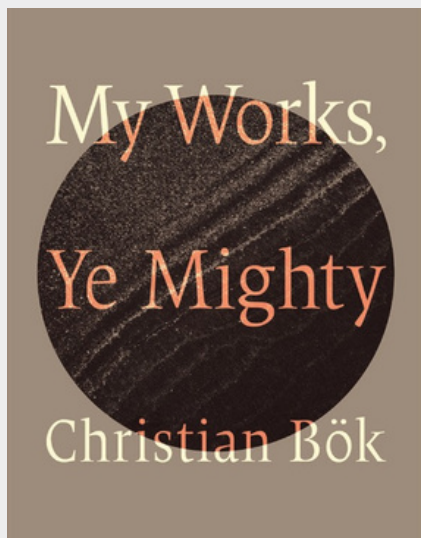
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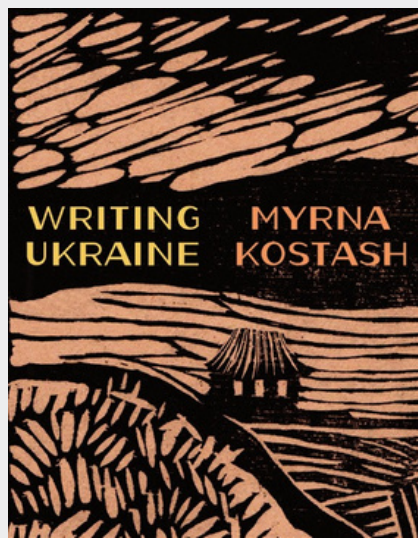
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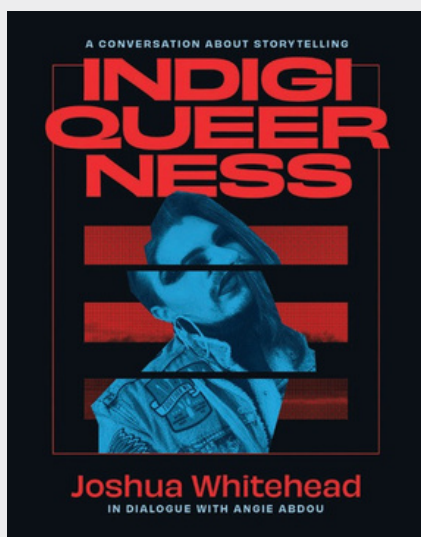
My Works, Ye Mighty by Christian Bök | ISBN 9781771994347



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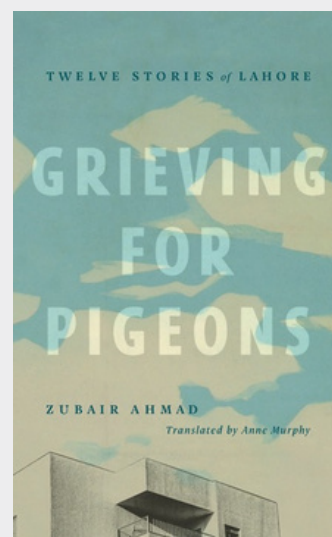
From Turtle Island to Gaza by David Groulx | ISBN 9781771992619



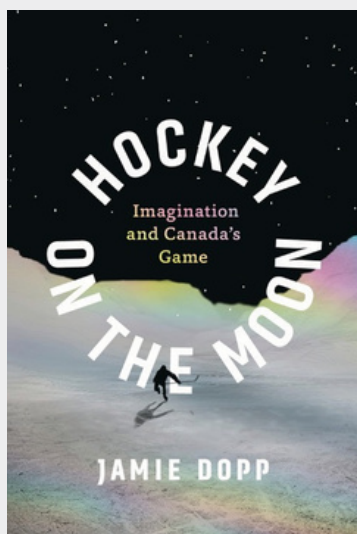
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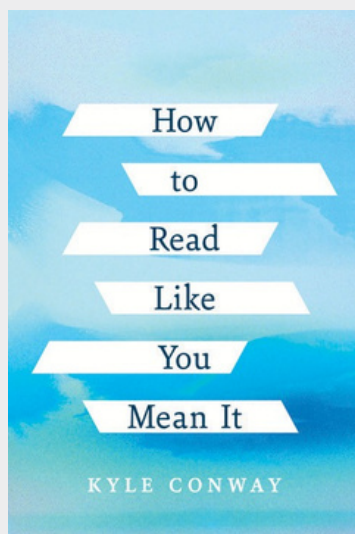
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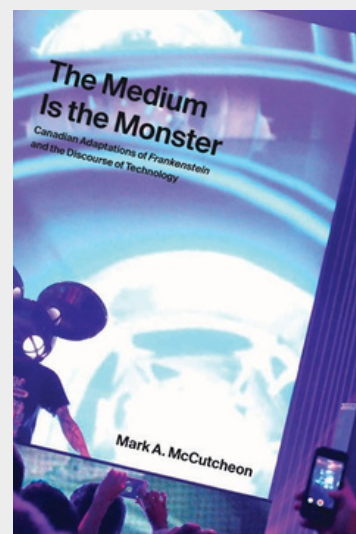
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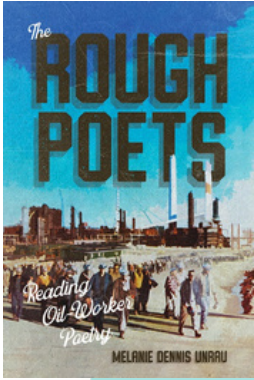
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How to Read Like You Mean It by Kyle Conway | ISBN 9781771993746



The Medium Is the Monster: Canadian Adaptations of Frankenstein and the Discourse of Technology by Mark A. McCutcheon | ISBN 9781771992244

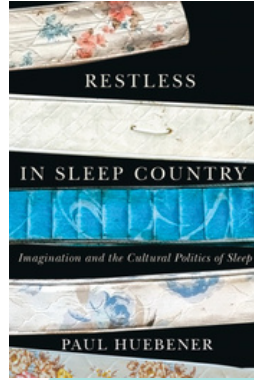


The Rough Poets
Reading Oil-Worker Poetry
Melanie Dennis Unrau

Paper | \$34.95 | 240pp | 16 photos

“A long-overdue examination of the art and interior life of a workforce typically passed over for serious consideration.”

–Kate Beaton, author of *Ducks: Two Years in the Oil Sands*



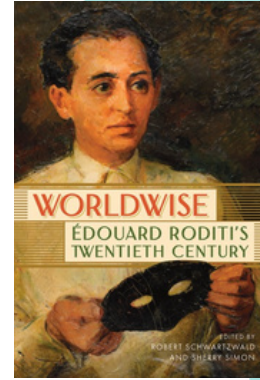
Restless in Sleep Country
Imagination and the Cultural Politics of Sleep

Paul Huebener

Paper | \$39.95 | 258pp | 15 photos

“This is a gently written yet hard-hitting study. I will never think of sleep in the same way.”

–Cynthia Sugars, University of Ottawa



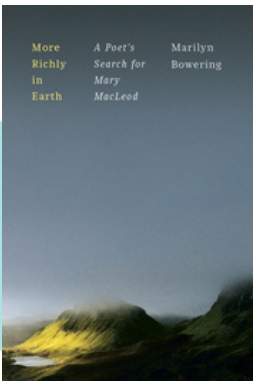
Worldwise
Édouard Roditi's Twentieth Century
Edited by Robert Schwartzwald and Sherry Simon

Paper | \$39.95 | 252pp

“*Worldwise* sheds a long-overdue light on one of the most fascinating literary

figures of the twentieth century.”
–Brian James Baer, author of *Queer Theory and Translation Studies*

New from MQUP

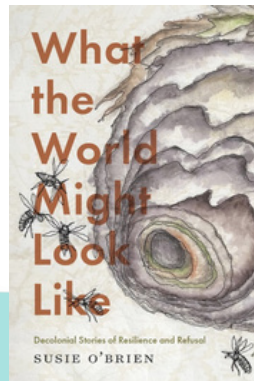


More Richly in Earth
A Poet's Search for Mary MacLeod
Marilyn Bowering

Paper | \$34.95 | 282pp

“Part biography, part memoir, *More Richly in Earth* is an affecting read.”

–*Literary Review of Canada*



What the World Might Look Like
Decolonial Stories of Resilience and Refusal
Susie O'Brien

Paper | \$39.95 | 342pp

“A serious advance in our understanding of resilience as an organizing narrative in settler-colonial contexts.”

–Jennifer Henderson, Carleton University



The Translating Subject
Melissa Tanti

Paper | \$39.95 | 234pp

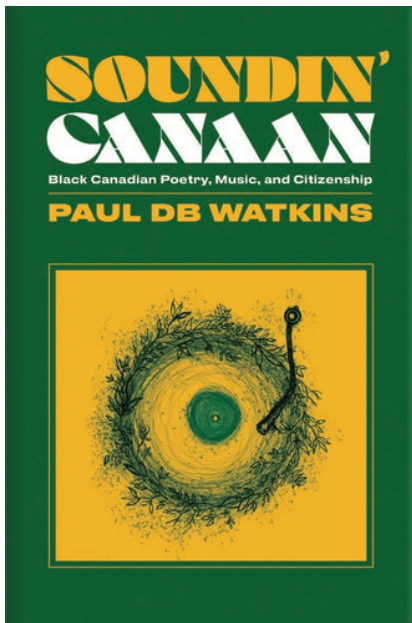
“Tanti reads and discusses poems by Erin Moure, Kathy Acker, and Nicole Brossard both attentively and sensitively.”

–Kathy Mezei, Simon Fraser University

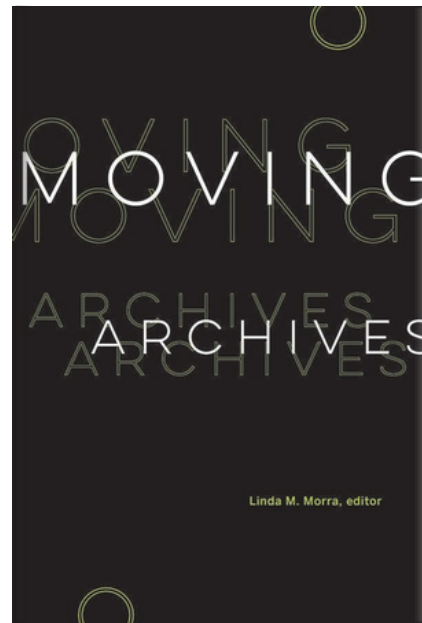


McGill-Queen's University Press

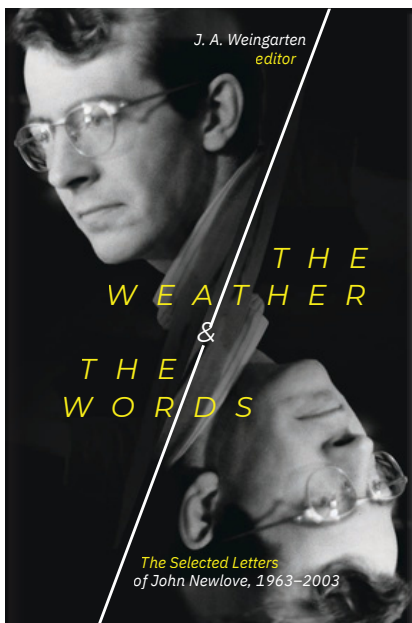
mqup.ca | @McGillQueensUP



**Soundin' Canaan: Black Canadian Poetry,
Music, and Citizenship**
Paul db Watkins
January 2025



NEW IN PAPERBACK
Moving Archives
Linda M. Morra, editor
March 2026



**The Weather and the Words: The Selected
Letters of John Newlove, 1963-2003**
J.A. Weingarten, editor
*With a foreword by Lorna Crozier and
afterword by Laura Cameron*
June 2025



NEW IN PAPERBACK
**Unpacking the Personal Library: The
Public and Private Life of Books**
Jason Camlot & J.A. Weingarten, editors
March 2026

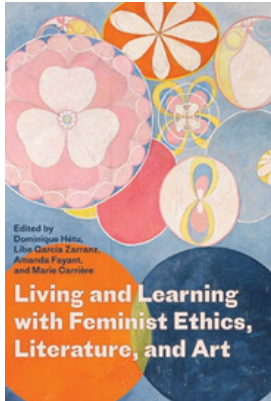


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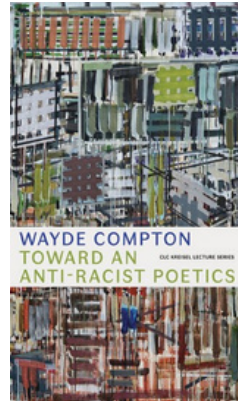
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AMANDA FAYANT, &
MARIE CARRIÈRE

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WAYDE COMPTON

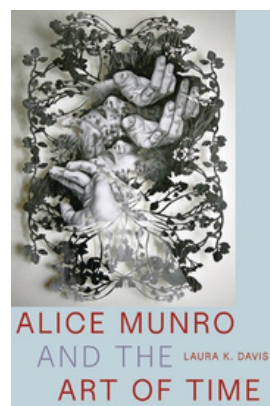
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ALBERT BRAZ

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LAURA K. DAVIS

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CON- CRETE WOM- EN

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in South Asia

TARA ATLURI

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THE POSSIBILITY OF JUSTICE.**

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"Atluri forces open the application of critical theory in a decolonizing gesture that is inclusive, reparative, hopeful, life giving, heartbreaking and leaves us wanting more. This book is a tool — create and mobilize!"

— ALLYSON MITCHELL, ARTIST AND GENDER STUDIES PROFESSOR

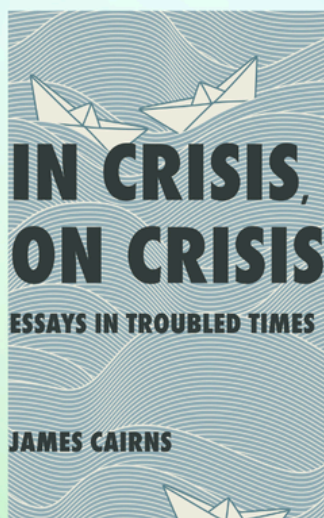
"Brick by brick ... we are creating, with Tara, something new. So many important voices, that are often not included, are welcomed. *Uncommitted Crimes* is brilliant and a necessary piece of writing."

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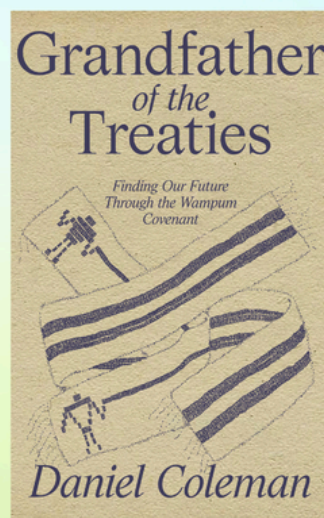
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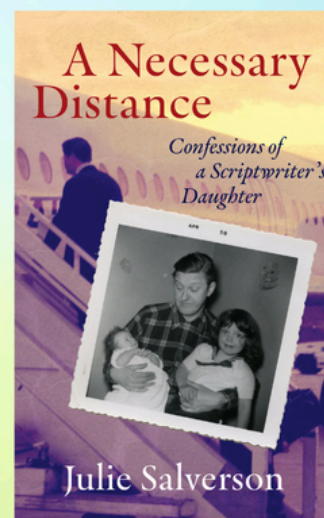
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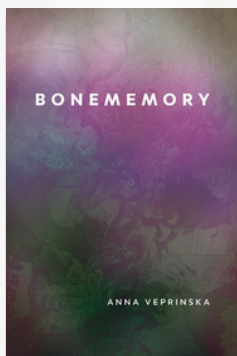
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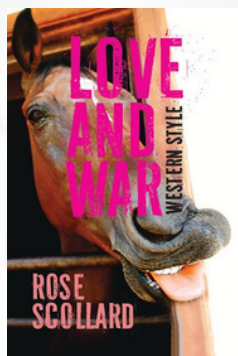


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Veprinska is a puppeteer of poetry and matryoshka marionettes, healing trauma through empathy and memory.

—THE SEABOARD
REVIEW



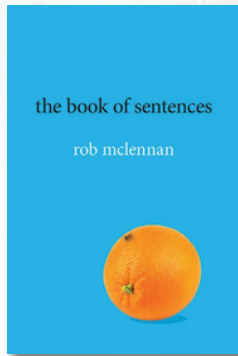
Western radio humour at its slapstick best. The horses can talk. The gags pop like cheerful balloons. A lot of laughs in them there hills.

—FRED STENSON,
author of *Who by Fire*



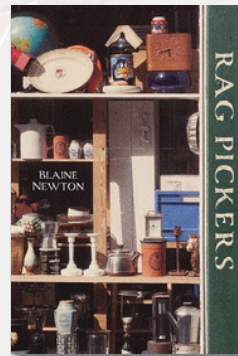
Daniel is a fine craftsman, both of poetry and the broken (and then healed) heart. His poems are alive on the page. They are gifts.

—THE BRITISH
COLUMBIA REVIEW



rob mclennan is one of the best prose and monostich poets writing today, in part because he works so attentively with the fragment, as a ceramic collage artist works with the smallest shards of porcelain.

—HAN VANDERHART



A treasure chest filled with glittering surprises. Subtle, irreverent, laced with dark humor, replete with a sense of mystery. Highly recommended!

—CLEM MARTINI,
author of *The Comedian*



This is a book about confusion, crying, and being sticky. About doubt, unsteadiness, fear, and sleeplessness. This is a book about fatherhood. This is a book about love.



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ACCUTE Membership

ASSOCIATION OF CANADIAN COLLEGE AND UNIVERSITY TEACHERS OF ENGLISH

ACCUTE'S MISSION

To create the conditions for a diverse and strong association of teachers and scholars of literatures in English in Canadian colleges and universities so that we can share, support, and learn from each other. To promote the interests of our members by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve working conditions, by representing and promoting the scholarly and research interests of members before such bodies as provincial and federal granting agencies, and by supporting the interests and aspirations of members entering the profession, and seeking careers outside the profession.

As an ACCUTE member, you gain:

- o Four issues annually of cutting-edge scholarship from ESC: English Studies in Canada, the nation's leading generalist journal in the discipline and a global force in multidisciplinary humanities scholarship (ESC is downloaded more than 80,000 times per year in over 80 countries);
- o A direct political voice in one of the largest and most recognized humanities associations in Canada;
- o Membership in the Canadian Federation for the Humanities and Social Sciences (CFHSS), which lobbies on our behalf to SSHRC and the Federal government;
- o Our annual conference, where scholars from around Canada and the world discuss research, teaching, and professional concerns, and where experts from across all areas and methodologies of English studies can offer you new insights and areas of inquiry;
- o Eligibility for students, contract faculty and underwaged scholars for travel funds to present at our annual conference.
- o The right to propose conference panels (all papers are anonymously peer-reviewed);
- o Access and the right to submit to the quarterly ACCUTE Newsletter - THE ANGLE, with articles about scholarly and professional concerns, as well as advocacy documents and surveys and data on the profession;
- o Access and the right to submit to posts, links and images to ACCUTE's recently expanded social media channels (Facebook, Instagram, LinkedIn, and Contract Academic Faculty Caucus Facebook, Twitter @ACCUTEEnglish and @ACCUTE_CAF) and its blog English Matters, which builds on our advocacy voice and opens space for discussion, promotes your Calls for Papers, and provides our well known jobs list of academic and other pertinent employment opportunities.

WE SUPPORT EACH OTHER THROUGH OUR MEMBERSHIP, AND TOGETHER WE SUPPORT THE FIELD OF LITERARY STUDIES IN CANADA:

- o ACCUTE advocates for improvements to working conditions in the Canadian academy, including issues related to Contract Academic Faculty;
- o We developed a best practices document regarding contract faculty employment, which was unanimously supported by the Canadian Association of Chairs of English and sent to English departments across Canada;
- o Working with CFHSS, we are lobbying SSHRC regarding our members' research needs;
- o ACCUTE is regularly consulted by CFHSS, SSHRC, and other agencies regarding professional and scholarly policy matters, including, recently, open-access policies, metrics, and other issues;
- o ACCUTE's presidents and board members address universities, colleges, government, government agencies, and national forums on pressing scholarly and professional issues.



The Angle is a forum to make your voice heard. If you wish to contribute to this newsletter or submit Letters to the Editor, please contact info.accute@gmail.com.

The Angle is the quarterly newsletter for the Association for Canadian College and University Teachers of English. *The Angle* is produced by Josie Teed (Managing Editor and Designer) with editorial assistance from Jason Camlot, Cynthia Quarrie, Gladwell Pamba, and Ghislaine Comeau. This issue: Fall 2.0 2025, Montreal, Quebec, Canada, December 2, 2025.



**ACCUTE 2026
CONFERENCE PROGRAM**

Thursday, June 4 - Sunday, June 7, 2026

Concordia University, Montreal

DRAFT 3 – revised April 6, 2026

ACCUTE 2026 CONFERENCE PROGRAM

About ACCUTE

Founded in 1957, the **Association of Canadian College and University Teachers of English (ACCUTE)** was incorporated under the Canada Not-for-profit Corporations Act in 2015. ACCUTE's purpose, as ratified in 2015, is to promote the interests of those teaching and researching in the various fields of English Studies in Canadian colleges and universities by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve working conditions, by representing and promoting the scholarly and research interests of members before such bodies as provincial and federal granting agencies, and by supporting the interests and aspirations of members entering the profession.

Territorial Acknowledgement

We would like to begin by acknowledging that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

Nous aimerions commencer par reconnaître que l'Université Concordia est située en territoire autochtone, lequel n'a jamais été cédé. Je reconnais/Nous reconnaissons la nation Kanien'kehá:ka comme gardienne des terres et des eaux sur lesquelles nous nous réunissons aujourd'hui. Tiohtià:ke / Montréal est historiquement connu comme un lieu de rassemblement pour de nombreuses Premières Nations, et aujourd'hui, une population autochtone diversifiée, ainsi que d'autres peuples, y résident. C'est dans le respect des liens avec le passé, le présent et l'avenir que nous reconnaissons les relations continues entre les Peuples Autochtones et autres personnes de la communauté montréalaise.

ACCUTE 2026 CONFERENCE PROGRAM

Code of Conduct

ACCUTE supports the [Code of Conduct](#) outlined by the Federation for the Humanities and Social Sciences. We are committed to the advancement of teaching, research, and scholarship through respectful, inclusive, and collegial discourse and engagement. Accordingly, we require adherence to these values by all participants in our events and meetings. We strive to ensure that the participants in our activities enjoy an environment free from discrimination, harassment and bullying. Further, we are committed to providing an atmosphere through all of our activities that encourages free expression and the exchange of ideas — in a respectful manner — as well as open, critically engaged and sometimes challenging discourse. To that end, we require that all participants comply with the Code of Conduct. Failure to do so may result in disciplinary action up to and including expulsion from Federation or association membership and/or participation in Federation or association activities.

Association Acronyms

CAAS Canadian Association for American Studies
CACE Canadian Association of Chairs of English
CAF Contract Academic Faculty
CAPS Canadian Association for Postcolonial Studies
CSM Canadian Society of Medievalists
CWC Creative Writing Collective
ESC English Studies in Canada
GSC Graduate Student Caucus
NASSR North American Society for the Study of Romanticism
NAVSA North American Victorian Studies Association
RSVP Research Society for Victorian Periodicals
VSAO Victorian Studies Association of Ontario

ACCUTE Board Members

Jason Camlot, Concordia University – President
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Richard Douglass-Chin, University of Windsor – Member-at-Large: BIPOC Caucus
Jessi MacEachern, Dawson College – Member-at-Large: Colleges
Neta Gordon, Brock University – Member-at-Large: Professional Concerns

ACCUTE 2026 CONFERENCE PROGRAM

Lorraine York, McMaster University – Member-at-Large: Priestley Prize
Allan Pero, Western University – Editor of *English Studies in Canada* (ex-officio)
Joel Baetz, Trent University – CACE President (ex-officio)

ACCUTE Staff

Gladwell Pamba, Concordia University – Coordination and Communications Assistant
Josie Teed, Concordia University – Coordination and Communications Assistant

Conference Location

ACCUTE 2026 will be held at Concordia University (downtown campus) in the [John Molson Building](#) (MB), 1600 Blvd. De Maisonneuve Ouest, Montreal, Quebec H3H 0A1.



Detailed maps of the spaces we will use in the MB and elsewhere will be added to a future draft of this conference program.

ACCUTE 2026 CONFERENCE PROGRAM

Schedule at a Glance: THURSDAY, JUNE 4, 2026

8:30 a.m.- 10:00 a.m.	Salvage Inventory &/or Inventory Salvage MB 1.210	New Writing in a Time of Disorientation 1 MB 2.210	Speculative Renaissance MB 2.430	Literature and the geo-logics of conquest 1 MB 2.435	Fractured Selves in Canadian Literature MB 2.445	Adaptation Across Media MB 3.430	Creative Research 1 MB 3.210	Imagining Futures Otherwise MB 3.270	Pedagogies of Repair MB 3.435	Social Media, Communication, and Community MB 3.445	
10:00 a.m.	BREAK										
10:30 a.m.- 12:00 p.m.	Rethinking Romantic Science 1 MB 1.210	The World Remade 1 MB 2.210	How Should a Person be Bored? MB 2.430	Rethinking the Profession of Journalism and Authorship in/through Periodical Studies MB 2.435	Marxism vs. Poetry MB 2.445	Reimagining Canada: Roundtable MB 3.430	Celebrity and Cultural Authority MB 3.210	Writing in the Eighteenth Century MB 3.270	Pedagogy in the Age of AI MB 3.435	Storytelling, Worldbuilding MB 3.445	Teaching, Researching and Writing Literature in Genocidal Times MB 3.255
12:00 p.m.	ACCUTE Representatives Lunch LB 649			ACCUTE Board Lunch LB 646			Group Book Launch for New Scholarly Books on Canadian Literature 4th space – LB Building (Ground Floor)				
1:30 p.m.- 3:00 p.m.	Speculative Fictions of Sleep and Wellness MB 1.210	What is African Feminism? MB 2.210	Alienation and Identity in Western Poetry MB 2.430	Special Issues of Cultural and Critical Production in Canada MB 2.435	Disability and Illness Narratives as Re-Worlding 1 MB 2.445	Reflexive Trauma Methodology: Workshop MB 3.430	Ecological Kinship, Grief, and Care MB 3.210	Fictions, Ethics, Attention MB 3.270	Worldbuilding as a Political Practice 1 MB 3.435	Queer Mediation MB 3.445	Pedagogical Powder Kegs: Academic Freedom in an Era of Book Bans MB 3.255
3:00 p.m.	BREAK										
3:30 p.m.- 5:00 p.m.	Plenary: Michael Bucknor MB 1.210										
6:00 - 8:30 p.m.	Evening Events: Opening Conference Dinner (Ticket Required) Satay Brothers 3721 rue Notre Dame Ouest										

ACCUTE 2026 CONFERENCE PROGRAM

Schedule at a Glance: FRIDAY, JUNE 5, 2026

8:30 a.m.- 10:00 a.m.	Mental Health in the Creative Writing Classroom 1 MB 1.210	Restorative Storytelling MB 2.255	Humour Me: Retelling Stories and Histories MB 2.435	Reimagining Canada: Panel MB 2.445	Mediating Meaning: Time, Politics, Embodiment MB 3.210	That Sh*t Hurt: Beyond the Limits of Language MB 3.430	Diaspora and Memory in Asian North American Literature MB 3.270	Literature in the Digital Age 1 MB 2.430	Poetic Worlds, Poetic Spaces MB 3.435	Philosophical Approaches MB 3.445	Roundtable on Victorian Incubators MB 3.255
10:00 a.m.	BREAK										
10:30 a.m. - 12:00 p.m.	Beyond Binaries: Victorian Literature MB 2.255	New Writing in a Time of Disorientation 2 MB 2.210	Narratives of the Unspoken: Trauma, Memory and Identity 1 MB 2.435	Irrepressibility: Women's Writing Throughout History 1: 1600-1900 MB 2.445	AMA and FAO: Submitting your Research to a Literary Journal: Roundtable MB 3.210	Sound Pedagogy: Listening to Literary Audio in Classrooms MB 3.430	Postcolonial Masculinities and Femininities MB 3.270	Modernism, Fascism, and Race MB 2.430	Practicing Poetic Attention MB 3.435	Writing a Life from the Margins 1 MB 3.445	Mapping Canadian Literatures from Backwoods to Prairies MB 3.255
12:00 p.m.	ACCUTE Creative Writing Caucus Lunch LB 646			ACCUTE Graduate Student Caucus Lunch LB 649			ACCUTE Contract Faculty Lunch LB 659.04				
1:30 p.m.- 3:00 p.m.	Wave Upon Wave 1 MB 1.210	Celebrating the Centenary of Margaret Laurence's Manawaka Saga MB 2.210	Literature and the Geologies of Conquest 2 MB 2.435	Disability and Illness as Narrative Reworlding 2 MB 2.445	Audience Reactions to Shakespeare MB 3.210	Improvisatory Practices in Research and Pedagogy: Workshop MB 3.430	Feeling American: Race, Labour, Orientalisms MB 3.270	Black and Indigenous Relationalities MB 2.430	Worldbuilding as a political practice 2 MB 3.435	Opacity, Agency, and the Subject in Creative Forms MB 3.445	Problems of Memory and Nostalgia MB 3.255
3:00 p.m.	BREAK										
3:15 p.m.- 4:45 p.m.	Indigenous Horror MB 1.210	Medieval(ist) Masculinities and Femininities MB 2.210	Self in the Age of Autofiction 1 MB 2.435	Ramones at Fifty MB 2.445	The Literary Critic of Humour, Round 2 MB 3.210	Montreal in the Cultural Imagination MB 3.430	Technology in the Literature Classroom MB 3.270	Performing Resistance MB 2.430	Circulation and Authority in Victorian Literature MB 3.435	R. Murray Schafer: Reassessing his legacy MB 3.445	
5:00 p.m.- 7:00 p.m.	Celebration of Research and Plenary: Marcie Frank MB 1.210										

ACCUTE 2026 CONFERENCE PROGRAM

Schedule at a Glance: SATURDAY, JUNE 6, 2026

8:30 a.m.- 10:00 a.m.	Gail Scott: Fiction+ /Theory 1 MB 1.210	The World Remade 2 MB 2.210	Poetry of Infrastructure/ Poetic Infrastructures 1 MB 2.430	Pedagogies of Relation MB 2.435	The Pregnant Text: Reimagining the Maternal Body MB 3.430	Transparency and its others in 18th Century Literature MB 2.445	Modernism, Markets and the Politics of Use MB 3.210	The Future of EDI MB 3.270	Tuning in to Literary Radio 1 MB 3.435	Writing a Life from the Margins 2 MB 3.445	Writerly Forms from Doodles to Data MB 3.255
10:00 a.m.	BREAK										
10:30 a.m.- 12:00 p.m.	Gail Scott: Fiction+ /Theory 2 MB 1.210	Imagining Spatiality in End of the World Narratives 1 MB 2.210	Doing Critical Thinking Differently MB 2.430	How much do I need to learn about elves? MB 2.435	Doing Magic in the University: A workshop for the Admin-Curious MB 3.430	Irrepressibility 2: Women's Writing Throughout History MB 2.445	Beyond Interdisciplinarity MB 3.210	Montreal as Contact Zone: Topography, Diaspora, and the Poetics of Place MB 3.270	Queer Memory and Forms of Care MB 3.435	Staging Vision in Early Modern Literature MB 3.445	Translation in Contemporary Literature MB 3.255
12:00 a.m.	Book L(a)unch MB 5.215										
1:30 p.m.- 3:00 p.m.	Climate Change and the Maximalist Novel MB 1.210	New Writing in a Time of Disorientation 3 MB 2.210	Literature in the Digital Age: Reading, Writing and Reviewing Across Platforms 2 MB 2.430	Narratives of the Unspoken: Trauma, Memory, and Identity 2 MB 2.435	Care for: Epistolary as Reflection, Research, and Resistance: Workshop MB 3.430	19th Century Activism and Social Justice MB 2.445	Roundtable on The Bloomsbury Handbook of Poetry, Gender, Sexuality and Poetry MB 3.210	Decolonial Poetics and Archives in Canadian Contexts MB 3.270	Trust, Labor, and Voice in the Contemporary Academy MB 3.435	Forbidden Fiction MB 3.445	Mary Shelley's "The Last Man" in 2026 MB 3.255
3:00 p.m.	BREAK										
3:30 p.m.- 5:00 p.m.	Plenary: Jordan Abel MB 1.210										
6:00 p.m.	Evening Activity Location and Details TBA										

ACCUTE 2026 CONFERENCE PROGRAM

Schedule at a Glance: SUNDAY, JUNE 7, 2026

8:30 a.m.- 10:00 a.m.	Annual General Meeting MB 1.210									
10:00	BREAK									
10:30 a.m.- 12:00 p.m.	Gail Scott: Fiction+/Theory 3 MB 1.210	Imagining Spatiality in End of the World Narratives 2 MB 2.210	Poetry of Infrastructure/Poetic Infrastructures 2 MB 2.430	Narratives of the Unspoken: Trauma, Memory and Identity 3 MB 2.435	Medieval Magic MB 2.445	Creative Research 2 MB 3.210	Rethinking the Postcolonial Subject MB 3.270	Indigenous Literary Resistance MB 3.435	19th Century Forms and Practices MB 3.445	The Role of Publishing Houses in Shaping Discourse MB 3.430
12:00 p.m.	ACCUTE BIPOC Caucus Lunch LB 646				English Studies in Canada Lunch LB 649					
1:30 p.m.- 3:00 p.m.	Rethinking romantic science 2 MB 1.210	Silence, Speech, and Trauma MB 2.210	Systems Thinking and/in Literature MB 2.430	Self in the age of autofiction 2 MB 2.435	Reading Canada Otherwise MB 2.445	Ecocritical Perspectives in Contemporary Canadian and Indigenous Writing MB 3.210	Neoliberalism and the Public Sphere MB 3.270	Shakespeare in Extremis MB 3.435	Writing a Life from the Margins 3 MB 3.445	Diasporic Identities MB 3.430
3:00 p.m.	BREAK									
3:30 p.m.- 5:00 p.m.	Wave Upon Wave 2 MB 1.210	Indigenous Storytelling as World (re)making MB 2.210	Teachers as Investigators in the Age of AI MB 2.430	Canadian Fictions and Movements MB 2.435	Paradise and Polemics in Milton and Dryden MB 2.445	Global and Indigenous Graphic Narratives MB 3.210	Life Writing in Embodied and Feminist Forms MB 3.270	Tuning in to Literary Radio 2 MB 3.435	Victorian Faith, Femininity, and Felines MB 3.445	Identifying and Disrupting Racialized-Gendered Normativities in the Classroom: Workshop MB 3.430

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ACCUTE 2026 CONFERENCE PROGRAM

DAY 3 – Break: 3:00 p.m. - 3:30 p.m.

DAY 3 – Plenary: 3:30 p.m. - 5:00 p.m.

DAY 3 – Evening Events

SUNDAY, JUNE 7, 2026

DAY 4 – Annual General Meeting: 8:30 a.m. - 10:00 a.m.

DAY 4 - Break 10:00 a.m. - 10:30 a.m.

DAY 4 – Session 2: 10:30 a.m. - 12:00 p.m.

DAY 4 – Lunch: 12:00 p.m. - 1:30 p.m.

DAY 4 – Session 3: 1:30 p.m. - 3:00 p.m.

DAY 4 – Break: 3:00 p.m. - 3:30 p.m.

DAY 4 – Session 4: 3:30 p.m. - 5:00 p.m.

ACCUTE 2026 PUBLISHERS’ BOOK EXHIBITION

WORKSHOPS

THURSDAY JUNE 4, 2026

DAY 1 – Session 1: 8:30 a.m. - 10:00 a.m.

8:30 a.m. *Salvage Inventory &/or Inventory Salvage*
MB 1.210

Chair: Mark McCutcheon, Athabasca U; Titi Aiyegbusi, U of Toronto

Paul Barrett, U of Guelph – Sounding the Future: *The Blue Clerk* After Humanism
Madhubrata Bhattacharyya, U of Toronto – “Thinking of water in a time of wreckage”:
Dionne Brand and The Boatmen of Bengal
Titiola Aiyegbusi, U of Toronto - TBD

8:30 a.m. *New Writing in a Time of Disorientation 1*
MB 2.210

Chair: Anna Veprinska, U of Calgary; Uchechukwu Peter Umezurike, U of Calgary

Anna Veprinska, U of Calgary – Writing Crisis: Poetry as Violation, Responsibility,
and/or Necessity
Theo Fox, York U – Decontextualize, Reappropriate, Materialize: Palimpsestic Poems
That Resist
Euan Lim, U of Calgary – Thirty Days Left to Live: Autofiction as Therapy

8:30 a.m. *Speculative Renaissance*
MB 2.430

Chair: Kevin Pask, Concordia U

Darragh Languay, Concordia U – Willing and Tilling: The Utopian Sustainability of
Isabella Whitney and Hugh Plat
Erin Paulhus, McGill U – *The Tempest*: Shakespearean Romance and Speculative,
Apocalyptic, and Dystopian Adaptation
Paul Yachnin, McGill U – *King Lear* as Speculative Theatre

8:30 a.m. *Literature and the Geo-Logics of Conquest 1*
MB 2.435

Chair: Brennan McCracken, Concordia U

Sydney Wildman, Queen's U – Reading the Rocks: Nineteenth-Century Perceptions of Africa's Geological Primitivity

Harman Uppal, Simon Fraser U – Island Laboratories and Building Nations: Deconstructing Terra Nullius in Rachel Heng's *The Great Reclamation*

Benjamin Bush Anderson, Dalhousie U – Site-specificity and ecopoethics in Jacquelyn Mills' *Geographies of Solitude*

8:30 a.m. *Fractured Selves in Canadian Literature*
MB 2.445

Chair: Lorraine York, McMaster U

Sara Jamieson, Carleton U – Multi-Species Perspectives on Dementia in Recent Writing by Margaret Atwood

Doaa Tirmizi, McMaster U – When The Soul Splits

Sophia Shelley, McMaster U – Mocking the Phallus: Gendered Subjectivities and Humour as Counter-Narratives in *Lives of Girls and Women*

8:30 a.m. *Adaptation Across Media*
MB 3.430

Chair: Alexandra Lukawski, Western University

Madelaine Moynes-Keshen, Western University – The Yuppie Oedipus: Michael Almereyda's 2000 film adaptation of William Shakespeare's *Hamlet*

Julia Garcia, Western University – The Sun Will Shine on Us as on Man: Reimagining *Frankenstein's* Creature and Other Monsters in the 21st Century

Irina Znamirovski, U of Toronto – To Dance in the Moonlight Revels: The Narratological Function of Pas De Deux sequences in 1960s Classical Ballet Translations of *A Midsummer Night's Dream*

8:30 a.m. *Creative Research 1*
MB 3.210

Chair: Jessi MacEachern, Concordia U

Misha Solomon, Concordia U – Montréal Biodôme as Place and Bestiary

Jenna James, U of New Brunswick – *Fire in Virtue*: Queering Ecological Crisis Through Poetics of Dissociation

8:30 a.m. *Imagining Futures Otherwise*
MB 3.270

Chair: Brent Bellamy, Trent U

Naomi Boswell, Dalhousie U – No Orange Sunsets Over Grass: Afropessimism, the
Extroverted African Novel, and Afrofuturism as Ways of Writing Africa
Reed Inver, U of British Columbia – “Might Be Going to Have Lived”: Anthropology,
Anarchism, and Unknowable Utopias in Ursula K. Le Guin’s *Always Coming
Home*
Aiza Gamboa Bragg, U of British Columbia – Even In Another Time: Poetic
Reproduction and Immortal Queer Futurism

8:30 a.m ***Pedagogies of Repair***
MB 3.435

Chair: Maggie McDonnell, Concordia U

Payal Nagpal, U of Calgary – Rice's Decolonial Apocalypse: the Possibility of Epistemic
Resurgence
Emily Zepick, U of Saskatchewan – In Search of Safe Spaces: 2SLGBTQIA+ Spaces in
Mary Jean Chan’s Poetry Collection *Flèche* in Relation to Saskatchewan
Trauma-Informed Pedagogy
Deborah Blenkhorn, Kwantlen Polytechnic U – Trauma Informed Practice in
Composition and Literature Classes

8:30 a.m ***Social Media, Communication, and Community***
MB 3.445

Chair: TBA

Zahra Falahatpisheh, Western University – Social Media, Social Capital, and
International Students’ Adaptation in Canada
Rebecca Halliday, U of Victoria – Communication as Workplace-Ready Skills for
English Majors?: Exploring Professionalization and Interdisciplinary Boundaries
at the University of Victoria
Sarah Rewega, U of Guelph – Veiled Histories and Viral Protests: How one Image of
Mahsa Amini Transcended Personal Suffering

DAY 1 – Break 1: 10:00 a.m. - 10:30 a.m.

DAY 1 – Session 2: 10:30 a.m. - 12:00 p.m.

10:30 a.m. Rethinking Romantic Science 1 (NASSR/ACCUTE)
MB 1.210

Chair: Raj Banerjee, Western University

Joel Faflak, Western University – You Put a Spell on Me: Romanticism, Mesmerism, and Psychoanalysis

Andrew Sargent, Western University; Jeff Swim, U of Northern British Columbia – Romantic Astronomy, Myth, and the Revelation of Finitude: Keats’s Saturnine Cosmos

Jeremy Arnott, Concordia U – Romanticism and the Mechanical Body: Hoffman & Kleist on Automation

Adam Mohamed, Western University – Exploring the Limits of Schlegel’s “Logical Chemistry:” Reading Shelley’s *A Defence of Poetry* as Symphilosophy and the “Science of Sciences”

10:30 a.m. The World Remade: Deconstruction and Reconstruction through Language 1
MB 2.210

Chair: Kate Sheckler, Marianapolis College

Emily Magajna, McGill U – Diagnostic Colonialism v.s. Guerilla Mutineers: Cracks in the Attempted Calcification of Meaning in Translations and *Blue/Orange*

Kirsten Bussière, U of Ottawa – “Littl Shyning Man the Addom”: The Development of Myth in Post-Apocalyptic Fiction

Kate Sheckler, Marianapolis College – Burning Down the House: Determinative Metaphor and the Patriarchal Gaze in *Jane Eyre*

Nitasha Baig, U of Alberta – Fanatic and Fanatacized: Rejecting Orientalist Identity in *Poems From Guantanamo: The Detainees Speak*

10:30 a.m. How Should a Person be Bored?
MB 2.430

Chair: Myra Bloom, York U; Erin Wunker, Dalhousie U

Busra Copuroglu, Western University – Hanging Over Like a Lazy Rain Cloud: Describing a Feel

Kasia Van Schaik, U of New Brunswick – “The cruelty of the world was tranquil”: Clarice Lispector’s Bored Women

Myra Bloom, York U – The Banality of Incel: Russell Smith’s *Self-Care*

Alex Prong, U of New Brunswick – Plotlessness as Resistance in Contemporary Queer Fiction

10:30 a.m. *Rethinking the Profession of Journalism and Authorship in/through Periodical Studies (RSVP/ACCUTE)*
MB 2.435

Chair: Stephan Pigeon, St. Francis Xavier U

Kaitlyn Fralick, Queen's U – Reconsidering the Female Poet's Interpretive Labour through Nineteenth-Century Illustrated Literary Annuals

Lisa C. Robertson, U of New Brunswick – The Prophetic Reviewer: Time and Authorship in Margaret Oliphant's "Modern Light Literature" Series in Blackwood's

Stephan Pigeon, St. Francis Xavier U – Endless Precarity: Status and Labour in Victorian Journalism

Alexis Easley, U of St. Thomas – Celebrity Portraiture, Intimacy, and the Mass Media in Late Victorian Britain

10:30 a.m. *Marxism v. Poetry*
MB 2.445

Chair: Paisley Conrad, Concordia U; M.A. King, Concordia U

Amie Zimmerman, U of Albany; Geordie Miller, Mount Allison U – "Writing & Fighting": Wendy Trevino's Committed Poetics

Fintan Calpin, King's College London – Depreciated Machinery

Annalise Quesnelle, Brock U – "Teaching That We Matter": Poetic Instruction in Derek Beaulieu's *Do It Wrong: How to be a Poet in the Twenty-First Century*

10:30 a.m. *Reimagining Canada: Roundtable*
MB 3.430

Gregory Betts, Brock U

Concetta Principe, Trent U

Barrington Walker, McMaster U

Carl James, York U

Ian McKay, McMaster U

10:30 a.m. *Celebrity and Cultural Authority*
MB 3.210

Chair: Veronica Austen, U of Waterloo

Lorraine York, McMaster U – "Mr. Murakami's Place": Reluctant Literary Celebrity As Digital Agony Uncle

Sosthenes Ekeh, U of Alberta – Literary Prize Culture and the Politics of National Literature: Interrogating the Nigeria Prize for Literature
Bebhinn Jennings, McMaster U – *Doppelgänger* and Double Life: The Constraints of Public Persona in Celebrity Memoir

10:30 a.m. *Writing in the Eighteenth Century*
MB 3.270

Chair: Katarina Dyck, Queen's U

Chance Pahl, Briercrest College – Tranquility in/and the Eighteenth-Century Periodical: James Boswell's *Hypochondriack* as a Cure for Melancholy
Mariana Chajon Oliveros, Independent Scholar – A Heteronormative Veil: Interpreting the Marriage Plot in Frances Burney's *Evelina*
James Munro, McMaster U – The World On Stage: Geographic Shifts in the Representation of Colonized Spaces in the 17th Century English Theatre

10:30 a.m. *Pedagogy in the Age of AI*
MB 3.435

Chair: Maggie McDonnell, Concordia U

Taylor Breckles, Alexander College; Rebecca Ardron, Alexander College – The Fear of the Required Unknown in Higher Education: Exploring Hesitancies Surrounding the Encouraged Adoption of AI and Indigenization
Sarah Seeley, U of Toronto; Michael Cournoyea, U of Toronto – Naming the Response: A Critical Examination of Bot-Proofing
Matt Kavanagh, Okanagan College – Uncanny Valley: Encountering AI doppelgängers in the classroom

10:30 a.m. *Storytelling, Worldbuilding*
MB 3.445

Chair: Heather Clitheroe, U of Calgary

Kirsten Favreau, U of Ottawa – Greater than Resistance: Metafictional Orality in Toni Morrison's *Beloved* and Louise Erdrich's *Tracks*
Louise Harrington, U of Alberta – Border voices: storytelling and peacebuilding
Morgan Kittson, Dalhousie U – Marriages, Misfortune, and Manifestation: Gudrun's Agency in the Face of Fate in *Laxardal Saga*
Renan Cabral Paulino, Simon Fraser U – Negotiating Archipelagic Identities in Rachel Hang's *The Great Reclamation*

THURSDAY, JUNE 4, 2026

10:30 a.m. Teaching, Researching, and Writing Literature in Genocidal Times: Gaza in the Classroom (CAPS/ACCUTE)
MB 3.255

Chairs: Aaron Kreuter, Trent U; Zishad Lak, Trent U

Lisa Richter, Independent Scholar – Poetry after Zionism: Diasporism as a Gateway to a Pluralistic Poetics

Osama Jarrar, Arab American U – Narratives of Resilience and Hope: Theory and Practice against Scholasticide

DAY 1 – Lunch: 12:00 p.m. - 1:30 p.m.

12:00 p.m. ACCUTE Representatives Lunch
LB 649

12:00 p.m. ACCUTE Board Lunch
LB 646

12:00 p.m. Group Book Launch for New Scholarly Books on Canadian Literature
LB Building - 4th Space (Ground Floor)

Concordia University Press cordially invites you to a group book launch to celebrate new scholarship on Canadian literature. Please join us to celebrate authors from around the country and hear short presentations about the new books they have published with Association of Canadian University Presses members. Books will be for sale, refreshments will be served, and there will be time to mingle, discuss, and congratulate colleagues and friends. Time: 12 pm to 1:30 pm; Location: 4th Space, ground floor of 1400 de Maisonneuve Blvd. W.

DAY 1 – Session 3: 1:30 p.m. - 3:00 p.m.

1:30 p.m. Speculative Fictions of Sleep and Wellness
MB 1.210

Chairs: Amala Poli, U of Toronto; Suvendu Ghatak, U of Florida

Ana Fraile-Marcos, U de Salamanca – Indigenous Reframings of Sleep in the Burnout Era

Clara Langlois, Simon Fraser U – Sleep as Chrysalis: Fantastical Self-reconstruction in Ottessa Mosfegh's *My Year of Rest and Relaxation*

Nicole Dufoe, York U – Restless Rhythms: Morris, Wells, and the Sleep of the Future

Zohreh Daeizadeh, York U – Sleeping Bodies, Confessing Images: Sophie Calle and the Post-Photographic Confessional

1:30 p.m. *What is African Feminism? (CAAS/ACCUTE)*
MB 2.210

Chairs: Deborah Egbekpalu, Memorial U

Gladwell Pamba, Concordia U – “Vulgarity” as Agency: Understanding African Feminism

Racheal Kalaba, U of Toronto – Women’s Narratives as Living Theory: An African Womanist Reading of Bemba Indigenous Leadership

Uchechukwu Umezurike, U of Calgary – Feminist Criticism and Penile Masculinity in Lola Shoneyin’s novel *The Secret Lives of Baba Segi’s Wives*

Chinelo Ezenwa, Memorial U – From Motherism to Nego-Feminism: Acknowledging the Many Faces of African Feminisms

1:30 p.m. *Alienation and Identity in Western Canadian Poetry*
MB 2.430

Chair: Solomon Goudsward, York U

Maia Harris, Concordia U – Even the Ground’s Dispersed

Jordan Price, U of Victoria – “writing a self / a country”: Western Alienation and National Allegory in bpNichol’s *The Martyrology*

Patric Aura, U de Montréal – “An Explosion of Trying”: Alienation and the Prefatory Long Poem in Patricia Blondal’s *A Candle to Light the Sun*

1:30 p.m. *Special Issues of Cultural and Critical Production in Canada*
MB 2.435

Chairs: Bart Vautour, Dalhousie U; Marissa Carroll, Dalhousie U

Eric Schmaltz, Dalhousie U – A Periodical That Sings: R. Murray Schafer’s *Open Letter Festschrift*

Billy Johnson, Dalhousie U – What Makes an Issue Special? Canadian Little Magazine Precursors at the Turn of the Twentieth Century

Molly Pearce, McGill U – Groundwork: Periodicals and the Development of Critical Bioregionalism in Canada

Smaro Kamboureli, U of Toronto – Special Issues: Re-fashioning Canadian Literature

1:30 p.m. ***Disability and Illness Narratives as Re-worlding 1***
Disability Gain: Writing the Creative, Reframing Disequilibrium, and Thinking
in the Hyphens
MB 2.445

Chair: Jorge Vallejos, York U

Maureen Medved, U of British Columbia; Diane Drieger, U of Manitoba – Disability
Gain: Writing the Creative
Mikaela Kassir, McGill U – Reframing Disequilibrium: Investigating the Politics of Care
and Cure in Contemporary Literature
Tess Casher, U of Alberta – Thinking in the Hyphens

1:30 p.m. ***WORKSHOP: Reflexive Trauma Methodology: Emotional and Structural***
Reflexivity in Research
MB 3.430

Organizer: Waed Hasan, U of Guelph

This workshop addresses the challenge of conducting research on sensitive, potentially traumatic subjects while remaining critically aware of one's own emotional responses and positionality. Drawing on Bourdieu's reflexive sociology and Finlay's reflective methodologies, participants will explore both structural and personal dimensions of reflexivity in their research. The session will be highly interactive, combining short theoretical overviews with practical exercises.

Activities include:

- Structured Reflexive Mapping: Participants trace their positionality and emotional responses to their research topic.
- Emotional Journaling Exercise: Guided prompts encourage researchers to document feelings, triggers, and embodied reactions encountered in research.
- Peer Reflection Dialogue: Participants share insights in small groups, practicing ethical and empathetic engagement with emotions in research.
- Integrative Discussion: Participants link their personal reflections to structural and theoretical frameworks, exploring how emotions shape research decisions, interpretations, and representations.

By the end of the workshop, participants will gain concrete strategies for identifying, documenting, and analyzing emotional responses in research, understand the interplay between structural reflexivity and personal emotions, and develop a methodologically rigorous yet ethically sensitive approach to trauma-informed scholarship.

Capacity: 20

1:30 p.m. *Ecological Kinship, Grief, and Care*
MB 3.210

Chair: TBA Reed Inver, U of British Columbia

Jason Haslam, Dalhousie U – No Island is a Man: Francis Stevens' "Friend Island" and Extraction

Veronica Exner, U of Alberta – In the Midst of the Willows: A Poetics of Willowiness

Ben Berman Ghan, U of Calgary – Everything is Happening Right Now: Writing the Fantastic with Climate Grief

1:30 p.m. *Fiction, Ethics, Attention*
MB 3.270

Chair: TBA

Bahare Yousefi, U of Ottawa – Unexpected Attunement and Lyric Attention in Kim Stanley Robinson's *The Ministry for the Future*

Aaron Kreuter, Trent U – Fictionalizing Pivotal Moments in the Zionist Colonization of Palestine in Alison Pick, Tova Reich, and Adania Shibli

Sanchari Sur, Wilfrid Laurier U – Using Postmemories to Write the Mad Naxal Revolutionary into Fiction

1:30 p.m. *Worldbuilding as a Political Practice 1: Theory*
MB 3.435

Chair: Brent Ryan Bellamy, Trent U

Antje Rauwerda, Goucher College – Creative Reading as Challenge to the Academy: A Cognitive Science Approach

Danna Petersen-Deeprise, Queen's U – The Subversive Potential of Queernormative Worldbuilding

Jennifer Komorowski, Western University – Indigenous Worldbuilding as Indigenous Futurism

Sharon Engbrecht, U of Guelph – Worldbuilding through Improvisation

1:30 p.m. *Queer Mediation*
MB 3.445

Chair: Johanna Gibson, Dalhousie U

Erika Hunter, York U – Acting Upon The Body: On David Wojnarowicz and Bridging the Gap Between Queer Literature and Drug Literature

Asmar Ahmadi Golabkharan, Waldorf International School – Queer Visibility and Media Representation in Canada: Cultural Narratives, Identity, and Inclusion
Amy LeBlanc, U of Calgary – “Buried alive and suffocating to death”: Body Horror and Gothic Embodiment in *I Saw the TV Glow*

1:30 p.m. Pedagogical Powder Kegs: Intellectual Freedom in an Era of Banned Books
MB 3.255

Chair: Matthew Zantingh, Redeemer U

Linda Morra, Bishop’s U – (Not) Making Room: Institutional Hierarchies in the Study of Literature

Matthew Zantingh, Redeemer U – Did You Read the Fine Print? Exploring Institutional and Departmental Substructures

Noah Van Brenk, Independent Scholar – Pornographic Piety: Sola scriptura as Textual Fetishism in Margaret Atwood’s *Gilead* Novels

DAY 1 – Break 2: 3:00 p.m. - 3:30 p.m.

DAY 1 – Session 4: 3:30 p.m. - 5:00 p.m.

3:30 p.m. PLENARY LECTURE: Michael A. Bucknor – “(De)colonial Hauntings and the Black Sonic Fantastic: Riffing Off Dub Poetry”
MB 1.210

Michael A. Bucknor is Professor and Tier 1 Canada Research Chair in Black Global Studies and Decolonial Practice at the University of Alberta. Formerly, he was Chair of the Department of Literatures in English, Public Orator at the Mona Campus (University of the West Indies), and Chair of the Association of Commonwealth Literature and Language Studies (ACLALS). Awarded the 2018 and 2020 UWI Principal’s Award for Best Research Article, he also received the 2019 Institute of Jamaica’s Gold Musgrave Medal for Eminence in the field of Literature. He currently serves on the editorial boards of several journals and is Co-Editor-in-Chief of the *Journal of West Indian Literature*. He carries out research on the African Diaspora, Austin Clarke, Caribbean-Canadian writing, Black Canadian cultural production, postcolonial literatures and theory, masculinities, sexualities, and popular culture. Widely published, his most recent publication is “‘Leaving Traces’: Decolonial Hauntings and Affective Ecologies,” (Co-authored with Aon Abideen) *JWIL* (April 2025), and the monograph, *Olive Senior*, in The Caribbean Biography Series, UWI Press is forthcoming in 2026.

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THURSDAY, JUNE 4, 2026

DAY 1 – Evening Events: 5:00 p.m. onwards

6:00 p.m. **Opening Night Dinner**
Satay Brothers - 3721 rue Notre Dame Ouest
(Tickets must be purchased via the [conference registration link](#))

FRIDAY, JUNE 5, 2026

DAY 2 – Session 1: 8:30 a.m. -10:00 a.m.

8:30 a.m. *Mental Health in the Creative Writing Classroom*
MB 1.210

Chair: Samantha Annie Bernstein, York U

Bronwen Tate, U of British Columbia – 10 Practices to Support Emotional Agency in Creative Writing Courses

Joshua Friesen, Western University – Affective Writing and its Grading Practices

Kate Hargreaves, U of Windsor – Trauma-Informed Practice in the Post-Secondary Creative Writing Workshop

Maria Cichosz, U of Toronto; Erica Cardwell, U of Toronto (Scarborough) – Managing Boundaries and Difficult Topics in Creative Nonfiction

8:30 a.m. *Restorative Storytelling*
MB 1.210

Chairs: Precious Gauthier, McMaster U

Charlotte Lilley, McMaster U – Nostalgic Storytelling In/Through Apocalypse in Ma's *Severance* and Mandel's *Station Eleven*

Zahra Mirabolfathi-Nejad, Western University – Why Not Laugh Back?: Humour and Storytelling in Firoozeh Dumas' *Memoir of Iranian Resistance in the West*

8:30 a.m. *Humour Me: Retelling Stories and Histories*
MB 2.435

Chairs: Mohammad (Mo) Sharifi, Fanshawe College; Kristine Dizon, Concordia U

Christiane Tarantino, Toronto Metropolitan U – Sprinkles and Sweatshop Stories: Humour, Trauma, and Immigrant Labor in Thammavongsa's Work

Gladwell Pamba, Concordia U – Trading with Caution: Retelling of History & Trauma

Amelia (Molly) Labenski, U of Calgary – Storytelling through Absurdism in E.L Doctorow's *Ragtime* and Paul Beatty's *The Sellout*

Maya Phillips, McMaster U – Replacing Lack with Abundance: Indigenous Historical Fiction as Retroactive Self-Determination

8:30 a.m. *Reimagining Canada: Panel*
MB 2.445

Chair: Gregory Betts, Brock U

Kalli McIver, U of British Columbia – Time-Travelling with Warren Cariou's Petrographs
Isabella Lirette, Dalhousie U – Mi'kmaq Poetry as "Counter-mapping"
Zoe Mix, U of British Columbia – Métis Books Abroad: Studying the Transnational
Reception of Métis Literature in the US and Canada

8:30 a.m. *Mediating Meaning: Time, Politics, Embodiment*
MB 3.210

Chair: Shane Neilson, McMaster U

Megan Gorsalitz, Queen's U – Television Temporalities: The Effects of the Streaming
Model on Medievalism
Ian-Jyzel Gallardo, U of Guelph – Fluxeuse Poiesis
Alex Blais, U of Calgary – Claiming Jane: Affinity Spaces of the Alt-right Janeites

8:30 a.m. *That Sh*t Hurted: Beyond the Limits of Language*
MB 3.430

Chair: Theo Fox, York U; Tamara Frooman, York U

Emily Mao, U of British Columbia – "watch me vanish": Psychic Suffering and
Postdramatic Poetics in Sarah Kane's *4.48 Psychosis*
Emily Cann, Dalhousie U – Graphic Suffering: Comics and Remaking the World of
Chronic Pain
Natasha Alcalde Lawton, York U – My Body's Pain: Undone, and Knit Into a Shawl
Asmar Ahmadi Golabkharan, Waldorf International School – Non-Standard Grammar as
Emotional Expression in Contemporary English

8:30 a.m. *Diaspora and Memory in Asian North American Literature*
MB 3.270

Chair: Ryanne Kap, U of Calgary

Avleen Grewal, U of Ottawa – Haunting artefacts: Traumatic disorientations in Sharon
Bala's *The Boat People*
Sofia Osborne, U of British Columbia – Mapping Mixed-Raceness in Edith Eaton's
Montreal

Mary Igmen, McMaster U – ‘Native Informant’ and Alienated Mother: To Whom the Immigrant Child Speaks in Ocean Vuong’s *On Earth We’re Briefly Gorgeous*
Hanako Teranishi, Simon Fraser U – Re-historicizing *In Cold Blood* (1965) in Light of Japanese Internment and the Civil Rights Movement

8:30 a.m. *Literature in the Digital Age: Reading, Writing, and Reviewing Across Platforms 1*
MB 2.430

Chair: Aman Grewal, McGill U

Juliana Lau, U of Calgary – BookTok, Bookstagram, and BookTube
Alexandra Lamb, U of British Columbia – The Work of Art in the Age of Digital Reproduction: What Modern Readers Can Learn From Medieval Manuscripts
Elena Sénéchal-Becker, McGill U – Teaching Each Other How to Love: Queer Affect Transmission and Archiving Methods in Digital Poetry Communities

8:30 a.m. *Poetic Worlds, Poetic Spaces*
MB 3.435

Chair: Nathan TeBokkel, Western University

Joel Katelnikoff, U of Alberta – “The Limits of My Language Mean the Violent Thudding of My Heart”: Investigating the Strangeness of Wittgenstein’s Language through Cut-Ups
Youeal Abera, McGill U – The Affordability of Archiving: An Analysis of Rukeyser’s *The Book of the Dead* and the Obscuration of White Supremacy
Christopher Giannakopoulos, U of Waterloo – Made under constraint: literary tensions in poetry as architecture

8:30 a.m. *Philosophical Approaches*
MB 3.445

Chair: Irina Znamirovski, U of Toronto

Kayla Fanning, Concordia U – Rootedness, Trans-corporeality, and Violence in Sarah Moss’s *Ghost Wall*
C. Jade MacDonald, U of Toronto; Nat Leduc, U of Toronto – Pink Opacities: Trans Becoming as Opaque Illumination
Jesse Genreux, McMaster U – Cultivating the Conditions of Ethical Subjectivity Through Experiments in Literary Form: bpNichol and Emmanuel Levinas

8:30 a.m. Roundtable on Victorian Incubators (VSAWC/ACCUTE)
MB 3.255

Chair: Heather Marcovitch, Red Deer Polytechnic; Susan Johnston, U of Regina

Sammy Cormier, U of New Brunswick – Queering the Salon: Natalie Clifford Barney's "Paris Circle"

Jo Devereux, Western University – The St. John's Wood Clique: Incubating Aestheticism in the 1860s

Tara MacDonald, U of Lethbridge – The Men and Women's Club as Flawed Feminist Incubator

Andrea Korda, U of Alberta; Mary Elizabeth Leighton, U of Victoria; Vanessa Warne, U of Manitoba – Digital Methods and Material Encounters: What We Learned from Crafting Communities

Heather Marcovitch, Red Deer Polytechnic; Richa Dwor, Douglas College – Jewish Victorian Incubators

Daniel Martin, MacEwan U – James Hunt and the Choreographies of Contagious Speech, 1850-1900

Jill Ehnenn, U of Alberta – Collaboration and Incubation

DAY 2 – Break: 10:00 a.m. - 10:30 a.m.

DAY 2 – Session 2: 10:30 a.m. - 12:00 p.m.

10:30 a.m. Beyond Binaries: Victorian Literature in Transnational Contexts (NAVSA/ACCUTE)
MB 2.210

Chair: Reza Taher-Kermani, Concordia U

Ella Hooper, Concordia U – Opium, Object and Orientalism: Symbols of Empire and the Expansion of the Victorian Periodical Press

Donna Tillotson, Queen's U – From Translation to Transformation: Spinoza's Role in Eliot's Reimagining of Victorian Gender

Ali Hassanpour Darbandi, York U – "Azad or Free Like Cypress?": Thoreau's Non-propositional *Religion of Nature* and Saadi's *Gulistan*

Cherrie Kwok, U of Iowa – E. Pauline Johnson's Mohawk Metalepsis

10:30 a.m. New Writing in a Time of Disorientation 2
MB 2.210

Chair: Anna Veprinska, U of Calgary; Uchechukwu Peter Umezurike, U of Calgary

Andy Weaver, Trent U – PurgatorioXIX: Erasure (Poetry) In the Time of COVID
Uchechukwu Peter Umezurike, U of Calgary – Postwar Memory, Historical Trauma, and Poetry

Blair Yoxall, U of Calgary – An Historical Presence: Treat Them as Buffalo in Its Modern Catastrophic Contexts

10:30 a.m. *Narratives of the Unspoken: Trauma, Memory, and Identity 1 – Trauma at the Borders*
MB 2.435

Chair: Nafiseh Shajani, Western University

Aamna Rashid, U of British Columbia – The Body as an Archive: Performing the Memory of Partition (1947)

Fatemeh Zarvasi, U of Victoria – Co-naissance and Co-affectivity in Aliyeh Ataei's *The Alcove*

Concetta Principe, Trent U – Minor Detail and the Muselmann

10:30 a.m. *Irrepressibility: Women's Writing throughout History 1 – 1600-1900*
MB 2.445

Chairs: Charlotte Esme Frank, McGill U; Emily McConkey, McGill U

Marie Trotter, McGill U – “I’m Bold To Sit Amongst You For My Ease”: Irrepressible Female Spectatorship in *The Knight of The Burning Pestle*

Abigail Butler, McGill U – Negotiating Female Sexual Pleasure in the Early Romance Novel

Zohreh Ramin, Acadia U – Irrepressible voices from Qajar Iran to Enlightenment England

Julia Bifulco, McGill U – “We found her hidden just behind those screens”: Christina Rossetti and Elizabeth Siddal

10:30 a.m. *ROUNDTABLE: AMA and FAQ: Submitting your Research to a Journal*
MB 3.210

Mary Chapman, U of British Columbia – *Canadian Literature Journal*

Allan Pero, Western University – *English Studies in Canada*

Janice Schroeder, Carleton U – *Victorian Review*

10:30 a.m. *Sound Pedagogy: Listening to Literary Audio in Classrooms and Beyond*
MB 3.430

Chairs: Karis Shearer, U of British Columbia; Klara du Plessis, U of British Columbia

Natasha D'Amours, U of Alberta; Sarah Freeman, U of Alberta – 360° Video and Ambisonic Audio: A Case Study in “Re-Sounding” Literary Audio for Research-Creation

Emily Fedoruk, Independent Scholar – The Classroom Theatre: Pedagogies of Sound at the 1963 Vancouver Poetry Conference

Cole Mash, U of British Columbia (Okanagan Campus) – ‘Physiology Flutter’: Reading and Pedagogy of Mediatized Spoken Word Poetry

10:30 a.m. *Postcolonial Masculinities and Femininities*
MB 3.270

Chair: Jennifer Komorowski, Western University

Ifra Kainat, U of Lahore – Masculinities in Transit: Gender, Power, and Vulnerability in the works of Mohsin Hamid and Kamila Shamsie

Mariana Chajon Oliveros, Independent Scholar – The Mimic Women in The Mimic Men

Haley Prosser, McMaster U – Resisting the Domestic Space: Gender, Sexuality, and Imagined Spaces in *The Shadow Lines*

10:30 a.m. *Modernism, Fascism, and Race*
MB 2.430

Chairs: Lydie Hua, U of Saskatchewan

Allan Hepburn, McGill U – Rex Warner, Betty Miller, and Fascist Melodrama

Andre Furlani, Concordia U – Counter-Flanerie: Racialized Walking in Modern Fiction

Joseph Rosenberg, U of Notre Dame – Litvinoff Contra Eliot

10:30 a.m. *Practicing Poetic Attention*
MB 3.435

Chairs: Jessi MacEachern, Concordia U

Andy Weaver, York U – Theodore Enslin’s Poetry of Ethical Attention

Gaurav Jain, U of Victoria – The Queer Fool’s Etiquette: Gary Snyder’s Fire Writings and the Refusal of Redemption

Kasia Van Schaik, U of New Brunswick – A Day’s Work: Durational Poetry and Domestic Time

10:30 a.m. *Writing a Life from the Margins 1: Writing a Queer Life*
MB 3.445

Chair: Titi Aiyegbusi, U of Toronto

Bronte Cronsberry, Western University – Reading the Canon: Life Writing and the Embodiment of Queer Theory

Shannon Brown, Dalhousie U – A Queer Mourning Matrix: Beautiful Writing and Living

Aiza Gamboa Bragg, U of British Columbia – "A Shout from the Grave": *Pro Bernal Anti Bio* as Queer Filipinx Anti-Archive

Arshad Said Khan, U of Alberta – Deviant Citizenship: Caste, Gender, and the Promise of Hindu Sovereignty in Contemporary Indian Hijra Life Narratives

10:30 a.m. *Mapping Canadian Literatures from Backwoods to Prairies*
MB 3.255

Chair: Alexander Sallas, Literary Review of Canada

Marissa Carroll, Dalhousie U – A Digital Literary Cartography: Mapping The Song Fishermen's Song Sheet's Transnational Field of Cultural Production

David Buchanan, Athabasca U – Literary Historification of Canada: *British Columbia: A Centennial Anthology*

Jackson Mattocks, U of Calgary – Empathetic Loneliness: Empathy and Loneliness in Prairie Fiction

Matthew Zantingh, Redeemer U – What Lurks in the Backwoods?: Jeff Lemire's Comics as Southern Ontario Gothic Texts

DAY 2 – Lunch: 12:00 p.m - 1:30 p.m.

12:00 p.m. *ACCUTE Creative Writing Caucus Member Lunch*
LB 646

12:00 p.m. *ACCUTE Graduate Student Caucus Member Lunch*
LB 649

12:00 p.m. *ACCUTE Contract Faculty Member Lunch*
LB 659.04

DAY 2 – Session 3: 1:30 p.m. - 3:00 p.m.

1:30 p.m. *Wave Upon Wave 1: A Poetry Reading and Discussion*
MB 1.210

Chairs: Gillian Sze, Concordia U; Diane Yeung, Concordia U

Rijaa Khan, McMaster U – Water as Archive: Memory and the Earth in Diasporic Poetics
Madelaine Caritas Longman, Concordia U – Common Grounds and Waters: Ethics,
Elegy, Ekphrasis
Vinh Thach, McMaster U – Delta Elegy: Refugee Poetics of Water
Rob Winger, Trent U – Selected Bridges

1:30 p.m. *Celebrating the Centenary of Margaret Laurence's Manawaka Saga*
MB 2.210

Chairs: Nora Foster Stovel, U of Alberta

Nora Foster Stovel, U of Alberta – Margaret Laurence's Cultural Mosaic in her
Manawaka Saga
Christl Verduyn, Mount Allison U – Writer to Writer: Marian Engel's Defense of
Margaret Laurence's *The Diviners*
Laura Davis, Red Deer Polytechnic – What Margaret Laurence Told Us About the
Environment: Reading Laurence's Writing Through Eco Criticism
Leilei Chen, U of Alberta – Globalizing "The Canadian Local": Translating Margaret
Laurence's Short Stories into Chinese

1:30 p.m. *Literature and the Geo-Logics of Conquest 2*
MB 2.435

Chair: Brennan McCracken, Concordia U

Tom Nakasako, McGill U – Romantic Natures and Primitive Accumulation in William
Wordsworth and Jane Johnston Schoolcraft
Meaghan Sych, U of Alberta – Reading "The Geology of Colonialism": Prairie Geology
in the Anthropocene
Paisley Conrad, Concordia U – Objectivism, Geology and Value in Lorine Niedecker's
Lake Superior

1:30 p.m. *Disability and Illness Narratives as Re-Worlding 2*
Pain Without Resolution, Re-Envisioning Terminal Illness and Caregiver
Coping, and Non-linear Narratives of Photographic Non-Capture
MB 2.445

Chairs: Jorge Vallejos, York U

Rachel Huh, U of Calgary – Pain without Resolution: Disenfranchised Grief and the Right to Suffer

Anastazia Csegeny, Western University – "This is Not a Story About Grief": Re-Envisioning Terminal Illness and Caregiver Coping in Rick Louis' *Ronan and the Endless Sea of Stars*

Shane Neilson, McMaster U – This is Not a Picture of Me, and There has Never Been One: On Photographs of Autistic People and Nonlinear Narratives of Photographic Non-Capture

1:30 p.m. Audience Reactions to Shakespeare (CSRS/ACCUTE)
MB 3.210

Chair: Alexandra Lukawski, Western University; Alice Hinchliffe, U of Guelph

Julian Quigg, U of British Columbia – ‘Women to Change Their Shapes’: Reconciling Homoeroticism and Heterosexuality in *The Two Gentlemen of Verona*

Kenzo Pecchia, McGill U – Mitigating the Trauma of the Civil War: William Davenant's Shakespeare on the Early Modern Stage

Jacqueline Petropoulos, York U – Playing with Shakespeare and Audience Expectations: The Politics of Colonial Betrayal

1:30 p.m. WORKSHOP: Improvisatory Practices in Research and Pedagogy
MB 3.430

Organizer: Sharon Engbrecht, U of Guelph

"When broken down improvisation, etymologically, lends itself to the idea of unproviding for the future, a decolonial approach to colonialist histories of individualization and knowledge production, what Elwood Jimmy and Vanessa Andreotti describe as “thread sensibilities” in *Towards Braiding*. Threading sensibilities are an orientation towards relationships that focus on collective well-being critical of the hierarchical nature of goal- and progress-oriented outcomes and decision-making. With this in mind, what does it mean to improvise research? What can we do to incorporate improvisation into our scholarship? How can we incorporate improvisatory practices as educators?

Part introduction to the language and tools offered through Critical Studies in Improvisation, part open discussion, and part collaborative and create think-tank about arts-based practices and creative output, the “Improvisatory Practices in Research and Pedagogy” workshop will call attention to implicit hierarchies and institutional practices while also asking participants to respectfully consider and also call into question their own practices as scholars and educators.

This workshop will give participants the chance to answer some of the above questions and to think about the confluence of improvisatory practices in research and pedagogy. Critical Studies in Improvisation gives us language and tools to work within and responsibly challenge the colonialist creep, and neoliberal structure, of the university. The language and tools of improvisation can help us reevaluate the models we have inherited, asking us to think outside the box about how to shift entrenched institutional practices while mindful of the stakes in what it means when we expose a problem at the same time we might be perceived as posing a problem (Ahmed, *Living a Feminist Life*).

The workshop will ask participants to examine how improvisation brings into perspective different approaches to ways of being and doing. The design of the workshop will invite participants to co-design the contents and focus of discussion. This addresses questions about how co-creation takes place within structures that demand or, in the least often presume, a clear structure of knowledge production and quantifiable outcomes. The intention behind this opening-up of the workshop's potential boundaries also invites participants to think about the way modelling can be a basis for thinking through and embodying improvisatory practices.

Together we will investigate multiple contexts of knowledge production and improvisatory practices, including what that means for post-secondary teaching and learning, community-engaged research, and spaces of knowledge curation. The hope is to work together to build a collaborative and caring environment where we can experiment, take risks, and learn from one another, while acknowledging the diversity of our lived experiences and approaches as scholars and educators.

1:30 p.m ***Feeling American: Race, Labour, Orientalisms***
MB 3.270

Chair: Andre Furlani, Concordia U

Colleen Foster, U of Waterloo – Under Construction: The Affective Ideal in *Their Eyes Were Watching God*

Nicholas Marcelli, Queen's U – “Madonna of the Prairie”: Cover Art and the Sexualization of Manual Labour in Willa Cather's *My Antonia*

Albana Stafa, York U – Materializing the American Universal and its Orientalisms Through the Campus Novel: Mary McCarthy's *The Groves of Academe*, Vladimir Nobokov's *Pnin*, and Sonora Jha's *The Laughter*

1:30 p.m ***Black and Indigenous Relationalities***
MB 2.430

Chair: Erica Cardwell, U of Toronto

Odessa Twibill, Simon Fraser U – Finding Black and Indigenous Solidarity in the Life Writing of Maria Campbell and Malcolm X
Jay Pahre, McMaster U – Whiteness as Ambush Predator: Strategies of Settler Hunger, White Consumption, and Gut-turning
Bailey Schaan, U of Alberta – Shading in the Shadow of the Future: Creative History in Wade Compton's *The Outer Harbour*

1:30 p.m. *Worldbuilding as a Political Practice 2: Criticism*
MB 3.435

Chair: Brent Ryan Bellamy, Trent U

Diana Manole, Trent U – To Have or Not to Have a Lapdog in Iran: The Fictional Rereading of Chekhov's Short Story in Fereshteh Molavi's Fiction
Alison Dyck, Western University – The Human Under Totalitarianism in *Do Androids Dream of Electric Sheep?*
Ethan Coleman, U of Ottawa – Reading Books with Maps: Joseph Conrad's *Heart of Darkness* and the Politics of the Paratextual Map
Johanna Gibson, Dalhousie U – Time Flies Like a Banana: Queer Temporality in *This is How You Lose the Time War*

1:30 p.m. *Opacity, Agency, and the Subject in Creative Forms*
MB 3.445

Chairs: Kendra Guidolin, U of Ottawa; Ritu Kurien, U of Ottawa

Claudia Martinez Rivera, U of California, Berkeley – No sé traducir pedregosidad
Kiera Obbard, U of Waterloo – Quiet Comings Out: A Poetics of Queer Opacity
Salena Wiener, Simon Fraser U – "I am half sick of living in the shadow of his gaze": Desire and Opacity in *Cities of Delusions*

1:30 p.m. *Problems of Memory and Nostalgia*
MB 3.255

Chair: Haley Down, U Waterloo

Craig Jacobs, U of British Columbia Okanagan – What I Remember Is This: Reflexivity, Physical Decline, and Shifting Memories of Atrocity in Westerns
Adelvida (Amor) Lomibao, York U – Nostalgia and Futurism and Its Discontents
Shelley Hulan, U of Waterloo – Blind Spot: Nostalgia and Eugenics in Alexander McLachlan's *The Emigrant*

DAY 2 – Break: 3:00 p.m. - 3:15 p.m.

DAY 2 – Session 4: 3:15 p.m. - 4:45 p.m.

3:15 p.m. Indigenous Horror
MB 1.210

Chairs: Krista Collier-Jarvis, Mount Saint Vincent U; Naomi Simone Borwein, Western University

Gage Diabo, Concordia U – Horrors and Comforts of Kinship: The Tones of Shirley Cheechoo's *Bearwalker*

Mylène Gamache, U of Manitoba; Adrienne Huard, U of Manitoba; Ashley Daniels, U of Manitoba; Nicole Stonyk, U of Manitoba; Hope Ace, U of Manitoba – Haunting Relations across the Indigenous prairies (and Beyond)

Doina Ciochina, U of Sherbrooke – Mythic Beasts and Survival: The Rougarou and Wendigo as Symbols of Colonial and Environmental Decay: *Empire of Wild* and *Moon of the Crusted Snow*

3:15 p.m. Medieval(ist) Masculinities and Femininities (CSM/ACCUTE)
MB 2.210

Chairs: Megan Arnott, Lakehead U; Kathryn Walton, Lakehead U

Megan Arnott, Lakehead U – Female Masculinities in the Robin Hood Tradition

Sophia Hastings, Simon Fraser U – Medieval Male Gaze and Feminine Body Politics

Emily Pickett, Queen's U – "The Heart and Stomach of a King": How a Genderbent *Henry V* Can Unlock New Parallels to Elizabeth I in Contemporary Performance

Krista Milne, Leiden U – Representations of Maternal Age in Literary Sources from Medieval England

3:15 p.m. Self in the Age of Autofiction 1
Aesthetic Considerations: Race, the Archive, and the Sublime of Autofiction
MB 2.435

Chair: Concetta Principe, Trent U

Tony Cooper, McGill U – Realer than Real: Accessing the Ideal in the Sonnets of Diane Seuss

Julia Polyck-O'Neill, Memorial U – "IF SHE IS AN IMAGE, SHE IS THE IMAGE OF EVERYTHING THE STATE EVADES": The Archive and/of Lisa Robertson's Autofictional Selves

Hannah Gardiner, Independent Scholar – From autos to eros: deceptive aesthetics & autofiction

3:15 p.m. Ramones at Fifty (CAAS/ACCUTE)
MB 2.445

Chair: Peter Robert Brown, Mount Allison U

Bradley Clissold, Memorial U – Come On, Let's Renegotiate Nazi Rhetoric with the Ramones!

Susan Ingram, York U – Hey! Ho! Let's Go... to Berlin: Musealizing the Ramones

Frances Cameron, McGill U – Curating Rebellion: Punk Music and Alternative Aesthetics in the United States

3:15 p.m. The Literary Critic of Humour, Round Two
MB 3.210

Chair: Danielle Bobker, Concordia U

Gaurav Jain, U of Victoria – Cringe, Click, Repeat: Funny Feelings, Affective Overflow, and the Doomscrolling Critic

Yara Ajeeb, Concordia U – When Kings Cannot Read Themselves: Humour, Misrecognition, and Interpretive Failure in *Kalīla wa Dimna*

Mike Roberson, Vancouver Island U – The Clowns of Country Music: Word Play and Literary Relevance

Emily Stuchbery, Concordia U – In Pursuit of Obstinate Inefficiency: Anticapitalist Imaginings and The Memeification of Whimsy

3:15 p.m. Montreal in the Cultural Imagination: Mapping a City Through Story and Symbol
MB 3.430

Chairs: Nathalie Cooke, McGill U; Lorraine York, McMaster U

Nathalie Cooke, McGill U; Erin Vandenberg, McGill U – Cafés, Clubs, and Clandestine Cabarets: Prohibition-era Nightlife in Sin City and its Surrounds

Sophie Feng, U of Toronto – Mapping the Montreal Queer Nightscapes

Tina Wayland, Independent Scholar – Faint Traces: Mapping the History and Cultural Significance of Montreal's Lithuanian Community

Lu yu, NanJing Normal U; U of Alberta – Alternative Flavors: Culinary Writing and Citizenship Transformation in *Mǎn*

3:15 p.m. Technology in the Literature Classroom
MB 3.270

Chair: Corey Frost, New Jersey City U

Navid Jalali, McMaster U – Reimagining Shakespeare Pedagogy through Video Games
Joe Toner, Concordia U – ChaucerCast: Embracing Middle English Phonetics
Aaron Tucker, Memorial U – Creative Writing Against, With, and About AI

3:15 p.m. *Performing Resistance*
MB 2.430

Chair: Jay Ritchie, Bishop's U

Zahra Barzegar, York U – Spiral, Radial, Fractal: Performing Gendered Memory in Contemporary Indigenous Poetry
Niloofer Rezaee, Western University – “It Wasn’t Always Easy Growing Up Here”: Translation and Iranian Diasporic Identity Onstage
Tika Simone, Iverna Island – Rest as Resistance: Black Feminist Aesthetics, Creative Sovereignty, and the Politics of Refusal
Katarina Dyck, Queen’s U – All the World’s a Stage in “this low cottage”: How Ann Yearsley’s “To Indifference” Blurs the Line Between Public and Private Space

3:15 p.m. *Circulation and Authority in Victorian Literature*
MB 3.435

Chair: Karen Selesky, U of the Fraser Valley

Marziyeh Ghoreishi, Western University – Gendered Voices of Empire: British Travel Writing on Iran in the Nineteenth Century
Kaitlyn Fralick, Queen’s U – The Anglo-Irish Author and the English Periodical Press: J. Sheridan Le Fanu’s Literary Revisions for Charles Dickens’s *All the Year Round*
Alex DiCecco, Western University – “Elle Était Un Peu Gourmand”: Navigating the Taboo of the Gourmand in Victorian Women’s Cookbooks

3:15 p.m. *R. Murray Schafer: Reassessing his legacy*
MB 3.445

Chair: Eric Schmaltz, Dalhousie U; Shannon Brown, Dalhousie U

Emanuel Puscoi, U of Calgary – The Function of Absence: A Psychoanalytic Reading of Silence and Noise in the Work of R. Murray Schafer
William Brubacher, McGill U– The Sonic Meaning of Water in R. Murray Schafer and bpNichol's Ecologies
Karl Jirgens, U of Windsor – R. Murray Schafer's Literary Accomplishments

DAY 2 – Session 5: 5:00 p.m. - 7 p.m.

5:00 p.m. **PLENARY LECTURE: Marcie Frank –“Genre, Situation, Rule: Some Concepts for Literary History?”**
MB 1.210

Marcie Frank is Professor of English at Concordia University. She has published books on gender, theatre, and the development of literary criticism in 17th-century England, Gore Vidal’s career as a public intellectual, and most recently, *The Novel Stage: Narrative Form from the Restoration to Jane Austen* (Bucknell UP, 2020). Recent essays include “Point of View and Embodiment Revisited” in *Eighteenth-century Fiction* and “Situation: A Narrative Concept” in *Critical Inquiry* (Summer 2024), which she co-authored with Kevin Pask and Ned Schantz. The former is part of her current project about narrative point of view in the eighteenth-century novel and the novel of today; the latter emanates from SSHRC-funded team research into the narrative concept of situation. The plenary talk for ACCUTE 2026 builds on the work of the Situation team and takes it into some directions that members may neither recognize nor approve.

Celebration of Research
MB 1.210

SATURDAY, JUNE 6, 2026

DAY 3 – Session 1: 8:30 a.m. -10:00 a.m.

8:30 a.m. Gail Scott: Fiction+/Theory 1: Scott's Styles
MB 1.210

Chairs: Sarah Burgoyne, Dawson College; Jeff Noh, U of Toronto

Corey Frost, New Jersey City U – Nonfinite Possibilities: Syntactical Effects in *Furniture Music* and Other Works by Gail Scott

Geneviève Robichaud, U de Moncton; Erin Wunker, Dalhousie U – Gail Scott's Sartorial Poetics

Andre Furlani, Concordia U – Gail Scott's Arcades Projects

8:30 a.m. The World Remade: Deconstruction and Reconstruction through Language 2
MB 2.210

Chair: Kate Sheckler, Marianopolis College

Dakota Jabbour, Western University – open: Playing with empty Language in bpNichol's Poetry

Joseph Sereney, York U – “Her voice carves / ginger root and oregano / into purloined air”: Female Prophecy and the Destruction of Linguistic Meaning in *After Beowulf*

8:30 a.m. Poetry of Infrastructure/Poetic Infrastructures: Panel 1
MB 2.430

Chair: Robert Stacey, U of Ottawa

Karis Shearer, U of British Columbia; Cole Mash, U of British Columbia (Okanagan) – The Lab as Poetic Research Site

Joseph (J) Shea-Carter, U of Guelph– Along the Bièvre: The Poetics of Infrastructure in Lisa Robertson's *Riverwork*

Jason Wiens, U of Calgary – Tish's Bridges

8:30 a.m. Pedagogies of Relation
MB 2.435

Chair: Emily Zepick, U of Saskatchewan

Maddie Beaulieu, Independent – "Burn the Buried Sunshine": The Queer Ecopedagogies of Ann-Marie MacDonald's *Fayne*

Myra Bloom, York U and U of Mannheim; Stefanie Schäfer, U of Mannheim – Where is Here—and There?: Transnational Approaches to CanLit in the Digital Age

Kate Monahan, Thompson Rivers U – Presencing Indigenous Knowledge in Land-Based Post-Secondary Education: A Settler Educator's Reflexive Inquiry into Decolonization, Accountability, and Relationality

8:30 a.m. ***The Pregnant Text: Reimagining the Maternal Body***
MB 3.430

Chairs: Sharon Engbrecht, U of Guelph

Krista Collier-Jarvis, Mount St. Vincent U – It's A...: Portmortem Virality and the Pregnant (Zombie) Body

Michael Gillis, Concordia U – Queering the Patrilineal Patriarch: Birthing Performative Becomings in Gertrude Stein's "Picasso"

Kelsey Blair, U of the Fraser Valley – Minor Pain and the Postpartum Experience in *Nightbitch* and *Die My Love*

8:30 a.m. ***Transparency and its others in 18th century literature***
MB 2.445

Chair: Marcie Frank, Concordia U

Janice Niemann, Camosun College – "I am no longer to be deceived": Disability, Transparency, and Summer-house Settings in Frances Burney's *Camilla*

Mathieu Bouchard, John Abbott College – "A Transpicuous Gloom": Visibility in Richard Bentley's *Paradise Lost* (1732)

Trishala Dutta, U of British Columbia – Exhaustion as Method: Opacity, Refusal, and the Archive in M. NourbeSe Philip's *Zong!*

8:30 a.m. ***Modernism, Markets, and the Politics of Use***
MB 3.210

Chair: Paisley Conrad, Concordia U

Ann Martin, U of Saskatchewan – How Bazaar: Virginia Woolf and the Politics of Use(fulness)

Elloïse Bastien, McGill U – Reclaiming the Fragmented Nymph in H.D.'s "Oread"

Catherine Hogg, Concordia U – Shopping at the Supermarché: Advertising and Consuming in Gertrude Stein's *Tender Buttons* and Harryette Mullen's *Trimings and S*PeRM**K*T*

8:30 a.m. *The Future of EDI*
MB 3.270

Chairs: Mohammad (Mo) Sharifi, Fanshawe College; Richard Douglas-Chin, U of Windsor

Candace Brunette-Debassige, Laurentian U – The Chilling Effect of Residential School Denialism on Indigenous Faculty Members in Universities
Chinelo Ezenwa, Memorial U – Designing Inclusive and Bias-Free Language Systems: Empowering (Racialized) Faculty Through Transformative Union Agreements
Nicole Kaniki, Huron U – TBD

8:30 a.m. *Tuning in to Literary Radio 1*
MB 3.435

Chair: Michael O'Driscoll, U of Alberta; Sean Luyk, U of Alberta

Katherine McLeod, Concordia U – Fugitive Radio: Listening to CBC Radio Recordings Outside the CBC Archives
Niloofer Rezaee, Western University – The Haunted Medium: Radio, Voice, and Intertextuality in Samuel Beckett's *Embers*
Elena Razlogova, Concordia U – From Virtuosity of the Segue to Poetry of the Body: Freeform Radio at Listener-Supported WFMU

8:30 a.m. *Writing a Life from the Margins 2: Mental Illness, Trauma, and Life Writing*
MB 3.445

Chair: Titi Aiyegbusi, U of Toronto

Odessa Twibill, Simon Fraser U – Finding Black and Indigenous Solidarity in the Life Writing of Maria Campbell and Malcolm X
Theresa Tinkle, U of Michigan – Mad Cripistemologies
Lydie Hua, U of Saskatchewan – Slow Postmemory and Ocean Vuong's Memorialization of his Mother in *On Earth We're Briefly Gorgeous*

8:30 a.m. *Writerly Forms from Doodles to Data*
MB 3.255

Chair: Ethan Coleman, U of Ottawa

Sheheryar Sheikh, Dalhousie U – The Doodle as Antidote: Meandering Toward Self-Directed Meaning

Ryanne Kap, U of Calgary – Scholars of the Self: Parasocial Readings of Catherine Lacey’s *The Möbius Book*
André Babyn, McGill U – Sphere Without Circumference: Systems Thinking, the Library of Babel, and Generative AI

DAY 3 – Break: 10:00 a.m. - 10:30 a.m.

DAY 3 – Session 2: 10:30 a.m. - 12:00 p.m.

10:30 a.m. Gail Scott: Fiction+/Theory 2: Re-reading The Obituary
MB 1.210

Chair: Sarah Burgoyne, Dawson College; Jeff Noh, U of Toronto

Carla Harryman, Eastern Michigan U – A Score for *The Obituary*
Alonso Gamarra, U of Toronto – Fragmented Prose and the Narratable Self in Gail Scott’s *The Obituary* (2012)
Jennifer Henderson, Carleton U – *The Obituary*: a family story that is not one

10:30 a.m. Imagining Spatiality in End of the World Narratives 1: Reconfiguring space after the end
MB 2.210

Chair: Kirsten Bussière, U of Ottawa; Marisa Lewis, Heritage College

Theo Gray, U of Alberta– Urban Border-space and Apocalypse in adrienne maree brown’s *Grievers*
Michael Cameron, Dalhousie U – The City and the Wasteland: Apocalyptic Spatialities in Kevin Brockmeier’s *The Brief History of the Dead*
Mik Tampold, McMaster U – Objects Among Themselves: Anti-Anthropocentrism in *A Tidy Armageddon*
Ian-Jyzel Gallardo, U of Guelph – B-Mor: A space of hope on such a full sea (of squalor and decay)

10:30 a.m. ROUNDTABLE: Doing Critical Thinking Differently
MB 2.435

Moderator: Erin Moure, Writer and Independent Scholar

Three active poet-critic-teachers engage us in a conversation about doing critical thinking differently, from the perspective of their recent hybrid creative/critical works. After brief individual readings, panelists will contribute to a moderated conversation to shed light on their practices and approaches—which may break the norms of literary criticism, but also

renew it and make it possible. In different and delightful ways, all three writers explore literary texts and precedents not by assuming a “critical distance” in order to speak about prior texts, but by writing in collaboration with these texts. The result is an opening of texts to contemporary critical response that does not deny the critic’s own position as reader/writer, and that invites us all to read anew. With panelists Geneviève Robichaud (*The Poetics of Translation*), Joel Katelnikoff (*Recombinant Theory*), and Klara du Plessis (*I’mpossible Collab*).

10:30 a.m. ‘How much do I need to learn about elves?’: Genre in the Creative Writing Workshop
MB 3.430

Chairs: Glenn Clifton, Sheridan College

Richard Kevis, Toronto Metropolitan U – Books That Play Back: Choice, Agency, and Literacy in *Escape from Tenopia*

Danielle Martak, U of Toronto – Genre as Compass: A Pedagogy for Situating A Piece of Creative Writing in Discourse

Bronwen Tate, U of British Columbia – Influences and Inspirations: Micro-Presentations to Support Genre and Aesthetic Diversity in the Creative Writing Classroom

Heather Clitheroe, U of Calgary – Writing Romance and Erotica: Designing a consent-based, trauma-informed online classroom

10:30 a.m. Doing Magic in the University: A workshop for the admin-curious
MB 3.430

Organizer: Lily Cho, York U

Co-organisers: Laura Moss, U of British Columbia; Neta Gordon, Brock U

English literature professors are over-represented, in the best way, in the ranks of senior administration across Canada. In this workshop, we examine the skills that scholars of English literature bring to administrative and leadership work in the university. Participants will learn to map the skills they already have as scholars in our field onto some of the skills necessary for being an effective administrator. As former administrators who have served in roles at multiple levels of leadership in Canadian universities, we know that administrative work, despite its many challenges, can be a place for doing magic in the university. We want to share that possibility for magic, and for transformation during these times of crisis and austerity. We will guide participants to understand how their gifts as scholars can set them up to be outstanding university leaders. While we would be delighted to be joined by folks who are currently administrators, we particularly welcome graduate students who may be considering careers in the university outside of TT positions, and colleagues who are newer to administrative roles (or who have not yet served in one).

Skills participants will acquire skills in:

- Understanding principles of university governance
- Using a literary review and similar research skills to understand the needs of leadership roles
- Recognizing the value of strategic editing in policy revisions
- Understanding the role of storytelling for better communications plans
- Connecting literary critical skills to understanding institutional budget processes
- Locating institutional data and using institutional data for advocacy and decision-making
- Connecting our skills in empathy and intersectionality to approaching leadership roles

Workshop Leaders:

Lily Cho is an Associate Professor of English at York. She has served as Undergraduate Program Director, Department Chair, Associate Dean at York University. She also served as Vice-Provost and Associate Vice-President, International, at Western University.

Neta Gordon is a Professor in the Department of English Language and Literature at Brock University. She served as Department Chair from 2008 to 2014 and Associate Dean for the Faculty of Humanities from 2018 to 2021.

Laura Moss is Professor of Literature at the University of British Columbia, Vancouver. Among other leadership roles, she has served as Canadian Studies Program Chair and as Associate Dean, Students for the Faculty of Arts. Currently on UBC Senate, she is chair of the UBC Teaching and Learning Committee.

**10:30 a.m. Irrepressibility: Women's Writing Through History 2 –
1900-2020s
MB 2.445**

Chairs: Charlotte Esme Frank, McGill U; Emily McConkey, McGill U

Aman Grewal, McGill U – The Aesthetic of Difficulty: Reading Mina Loy's *The Lost Lunar Baedeker*

Kayla Penteliuk, U de Montréal – "Secret Friends": Queer Love, Disability, and Witchcraft in *Living Alone* (1919) by Stella Benson

Maya Jaishankar Western University – "To always carry one's inner voice about is a heavy burden": Young Girls' Voices in Postcolonial Cultural Resistance

Sophia Shelley, McMaster U – Songs of Self-Pleasure: Irrepressibility, Feminist Resistance, and the Politics of Pop Music

10:30 a.m. Beyond Interdisciplinarity – GSC-Sponsored Panel
MB 3.210

Chairs: Bailey Schaan, U of Alberta; Melanie Fishbane, Western University

Daniel Green, Western University – Why I Study Videogames in an English Department;
or, Gadamer’s Hermeneutics and the English Department Today
Marisa Bordonaro – Making Narratives “Mad”: (Re)writing Mad Radical Poetry as a
Collaborative Creative Process
Wiamm Berred, Qatar Museums – Thinking In, With, and Against Interdisciplinarity:
Towards a Practice of Conceptuality

10:30 a.m. Montreal as Contact Zone: Topography, Diaspora, and the Poetics of Place
MB 3.270

Chair: Matthew Zantingh, Redeemer U

John Z. Ming Chen, Global College – Montreal and Sui Sin Far: Daoism from Here to
Everywhere
Nina Cloutier, McGill U – A City Imagined: Migration, Escape, and Montreal’s
Contradictory Contact Zone
Adam Carter, U of of Lethbridge – *Two Solitudes*, Two Views from Mount Royal, and the
Topographical Tradition

10:30 a.m. Queer Memory and Forms of Care
MB 3.435

Chair: Daryl Bruce, Dalhousie U

Lydie Hua, U of Saskatchewan – Multiplication or Fragmentation: Queer Black
Masculinities and Diasporic Identity in Marlon James’ *A Brief History of Seven
Killings*
Evan Buck, U of Ottawa – “More Than a Painful Memory”: Queer Kinship in Jane Rule’s
Memory Board
Camila Lefebvre, McMaster U – Feminist Epistolary Intimacy and the Practice of Care
Emily Cann, Dalhousie U – Queer Time and Mad Healing in Carmen Maria Machado’s
In the Dream House

10:30 a.m. Staging Vision in Early Modern Literature
MB 3.445

Chair: Kathryn Walton, Lakehead U

Julian Quigg, U of British Columbia – ‘Not Amurath’ and Amurath: Foils and Racialized Performance in *Henry V* and *The Courageous Turk*

Katherine Walker, Western University – Investigating the Male Gaze: Laura Mulvey’s Scopophilia and the Renaissance Love Poem

Fatemeh Shahnava, Western University – Penning with Paint: Redefining Female Authorship Through Lady Anne Clifford’s Visual Autobiography

10:30 a.m. Translation in Contemporary Literature
MB 3.255

Chair: TBA

William Brubacher, McGill U – From “Dog of water” to “Chien d’eau”: Translation, Relationality, and Ecology in Erin Moure’s Little Theatres

Malaika Mitra, McMaster U – The Opacity of Grammar: Kathy Acker and Clarice Lispector’s Assertion of Agency Through Foreignization

Nisha Susan, U of Calgary – Stealth Glossing: The Satisfying Melodrama of Translation’s Multitasker

DAY 3 – Lunch: 12:00 p.m. - 1:30 p.m.

12:00 p.m. ACCUTE Book L(a)unch
MB 5.215

Join us to celebrate new books by ACCUTE members, with short author talks and a light lunch to eat while you listen.

DAY 3 – Session 3: 1:30 p.m. - 3:00 p.m.

1:30 p.m. Climate Change and the Maximalist Novel
MB 1.210

Chair: Anjalee Nadarajan, York U

Adam Hill, McGill U – More less and more more in Samatha Harvey’s *Orbital* (2023)
Ruchini Abayakoon, McMaster U – “How many peaceful lives must follow a violent one, not to redeem it, exactly, but to remove the violence from relevance? Is the play more of a history or a fiction?” : Exploring the fault lines between history, fiction and climate change in *Rakesfall*

Anjalee Nadarajan, York U – Cultivating a Politics of Patience in Pynchon and Robinson

1:30 p.m. *New Writing in a Time of Disorientation 3*
MB 2.210

Chair: Anna Veprinska, U of Calgary; Uchechukwu Umezurike, U of Calgary

Aaron Kreuter, Trent U – Where We Both Are: Antizionist Jewish Fictional Responses to the Gaza Genocide

Jackson Mattocks, U of Calgary – A Lesson in Evil Companies

Amy LeBlanc, U of Calgary – This Is How It Ends: Interactive Fiction in a Time of Disorientation

Lisa Richter, Independent – Curiouser and Curiouser: Duende and the Associative Leap in Writing Through Rupture

1:30 p.m. *Literature in the Digital Age: Reading, Writing and Reviewing Across Platforms 2*
MB 2.430

Chair: Aman Grewal, McGill U

Aman Grewal, McGill U – Rewriting Romance: Genre Categorization and Reader-Driven Taxonomies on #BookTok

Chloe Mee, U of British Columbia – Serial Social Reading Across Platforms: Comparing Wattpad and Victorian Readers of *Oliver Twist*

1:30 p.m. *Narratives of the Unspoken: Trauma, Memory, and Identity 2 – Artistic Mediations of Trauma*
MB 2.435

Chair: Nafiseh Shajani, Western University

Pamela Beyer, Concordia U – Intertextual Productivity and Traumatic Temporalities in Nicole Raziya Fong's *PEYFACT*

Anindita Mukherjee, U of Alberta – The anxiety of listening after the Holocaust in Wolfgang Koeppen's *Death in Rome*

Yasmine Lemnij, Western University – Articulating the Inarticulable: Representations of Trauma in the Works of Derek Jarman and David Wojnarowicz

1:30 p.m. *Care for: Epistolary as Reflection, Research, and Resistance Workshop*
MB 3.430

Organizer: Jorge Vallejos

Epistolary is not only a form of communication, but it can also be a practice of care for oneself and care for others. Epistolary as we know it has roots in feminism; women (originally of European background) practiced agency on the page via reflecting on their lives and sharing their lived experiences, ideas and strategies of defiance and resistance, while building community with other women. Academia as is practiced in the academic industrial complex has its roots in patriarchy (Acevedo-Zapata, 2019) and often sees a practice of writing that is formulaic: "...the professional article and monograph – is underwritten by conformity rather than philosophical reflection and commitment (Lysaker, 2019).

Letter-writing offers students and philosophers the freedom to explore ideas without judgement, worry of disappointing a professor or supervisor, and/or feeling the pressure of academic perfection and professionalism. And in several cases, it facilitates the building of academic community (Khang Le et al., 2024).

Following my intro and listing of group agreements, I will encourage participants to share their names and preferred pronouns, then lead a quick diaphragmatic breathing exercise (that can be done sitting or standing) to ground ourselves. The first third of the workshop will see me give a brief introduction about the herstory and practice of letter-writing; my own practice of writing letters to friends alive and dead, and an 18-month correspondence with an LatinX inmate in the American prison industrial complex.

As a group we will read one of three short open letters by Cree Two-Spirit academic, poet, and novelist Joshua Whitehead, Trans writer Cindy Bourgeois, and British journalist Eva Wiseman. These three letters are examples of writers practicing care for themselves as well as care for the people and systems they are challenging, calling-in, and extending an olive branch to. We will then have a group discussion about the letters by Whitehead, Bourgeois, and Wiseman. Following this will be two twenty-minute letter-writing exercises. The final section will see an opportunity to voluntarily share writing done in the workshop and/or ideas about the practice and process of letter-writing. A check-in, debrief, and communal outro will end the workshop.

This workshop is aimed to be a safe-r space with participants practicing respect for others.

1:30 p.m. *Nineteenth-Century Activism and Social Justice (VSAO/ACCUTE)*
MB 2.445

Chairs: Jo Devereux, Western University; Taylor Tomko, U of Western Ontario

Matthew Samuelson, Western University – "To Make Cogs and Compasses of Themselves": William Morris, Utopian Landscapes, and the Politics of Work in Socialist Societies

Hilary Lerner, U of Alberta – George Moses Horton: Subverting Allusions

Karen Selesky, U of the Fraser Valley – The Lady Visitor as Mother Confessor: Felicia

MF Skene at the Oxford County Gaol

1:30 p.m. ***Roundtable on The Bloomsbury Handbook of Poetry. Gender, Sexuality and Poetry***
MB 3.210

Chair: Heather Milne, U of Winnipeg; Elena Basile, York U

Alyson Brickey, U of Winnipeg – Rereading Canonical Poets: Walt Whitman’s Queer Democracy

Sarah Dowling, U of Toronto – Speaking in the Second Person

Concetta Principe, Trent U – The Messiah and the Mystic: Mad Subjects and the Feminine Poetics of Ethics

Bethany Hicok, Williams College – Queer Feminist Publishing and the Women’s Liberation Movement: The Women’s Press Collective

Laura Westengard, CUNY – Queer Corporeal Poetics and the Medical Gothic

Erin Wunker, Dalhousie U – Reproductive Bodies and Poetic Matterings

Julia Bloch, U of Pennsylvania – Reproductive Poetics at the Border

1:30 p.m. ***Decolonial Poetics and Archives in Canadian Contexts***
MB 3.270

Chair: Laura Moss, U of British Columbia

Amber McMillan, U of New Brunswick – Metaphor as Relational Ontology: Ethics, Poetics, and Pedagogy

Veronica Austen, St. Jerome's U – The Work of a Photograph: Heeding a Call to be Friends in Face Kao: Portraits of Japanese Canadians Interned During WWII

Precious Gauthier, McMaster U – A Prairies Black History Project: The Counter Erasure Through Archives and Narratives

1:30 p.m. ***Trust, Labor, and Voice in the Contemporary Academy***
MB 3.435

Chair: Janice Niemann, Camosun College

Daryl Bruce, Dalhousie U – The Queer Voice in the Ivory Tower: Scholarly Podcasting as Acts of Refusal

Eric Lehman, Trent U – Eat. Sleep. Grade. Repeat – New Narratives of Precarity in Seminar Leader, Teaching Assistant and Marking Roles in 2025.

1:30 p.m. *Forbidden Fiction: Intellectual Freedom, Fear, and Control on the Battleground of Banned Books*
MB 3.455

Chair: Zara Diab, Western University

Parastoo Tahmasbi, U of Saskatchewan – Read No Evil: Producing Conformity by Banning Dystopian and LGBTQ+ Books
Liam Rockall, Western University – Harry Potter and the Bedlam of Banned Books
Alexander Sallas, Literary Review of Canada – Deus ex Machina, Colonial “Civilizing Missions,” and the Politics of Intellectual Control

1:30 p.m. *Mary Shelley's The Last Man in 2026 (NASSR/ACCUTE)*
MB 3.255

Chair: Raj Banerjee, Western University

Megan Misztal, McMaster U – Against Disastrous Thought: Mutations of Hope at the End of Shelley's World
Jennifer McDougall, U of Calgary – From Romanticism to Posthumanism: Shelley's Early Experiment in Decentering the Human
Devin Stroink, Western University – Framing Authenticity: The Problem of Veracity in Mary Shelley's *The Last Man*

DAY 3 – Break 2: 3:00 p.m. - 3:30 p.m.

DAY 3 – Session 4: 3:30 p.m. - 5:00 p.m.

3:30 p.m. *PLENARY LECTURE: Jordan Abel – “Dad Era: Indigenous Knowledge Transmission Through Poetry”*
MB 1.210

Jordan Abel is a queer Nisga'a writer from Vancouver. He is the author of *The Place of Scraps*, *Un/inhabited*, *Injun*, *NISHGA*, and *Empty Spaces*. Abel has won many awards for his work, including the Griffin Poetry Prize and the Governor General's Award, and his latest book of poetry is titled *Dad Era* (Coach House Books 2026). Abel is a Professor at the University of Alberta where he teaches Indigenous Literatures, Research-Creation, and Creative Writing

SUNDAY, JUNE 7, 2026

DAY 4 – Session 1: 8:30 a.m. - 10:00 a.m.

8:30 a.m. **Annual General Meeting**
MB 1.210

DAY 4 - Break 10:00 a.m. - 10:30 a.m

DAY 4 – Session 2: 10:30 a.m. - 12:00 p.m.

10:30 a.m. **Gail Scott: Fiction+/Theory 3: Friends, Histories, Contexts**
MB 1.210

Chairs: Sarah Burgoyne, Dawson College; Jeff Noh, U of Toronto

Nora Fulton, Independent Scholar – The Periodizing Subject in *Permanent Revolution*

Jessi MacEachern, Dawson College – Among Friends: Reading and/as Translation in
Scott's *The Obituary* and *Furniture Music*

Sarah Dowling, U of Toronto – Gail Scott and Damion Searls Write the American 2010s

Clint Burnham, Simon Fraser U – Fiction-theory after mediation: Gail Scott avec Anna
Kornbluh

10:30 a.m. **Imagining Spatiality in End of the World Narratives 2: Memory-making and
nostalgia in the end of times**
MB 2.210

Chairs: Kirsten Bussière, U of Ottawa; Marisa Lewis, Heritage College

Sharon Engbrecht, U of Guelph – When the Past and Future Collide: Spatiality in *The
Past Is Red*

Sean Rhoads, Queen's U – Nostalgic Geographies and Apocalyptic Spatialities in
Stranger Things

Naomi Boswell, Dalhousie U – Inevitably Buried: Uneasy Erosion of the Self in Yoko
Ogawa's *The Memory Police*

10:30 a.m. **Poetry of Infrastructure/Poetic Infrastructures 2**
MB 2.430

Chair: Robert Stacey, U of Ottawa

Max Karpinski, Trent U – Pipelines, Poetics, Worldmaking

Jennifer Baker, U of Ottawa – The Necro-georgic: Insider oil poetics and labour-as-nation
Dale Tracy, Kwantlen Polytechnic U – Poetry and Infrastructural Spirit

10:30 a.m. *Narratives of the Unspoken: Trauma, Memory, and Identity 3 – Traumatic Inscription on the Body*
MB 2.435

Chair: Nafiseh Shajani, Western University

Jenna Miller, U of Saskatchewan – "it is not known in words but in the body": Embodied Memory in Yaa Gyasi's *Homegoing*
Kellie Chouinard, U of Waterloo – Recasting Trauma: Collaborative Art and Queer Survivorship
Emily Zepick, U of Saskatchewan – The Body Remembers: Traumatic Bodily Memory and Diasporic Experience in Ocean Vuong's *On Earth We're Briefly Gorgeous*

10:30 a.m. *Medieval Magic (CSM/ACCUTE)*
MB 2.445

Chairs: Kathryn Walton, Lakehead U; Megan Arnott, Lakehead U

Kathryn Walton, Lakehead U – Sacred and Secular Crossover in the Magical Spaces of Cotton Nero A x
Serafina Piasentin, Dalhousie U – Pearl and *Paradise Lost*: The Fall of Divine Consolation
Sansian Tan, U of British Columbia – Infinite Joust: Spectral Return in Sir Launfal

10:30 a.m. *Creative Research 2*
MB 3.210

Chair: Kristine Dizon, Concordia U

Rebecca Fredrickson, Thompson Rivers U – Touching the Heart Hereafter: Janis Ledwell-Hunt's Knotted Sculptures and the Persistence of Tactile Perception
Glenn Clifton, Sheridan College – Writing to Catch up with Crisis: A Comedy
Sheheryar Sheikh, Dalhousie U – "The Last TRC": Collaging Genocides to Write the Multi-Perspective Narrative of Our Time

10:30 a.m. *Rethinking the Postcolonial Subject*
MB 3.270

Chair: Cynthia Quarrie, Concordia U

Ali Hassanpour Darbandi, York U – Disenchantment, Postcolonial Liberation and the Emergence of the Secular Selves in V.S. Naipaul's *In a Free State* (1971)

Friday Okpo, Memorial U – Transcultural Phenomenology in Yaa Gyasi's *Homegoing*

Mahdiyeh Ezzatikarami, George Brown College – In the Margins No More: Class, Gender, and Uprising in Marjane Satrapi's Artistic Trajectory from Persepolis to Woman, Life, Freedom

10:30 a.m. Indigenous Literary Resistance

3.435

Chair: Doina Ciochina, U of Sherbrooke

Shirin Z. Z. Shoushtari, York U – *The Marrow Thieves*: A Subversion of the Panoptic Eye

Taylor Breckles, Douglas College – Understanding (Il)literacy: Examining the Shadow Presence of Residential Schools as Found in Jordan Abel's *Nishga*

Naomi Simon Borwein, Western University – Speculative Indigipoeitics of Apocalypse

10:30 a.m. Nineteenth-Century Forms and Practices

MB 3.445

Chair: Julia M. Wright, Dalhousie U

Donna Tillotson, Queen's U – The Shape of Becoming: Literary Form and Identity Formation in George Eliot

Tobin Valcour, Western University – English and the Art of Motorcycle Maintenance: studying English in the Mechanics Institutes of 19th century Canada (before there were motorcycles)

Nora Foster Stovel, U of Alberta – The Lovers' 'Spirits Danc[e] in Private Rapture' in Jane Austen's *Persuasion*

Yasmin Solomonescu, U of of Notre Dame – *The Last Man* as Metafiction

10:30 a.m. The Role of Publishing Houses in Shaping Literary Discourse

MB 3.430

Chair: Tom Halford, Memorial U (Grenfell Campus)

Rowan Li, Queen's U; Julien Lefort-Favreau, Queen's U – Harvest House: Un Québec universel

Sandra Yeboah, U of British Columbia – The Presence of African Literature in the Global Book Market: Gatekeeping, Barriers, and Emerging Pathways

Ruth Panofsky, Toronto Metropolitan U – “A slew of entertaining business books”: Diane Francis and Key Porter Books

Logan Ropson, Memorial U – Breakwater Books Influence on the Teaching of Newfoundland Culture

DAY 4 – Lunch: 12:00 p.m. - 1:30 p.m.

12:00 p.m. **BIPOC Caucus Lunch**
LB 646

12:00 p.m. **English Studies in Canada Lunch**
LB 649

DAY 4 – Session 3: 1:30 p.m. - 3:00 p.m.

1:30 p.m. **Rethinking Romantic Science 2 (NASSR/ACCUTE)**
MB 1.210

Chairs: Raj Banerjee, Western University

Nathan TeBokkel, Western University – Steady thy Laden Head: A Romantic Critique of Philosophy of Science's "Ladenness" Metaphor

Natasha Lomonossoff, Independent – Natural and Social Uses of Science in Anna Barbauld's *The Invitation*

Liam Rockall, Western University – William Blake and Romanticism's Moral Revolution

McKenna Boeckner, U of New Brunswick – On Botanical Sex: The Homoerotic Science of Botany in Long-Romantic Literature

1:30 p.m. **Silence, Speech, and Trauma**
MB 2.210

Chair: Rowan Li, Queen's U

Dania Idriss, U of Calgary – Consuming Imperatives: Collective Trauma of War and Occupation as Monstrous Apparitions

Sarah Webster, U of Victoria – The Silent Treatment: Silence as Resistance in *All My Puny Sorrows* and *Swing Low: A Life*

Payal Nagpal, U of Calgary – Silence and Speaking in David Chariandy's *Soucouyant*: Adele's Right to Forget

1:30 p.m. **Systems Thinking and/in Literature**
MB 2.430

Chairs: Jay Ritchie, Bishop's U

Brennan McCracken, Concordia U – "Reading" the Anthropocene? On systems-thinking and literary technique

Migrant Labour Market through the lens of CBC's First Person Migrant Stories

Jon Saklofske, Acadia U – "When, after all, it was you and me": Systems literacy, responsibility, and the poetic potential of semantic systems

Georgiana de Rham, U of California Davis – Ecosystems of Voice and Meaning in Roslyn

Orlando's *Ekhō: A Poem in Three Parts*

Zahra Barzegar, York U – Ocean as Memory, Poem as Witness: Systems Thinking in Craig Santos Perez's *Habitat Threshold*

**1:30 p.m. *Self in the Age of Autofiction 2*
Queering Autofiction
MB 2.435**

Chair: Concetta Principe, Trent U

Saghar Ghezel, McMaster U – Autofiction, Trauma, & The Language of Freedom in Ocean Vuong's *On Earth We're Briefly Gorgeous*

Daryl Bruce, Dalhousie U – Proof, Pain, and the Managed Lie: Queer Refusal in Autofiction

Charlotte Esme Frank, McGill U – Playing the field: The Strategic Marketing of Contemporary "autofiction" and "autotheory"

**1:30 p.m. *Reading Canada Otherwise*
MB 2.445**

Chair: Madelaine McLaughlin, York U

Jessica McDonald, U of Saskatchewan – "Freeways / superb in all their trash and glam": Non-Place Poetry by Elizabeth Bachinsky and Sarah Pinder

Madelaine McLaughlin, York U – In Sickness: Monstrosity and Metaphor in W.W.E. Ross's "The Cloud" and James Reaney's "Antichrist as a Child"

Sarah Regier, Western University – "We Do Immortal Tasks": Malcolm and Max as Settler Kings in Crawford's *Malcolm's Katie*

**1:30 p.m. *Ecocritical Perspectives in Contemporary Canadian and Indigenous Writing*
MB 3.210**

Chairs: John Z Ming Chen, Global College

Meaghan Sych, U of Alberta – Sonic Habitat Study: Aspen, Sparrow, Creek
Disability-Centric Workshop Experience
Patrick Aura, U de Montréal – Stone Grammar: ‘Transcreation’ and Radical Ecology in
Fred Wah’s Pictograms from the Interior of B.C.
Denbeigh Whitmarsh, Queen’s U – Ecocritical Asian Canadian and Indigenous Relations
in Saeed Teebi’s *Her First Palestinian and Other Stories* and Mariam Pirbhai’s
Garden Inventories: Reflections on Land, Place and Belonging

1:30 p.m. *Neoliberalism and the Public Sphere*
MB 3.270

Chair: TBA

Samantha Bernstein, York U – Derelict Daughters: Mattilda Bernstein Sycamore, Sarah
Shulman, and Sim Kern on Urban Roughness and Resistance
Alia Wazzan, Brock U – Netflix Feminist Identity
Cal Smith, U of British Columbia Vancouver Campus – Little Sister’s, the Public Sphere,
and Queer Liberation[?]

1:30 p.m. *Shakespeare in Extremis*
MB 3.435

Chair: Mathieu Bouchard, John Abbott College

Max Soucie, Western University – Traumatic Cannibalism and the Othered Mother in
Titus Andronicus
Alice Hinchliffe, U of Guelph – What does it mean to kill Shakespeare?
Chloe Stewart, Queen’s U; Valentina Gaio, Queen’s U – “Ever since I discovered art, this
cell has become a prison”: The audience behind prison bars in *Caesar Must Die*

1:30 p.m. *Writing a Life from the Margins 3*
Collaboration, Community, and the Counter Narrative: Writing the Erased Life
MB 3.445

Chair: Titi Aiyegbusi, U of Toronto

Mohsina Shafqat Ali, U of Waterloo – Issues with Collaboration: Regaining Authorship
in Mukhtar Mai’s *In the Name of Honor*
Susanna Joseph, U of Toronto – “Autobiography of a Community”: Tracing Dalit
Subaltern Counter Publics in Bama’s Sangati and Yashica Dutt’s *Coming Out as
Dalit*

Jorge Vallejos, York U – Counter Stories from the Shoreline: Life Writing by Reinaldo Arenas and Audre Lorde

1:30 p.m. *Diasporic Identities*
MB 3.430

Chair: Saghar Ghezel, McMaster U

Samira Shahanjarini, Goethe U – The Role of Literature in Identity Formation of Iranian Women in Diaspora
Adhora Ahmed, U of Alberta – Performance of British and Muslim Identity in Kamila Shamsie's *Home Fire*
Mahdiyeh Azzatikarami, George Brown College – Reimagining Diasporic Subjectivity: Linguistic Disruptions, Feminist Cartographies, and Epistemic Rupture in *Prophetess*

DAY 4 – Break: 3:00 p.m. - 3:30 p.m

DAY 4 – Session 4: 3:30 p.m. - 5:00 p.m.

3:30 p.m. *Wave Upon Wave 2: A Poetry Reading & Discussion*
MB 1.210

Chair: Gillian Sze, Concordia U; Diane Yeung, Concordia U

Bronwen Tate, U of British Columbia – Body in Cold Water
Kenzie Allen, York U – "The River Formed by the Hand" -- Water Poems and Wampum as Framework
Tony Cooper, McGill U – Cadent Currents: The Ocean as a Structural and Thematic Device
Misha Solomon, Concordia U – "You Tell Me I Should Appreciate the Water": Water Beyond Bodies

3:30 p.m. *Indigenous Storytelling as World(re)making*
MB 2.210

Chair: TBA

Mohammad Sharifi, Western University – *Kiss of the Fur Queen*: Retelling a Story, Rebuilding the World
Shannon Webb-Campbell, Lakehead U Orillia – Mi'kmaq Visual Artists and Writers from Newfoundland and Labrador Speaking Back Against 1949's Confederation Terms of Union

Maya Jaishankar, Western University – From Abstract to Concrete: Storytelling, Embodied Language, and Identity in *The Marrow Thieves*

3:30 p.m. *Teachers as Investigators in the Age of AI*
MB 2.430

Chair: Rahul Gautham Veliyil Edwin, U of Saskatchewan

Liam Exner, Independent Scholar – “You can Build Culture Out of Trash, but Only Trash Culture:” The Role of Educators as Champions of Human Creativity

Ella Ophir, U of Saskatchewan – Metaphors We Teach By

Antje Rauwerda, Goucher College – Issues Arising from AI in Assistive Learning Tools like Genio (formerly Glean) and Kurzweil 3000

3:30 p.m. *Canadian Fictions and Movements*
MB 2.435

Chair: Paul Barrett, U of Guelph

Allan Weiss, York U – Schools in the Schools: University-Based Literary Movements in Canada

Solomon Goudsward, York U – Beautiful Beasts: Land and Parricide in *Mad Shadows* and *The Double Hook*

Avleen Grewal, U of Ottawa – The Outsider Masculinity: Queer Transformations in the Diaspora in Danny Ramadan’s *The Foghorn Echoes* (2022)

3:30 p.m. *Paradise and Polemics in Milton and Dryden*
MB 2.445

Chair: TBA

Christina Wiendels, Fanshawe College – “The rising world of waters dark and deep”: Creation and Liquid Space in Milton’s *Paradise Lost*

Jillian Vandervoort, McMaster U – From Misogyny to Irrepressibility: Leonida as an Active Agent in *Swetnam the Woman-Hater: Arraigned by Women*

James Munro, McMaster U – Competing Universalities in the Poetry of John Milton and John Dryden

3:30 p.m. *Global and Indigenous Graphic Narratives*
3.210

Chair: TBA

Stephanie Lewis, Wilfrid Laurier U – Blood Memory: Interconnectivity, Reconciliation, and Embodiment in Indigenous Graphic Novels
Kiana Fazilatmoaddeli, Western University – Rebels Write Back: Nonmovements and Youth Agency in Marjane Satrapi's *Persepolis*
Dr. Bhawana Pillai, Texas Tech U – Graphic Stories from Global South

3:30 p.m. ***Life Writing in Embodied and Feminist Forms***
MB 3.270

Chair: TBA

Ari Lord, U of Calgary – NeuroElectric: Exploring Neurodiversity Through Memoir
Dr. LaTrina Johnson, WGB Collective – Writing From the Flesh: Black Women's Epistolary Life Writing as Temporal Witness and Survival Practice"
Andrea Cabajsky, U de Moncton; Annie Gallant, U de Moncton – The Montaignian Essay as Feminist Critical Practice: Archival Recovery and the Lost Memoir of Marguerite Dutcher
Haley Down, U of Waterloo – Culinary Recreation: the role of recipes in women's food memoirs

3:30 p.m. ***Tuning in to Literary Radio 2***
MB 3.435

Chairs: Michael O'Driscoll, U of Alberta; Sean Luyk, U of Alberta

Katherine McLeod, Concordia U; Jason Camlot, Concordia U – Listening on the Radio
Sabrina Binte Masud, Queen's U – Reading Sound: Epiphanic Listening and the Literary Possibilities of Radio Drama
Pouria Torkamaneh, U of Alberta – From Radio to Algorithmic Sound: Listening to *Welcome to Night Vale*

3:30 p.m. ***Victorian Faith, Femininity, and Felines***
MB 3.445

Chair: Kayla Penteliuk, Université de Montréal

Karen Selesky, U of the Fraser Valley – Faith, Doubt, and the Body in the Victorian Novel
Christopher Keep, Western University – “Beauty’s Hour”: Towards a Theory of the Double as Caregiver

Hannah Rigg, U of New Brunswick – "A very ambitious kitten you were...but marriage sobered you" (Stables, Cats...429-30): Gender Constructionism Through the Feminine and the Feline in Mona Caird's *The Wing of Azrael*

3:30 p.m. **WORKSHOP: Identifying and Disrupting Racialized-Gendered Normativities in the Classroom Workshop**
MB 3.430

Organizer: Alia Wazzan, Brock U

This workshop helps teachers not rooted in postcolonial feminist theory identify and disrupt normalized racialized and gendered assumptions about the "Other" that sneak into classroom discussions in many humanities and social sciences classrooms. The workshop draws on real statements the workshop leader has heard in feminist classrooms and offers practice and nuanced insights on how to disrupt statements embedded in hierarchical and binary logics shaped by normalized common sense and internalized racism. Grounded in postcolonial feminist theory (Mohanty; Mahmood; Abu-Lughod; Spivak; Riley; Schick; Loomba; Fanon; Cole), the workshop translates key insights from this body of theory into a simplified pedagogy that can be applied to educational settings in order to decolonize discourses that define the "Other."

When asked why they join a feminist class, many (female) students from the Global South identify as oppressed by their culture, family, or religion and express hopes that a feminist course in Canada will liberate them from cultures they perceive as inherently misogynistic. Students from dominant groups, attempting to show solidarity, often embrace the "saving" logic and the role of the white "savior." At times, students remark that they are "lucky" not to belong to a Global South country, which they describe as "essentially" misogynistic, unlike the West. These roles of "oppressed" and "savior" create racialized hierarchies in the classroom and advance the tacit assumption that feminism exists only in the West and that Western feminism functions as a universal savior (Connell, "Rethinking Gender" 520).

Students who produce these statements are highly intelligent and strongly opposed to discriminatory and colonialist practices. Still, media narratives that shape understandings of the Self and the Other are often unconsciously carried into classroom discussions. Assumptions about gender roles, women's oppression, and liberation frequently operate at a subconscious level and surface in conversations about the expected role of feminism. This workshop is designed to disrupt and challenge these normalized assumptions. The workshop is interactive by design and aims to foster insightful, critical discussion by engaging participants through reflection-based questions that invite multiple perspectives and explanations. Participants are presented with a set of ten statements drawn from real classroom conversations and are invited to reflect on whether these statements feel familiar or problematic, and to identify the binaries, hierarchies, and assumptions they may generate in classroom spaces.

Through guided exercises (using prompts and examples provided on slides), participants work to de-essentialize women's oppression by grounding their responses in material conditions and power structures (using the Wheel of Power), replacing culturalist explanations and supremacist "saving" rhetoric with frameworks of solidarity and structural analysis. A substantial portion of the workshop is dedicated to rewriting practices, where participants collaboratively reframe statements by adding historical, colonial, economic, and political context, reversing the gaze to include Western structures of oppression, and recognizing non-Western forms of agency and resistance.

Skills (Objectives):

- Learn to decolonize classroom conversations
- Develop strategies to create more inclusive and genuinely diverse learning environments
- Identify and flatten hierarchical binaries
- Recognize hidden curricula in classroom discussions
- Guide students toward critical awareness of mainstream assumptions
- Increase the visibility of students of color's voices in predominantly majority-culture spaces

ACCUTE 2026 PUBLISHERS' BOOK EXHIBITION

8:30 a.m. - 5:00 p.m., June 4-7
MB Building Atrium

We are proud to host a conference Publishers' Book Exhibition at ACCUTE 2026. And we are thrilled to announce that the following academic and literary presses have already signed on and will have display tables at the conference:

Athabasca University Press
Book*hug Press
Broadview Press
Coach House Books
Concordia University Press
Inanna Publications
McGill University Press
University of Alberta Press
University of Toronto Press
Wilfrid Laurier University Press
University of Regina
Wolsak and Wynn
Invisible Publishing

The Book Exhibition will be located on the main level of our conference activities in the MB Atrium, near the registration desk, adjacent to our coffee breaks, just outside our main plenary hall, and easily accessible to conference participants and passersby who will see it through the many large windows that run along Guy Street.

If you are a publisher and wish to participate in the ACCUTE 2026 Publishers' Book Exhibition, please contact us for information about participation and sponsorship opportunities at info.accute@gmail.com

WORKSHOPS

Pre-registration instructions and full descriptions for all workshops to be announced.

Identifying and Disrupting Racialized-Gendered Normativities in the Classroom

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Improvisatory Practices in Research and Pedagogy

Organizer: Sharon Engbrecht, U of Guelph

"When broken down improvisation, etymologically, lends itself to the idea of unproviding for the future, a decolonial approach to colonialist histories of individualization and knowledge production, what Elwood Jimmy and Vanessa Andreotti describe as “thread sensibilities” in *Towards Braiding*. Threading sensibilities are an orientation towards relationships that focus on collective well-being critical of the hierarchical nature of goal- and progress-oriented outcomes and decision-making. With this in mind, what does it mean to improvise research? What can we do to incorporate improvisation into our scholarship? How can we incorporate improvisatory practices as educators?

Part introduction to the language and tools offered through Critical Studies in Improvisation, part open discussion, and part collaborative and create think-tank about arts-based practices and creative output, the “Improvisatory Practices in Research and Pedagogy” workshop will call attention to implicit hierarchies and institutional practices while also asking participants to respectfully consider and also call into question their own practices as scholars and educators.

This workshop will give participants the chance to answer some of the above questions and to think about the confluence of improvisatory practices in research and pedagogy. Critical Studies in Improvisation gives us language and tools to work within and responsibly challenge the colonialist creep, and neoliberal structure, of the university. The language and tools of improvisation can help us reevaluate the models we have inherited, asking us to think outside the box about how to shift entrenched institutional practices while mindful of the stakes in what it means when we expose a problem at the same time we might be perceived as posing a problem (Ahmed, *Living a Feminist Life*).

The workshop will ask participants to examine how improvisation brings into perspective different approaches to ways of being and doing. The design of the workshop will invite participants to co-design the contents and focus of discussion. This addresses questions about

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how co-creation takes place within structures that demand or, in the least often presume, a clear structure of knowledge production and quantifiable outcomes. The intention behind this opening-up of the workshop's potential boundaries also invites participants to think about the way modelling can be a basis for thinking through and embodying improvisatory practices.

Together we will investigate multiple contexts of knowledge production and improvisatory practices, including what that means for post-secondary teaching and learning, community-engaged research, and spaces of knowledge curation. The hope is to work together to build a collaborative and caring environment where we can experiment, take risks, and learn from one another, while acknowledging the diversity of our lived experiences and approaches as scholars and educators.

Proposed Workshop Format (90 minutes):

15 minutes: welcome, introductions, & icebreakers

10 minutes: open discussion about experience with improvisatory practices (modelling pre-assessments of knowledge base)

15 minutes: brief intro to critical studies in improvisation's language and tools for research and pedagogical practices

15 minutes: creative problem-solving challenge & small group dialogue

10 minutes: reflective discussion

15 minutes: reassessing practices of knowledge production, embodied action, & co-creation

10 minutes: reflective discussion & debrief (handouts)

Care For: Epistolary as Reflection, Research, and Resistance

Organizer: Jorge Vallejos, York U

Epistolary is not only a form of communication, but it can also be a practice of care for oneself and care for others. Epistolary as we know it has roots in feminism; women (originally of European background) practiced agency on the page via reflecting on their lives and sharing their lived experiences, ideas and strategies of defiance and resistance, while building community with other women. Academia as is practiced in the academic industrial complex has its roots in patriarchy (Acevedo-Zapata, 2019) and often sees a practice of writing that is formulaic: "...the professional article and monograph – is underwritten by conformity rather than philosophical reflection and commitment (Lysaker, 2019).

Letter-writing offers students and philosophers the freedom to explore ideas without judgement, worry of disappointing a professor or supervisor, and/or feeling the pressure of academic perfection and professionalism. And in several cases, it facilitates the building of academic community (Khang Le et al., 2024).

Following my intro and listing of group agreements, I will encourage participants to share their names and preferred pronouns, then lead a quick diaphragmatic breathing exercise (that can be done sitting or standing) to ground ourselves. The first third of the workshop will see me give a

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brief introduction about the herstory and practice of letter-writing; my own practice of writing letters to friends alive and dead, and an 18-month correspondence with an LatinX inmate in the American prison industrial complex.

As a group we will read one of three short open letters by Cree Two-Spirit academic, poet, and novelist Joshua Whitehead, Trans writer Cindy Bourgeois, and British journalist Eva Wiseman. These three letters are examples of writers practicing care for themselves as well as care for the people and systems they are challenging, calling-in, and extending an olive branch to. We will then have a group discussion about the letters by Whitehead, Bourgeois, and Wiseman. Following this will be two twenty-minute letter-writing exercises. The final section will see an opportunity to voluntarily share writing done in the workshop and/or ideas about the practice and process of letter-writing. A check-in, debrief, and communal outro will end the workshop.

This workshop is aimed to be a safe-r space with participants practicing respect for others.

Doing Magic in the University: a workshop for the admin-curious

Organizer: Lily Cho, York U

This workshop follows on the panel of the same title at the 2021 ACCUTE conference. English literature professors are over-represented, in the best way, in the ranks of senior administration across Canada. In this workshop, we examine the skills that scholars of English literature bring to administrative and leadership work in the university. Participants will learn to map the skills they already have as scholars in our field onto some of the skills necessary for being an effective administrator. As former administrators who have served in roles at multiple levels of leadership in Canadian universities, we know that administrative work, despite its many challenges, can be a place for doing magic in the university. We want to share that possibility for magic, and for transformation during these times of crisis and austerity. We will guide participants to understand how their gifts as scholars can set them up to be outstanding university leaders. While we would be delighted to be joined by folks who are currently administrators, we particularly welcome graduate students who may be considering careers in the university outside of TT positions, and colleagues who are newer to administrative roles (or who have not yet served in one).

Skills participants will acquire skills in:

- Understanding principles of university governance
- Using a literary review and similar research skills to understand the needs of leadership roles
- Recognizing the value of strategic editing in policy revisions
- Understanding the role of storytelling for better communications plans
- Connecting literary critical skills to understanding institutional budget processes
- Locating institutional data and using institutional data for advocacy and decision-making
- Connecting our skills in empathy and intersectionality to approaching leadership roles

Workshop Leaders:

WORKSHOPS

Lily Cho is an Associate Professor of English at York. She has served as Undergraduate Program Director, Department Chair, Associate Dean at York University. She also served as Vice-Provost and Associate Vice-President, International, at Western University.

Neta Gordon is a Professor in the Department of English Language and Literature at Brock University. She served as Department Chair from 2008 to 2014 and Associate Dean for the Faculty of Humanities from 2018 to 2021.

Laura Moss is Professor of Literature at the University of British Columbia, Vancouver. Among other leadership roles, she has served as Canadian Studies Program Chair and as Associate Dean, Students for the Faculty of Arts. Currently on UBC Senate, she is chair of the UBC Teaching and Learning Committee.