



The Politics of Publication, Dept of English, April 2, 2009

Digital 'Publishing' Services at UBC Library: cIRcle and more

Hilde Colenbrander
cIRcle Institutional Repository Coordinator, UBC Library



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UBC's Information Repository

clRcle: UBC's Digital Repository

- An open access database (or repository) for published and unpublished materials
- Freely usable by anyone, provided creators are acknowledged and properly cited
- Supports scholarly communication by enabling the sharing of research findings
- Goal: To showcase and to share UBC's intellectual output
- Pilot project launched spring 2008
- Full service spring 2009
- clRcle home page
<https://circle.ubc.ca>

What does 'openly accessible' mean?

- Open access (OA) literature:
 - Digital literature made available free-of-charge on the web
 - Refers particularly to peer reviewed research articles and their preprints
 - *Not* free to produce
- OA is a response to exponential journal price increases:
 - 1986-2006: journal expenditures in ARL libraries increased by 321%
<http://www.arl.org/bm~doc/monser06.pdf>
- OA is a response to growing demands for public accountability for tax dollars

Open Access repositories

- ROAR (Registry of Open Access Repositories) currently lists 1306 repositories around the world
 - Australia: 43
 - Brazil: 65
 - Canada: 48
 - Germany: 101
 - India: 42
 - South Africa: 12
 - UK: 133
 - USA: 271

Why contribute to cIRcle?

- Increased visibility and readership around the world
- Improved indexing and hence findability
 - Search engines: Google, Google Scholar, Yahoo, etc.
 - Content harvesters: oaister.org
- Multidisciplinary inquiry
- Serendipitous discovery and collaboration
- Classroom teaching tool
- Valuable recruiting tool
- Stable URLs
- Preservation and management of information assets
- Open Access mandates, e.g. CIHR

What can be contributed to ciRcle?

■ Digital materials:

- Research papers (pre- or postprints, or published versions, depending on copyright permissions)
- Conference and workshop papers
- Theses and dissertations, outstanding student projects
- Unpublished reports and working papers
- Books, chapters and sections
- Datasets
- Learning Objects
- Multimedia and audio-visual materials
- Software
- University administrative documents

What about copyright?

- For materials deposited in cIRcle:
 - cIRcle requires a non-exclusive license to distribute
 - Copyright owner retains copyright
 - If you are not the copyright owner, you need permission from the copyright owner (often the publisher) to deposit in cIRcle
- Note: Authors' Publication Agreements are critical!

Copyright is a bundle of rights

- Transferred in whole or in part
 - Exclusively or non-exclusively
 - For specific time periods, or indefinitely
 - With or without royalty fees
-
- Moral rights cannot be transferred, but can be waived

Managing author rights

- What rights does the publisher need?
 - Exclusive right to first publication
- What rights does the author want to keep?
 - Re-publication in a different format, medium, place or language
 - Posting a copy to one of more web sites
 - Sending copies to colleagues or students
 - Creating a derivative work
 - Etc.

Copyright options for authors

- Option 1: Traditional Practice
 - Transfer ownership of copyright to publishers, in exchange for publication
- Option 2: Transfer ownership
 - BUT reserve some specific rights for the author
- Option 3: Retain ownership of copyright
 - And give the publisher an exclusive license for first publication

clRcle: UBC's digital repository

- Let's look at some current clRcle content:
 - 6,286 records (April 2/09)

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Go

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Welcome to cIRcle!

cIRcle is the University of British Columbia's digital repository for research and teaching materials created by the UBC community. Materials in cIRcle are openly accessible to anyone on the web, and will be preserved for future generations.

Find work by UBC authors: type your keywords into the Search box below. Or go to [Advanced Search](#) for more search options.

Deposit your work: [contact us](#), and we will work with you to set up a new collection for you, or add you to an existing one (available to UBC faculty and staff).

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→ Titles

→ Authors

→ By Date

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Congress 2008, the Congress of the Humanities and Social Sciences, was held at the University of British Columbia, Vancouver, May 31- June 8, 2008.

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Date of Issue	Title	Authors
2008	CFHSS 2008 delegate's guide	Canadian Federation for the Humanities and Social Sciences (CFHSS)
3-Mar-2009	Congress 2008 key photos	Lin, Eugene
3-Mar-2009	Final report: Congress 2008, University of British Columbia, 31 May - 8 June 2008	D'Alfonso, Lisa; Cavell, Richard; De Jong, Allan; McGowan, Loriann; Parr, Andrew; Wiggs, Nancy

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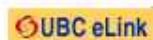
Please use this identifier to cite or link to this item: <http://hdl.handle.net/2429/5412>

Title: CFHSS 2008 delegate's guide
Authors: Canadian Federation for the Humanities and Social Sciences (CFHSS)
Subject Keywords: Humanities and Social Sciences -- Congresses
Issue Date: 2008
Publisher: Canadian Federation for the Humanities and Social Sciences (CFHSS)
Series: Congress 2008, held at the University of British Columbia, 31 May - 8 June 2008
Abstract: The CFHSS delegate's guide features local/UBC events and exhibits; panel discussions; association keynotes, joint sessions, and events; book fair and exhibitors' information; and, some of the many faces of Congress including those shown on page 46.
Affiliation: Arts, Faculty of
URI: <http://hdl.handle.net/2429/5412>
Appears in Collections: [Congress 2008](#)

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File	Description	Size	Format
CFHSS 2008.pdf		6196Kb	Adobe PDF View/Open

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→ Authors

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Established in 1996 as part of the national Metropolis Project and funded by the federal government, provincial government and the associated universities, MBC is located at Simon Fraser University and the University of British Columbia, with a Co-director based on each campus. MBC's main objective is to place in the public realm relevant material that will aid rational discussion on Canada's emerging immigration policy issues.

[Metropolis British Columbia](#)

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- [Metropolis BC Policy Research Symposium, May 15, 2008](#)



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Please use this identifier to cite or link to this item: <http://hdl.handle.net/2429/1005>

Title: What's at stake? Visions of immigrant settlement in non-metropolitan Canada

Authors: Drolet, Julie

Subject Keywords: regionalization, immigration

Issue Date: 14-Jul-2008

Affiliation: Arts, Faculty of
 Geography, Dept of

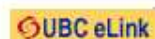
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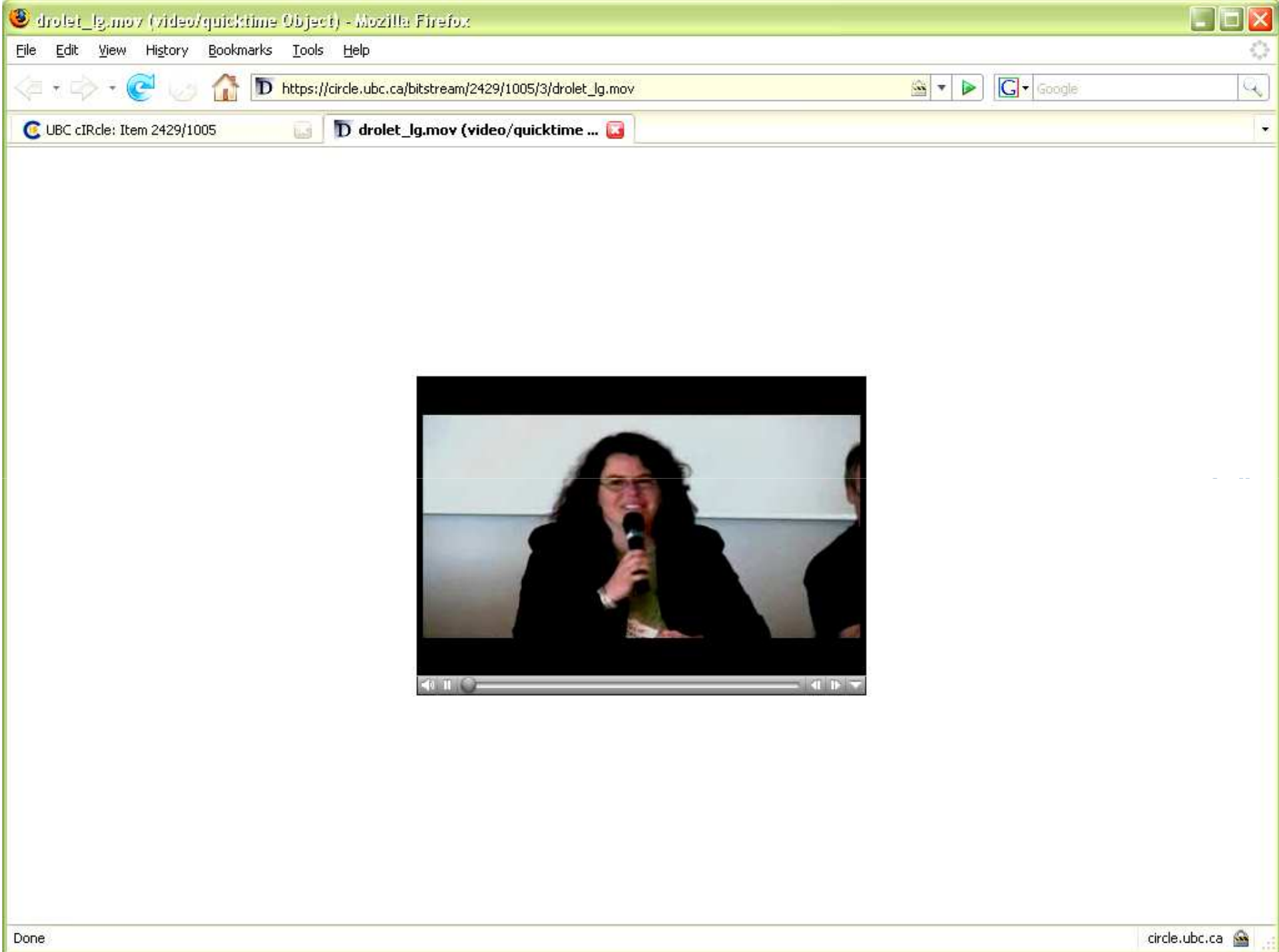
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Physics & Astronomy > Physics Podcasts >

Please use this identifier to cite or link to this item: <http://hdl.handle.net/2429/670>

Title: The bright future of dark matter and dark energy searches

Authors: Van Waerbeke, Ludovic

Subject Keywords: weak gravitational lensing
dark matter
redshift
SNAP
COSMOS
podcast
Science and Engineering Library

Issue Date: 11-Apr-2008

Abstract: Dark matter and dark energy clearly emerged from recent cosmological surveys as key ingredients of the Universe. Understanding their physical nature might be a way to unlock some of the mysteries in particle physics and General Relativity. In this talk I will discuss how gravitational lensing will have a unique contribution in this endeavor. I will also discuss how future weak lensing surveys, primarily designed to study dark matter and dark energy, will enable the detailed analysis of the physical processes underlying structure formation such as galaxies and clusters of galaxies. Presented on April 10, 2008.

Affiliation: Physics and Astronomy, Dept of

URI: <http://hdl.handle.net/2429/670>

Appears in Collections: [Physics Podcasts](#)

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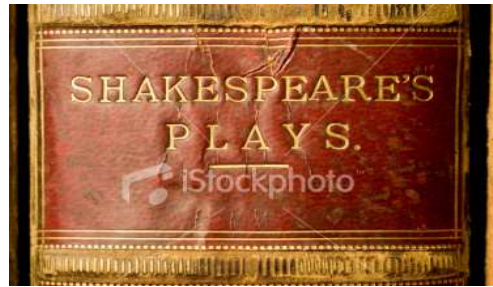
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The Faculty currently has 38 University Teaching Officers, 36 College Teaching Officers associated with the Faculty, almost 200 graduate students and over 650 undergraduates. The Faculty is located at 9 West Road in a new building opened in October 2004.

Cambridge English is particularly well known for its attention to the close reading of texts, and for textual analysis: this approach underpins much of the work of the Faculty. It is at the core of the Faculty's work to stimulate critical enquiry, engagement with current and historical literary debate, to encourage students to cultivate an enquiring mind, and to provide the appropriate conditions for members of the Faculty to carry out research which widens and deepens the understanding of literature.

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
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[Next page](#)

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1-Apr-2009	High-resolution mutation detection in Caenorhabditis elegans mutants and natural isolates using array comparative genomic hybridization	Maydan, Jason Stephen
31-Mar-2009	Non local dielectric effects on the dielectric barrier of an ion channel	Krayenhoff, Willem Bruce
31-Mar-2009	"I am the Mother and the Father" : the experiences of orphaned children caring for children in Uganda	Athanasopoulos, Magdalene
31-Mar-2009	Integrating geologic and geophysical data through advanced constrained inversions	Lelièvre, Peter George
31-Mar-2009	Verbal credibility assesment of incarcerated violent offenders' memory reports	Ternes, Marguerite
31-Mar-2009	Bai Juyi (Bai Lo Tian) 易居白 772-846AD Tang Dynasty poet, midst everyday life, musings on the ordinary, influences of the not so obvious	Naismith, Earl George



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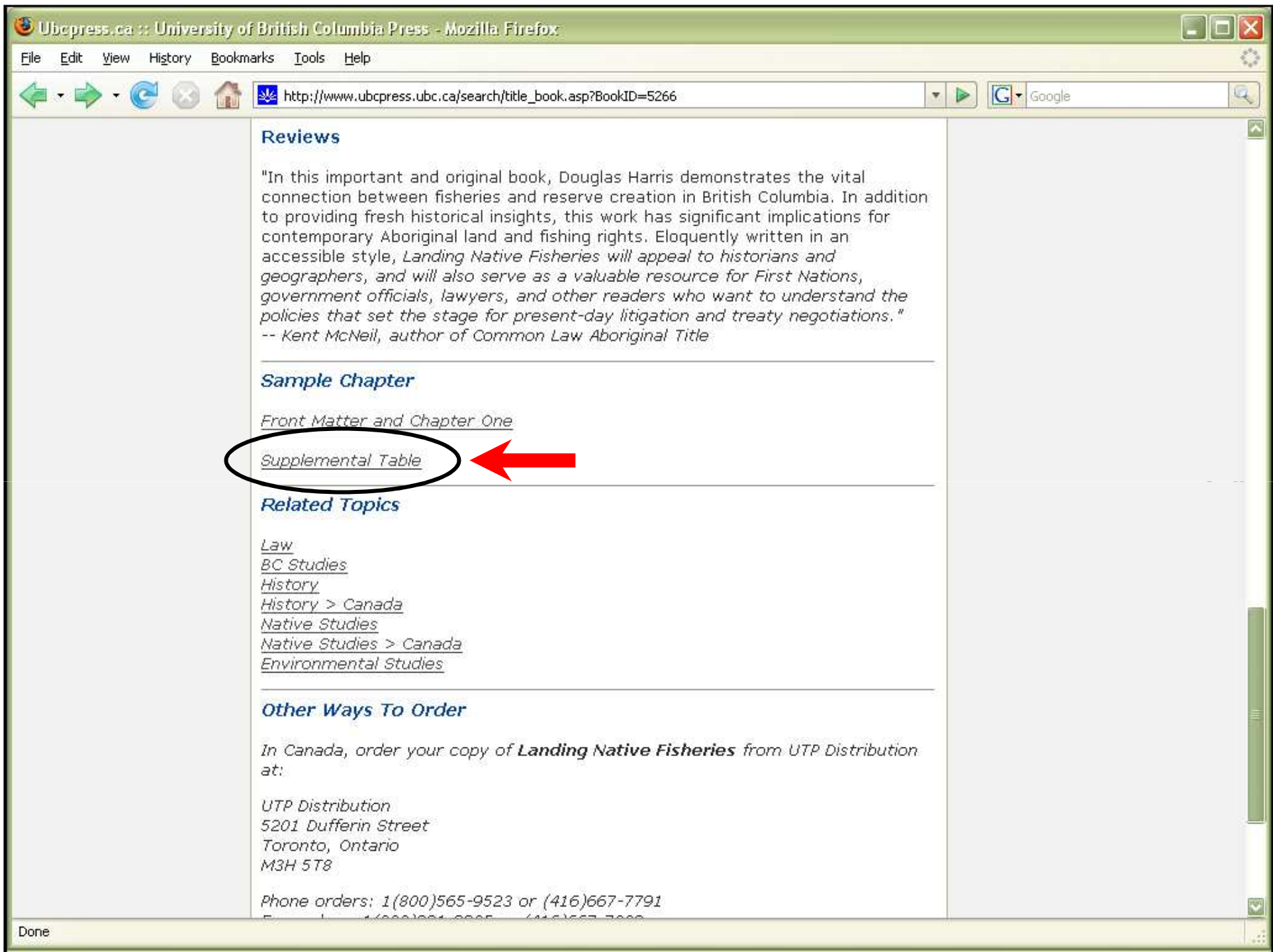
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Landing Native Fisheries reveals the contradictions and consequences of an Indian land policy premised on access to fish, on one hand, and a program of fisheries management intended to open the resource to newcomers, on the other. Beginning with the first treaties signed on Vancouver Island between 1850 and 1854, Douglas Harris maps the connections between the colonial land policy and the law governing the fisheries. In so doing, Harris rewrites the history of colonial dispossession in British Columbia, offering a new and nuanced examination of the role of law in the consolidation of power within the colonial state.

About the Author(s)

Douglas C. Harris is a member of the Faculty of Law at the University of British Columbia and the author of **Fish, Law, and Colonialism: The Legal Capture of Salmon in British Columbia**



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Indian reserves allotted for fishing purposes in British Columbia, 1849-1925

Language group/ Regional affiliation	First Nation* (Name as it appears in historical record where it is substantially different from the present)	Commission(er) allotting reserve, with allotment date** (dd/mm/yyyy)	Date of document identifying reserve as a fishery*** (dd/mm/yyyy)	Reference to fishery in documents creating or confirming the reserve	Fisheries reference in Royal Com- mission report†
Reserve†					
COAST SALISH					
Isalialawatash 4	Burrard	JIRC 15/06/1877	15/06/1877	M.D. "Fishing Station"	X
Capilano 5†	Squamish	JIRC 15/06/1877	—	—	X
Kitsilano 6		James Douglas (date unknown) JIRC 15/06/1877	—	—	X
Skowishan 7		JIRC 27/11/1876	—	—	X
Chuckchuck 8			—	—	X
Yookwitz 12			—	—	X

Note: Abbreviations used in the table: JIRC (Joint Indian Reserve Commission); Royal Comm (Royal Commission on Indian Affairs for the Province of British Columbia); M.D. (Minutes of Decision); F.M. (Field Minutes). These last two, as well as any references to fisheries noted on maps, are drawn from the Indian Reserve Commission's Federal Collection of Minutes of Decision, Correspondence and Sketches.

* Indicates the First Nation that currently holds the reserve. This is not always the same as the group to which the reserve was allotted.

** The individual or body named as allotting a particular reserve also allotted all the reserves that follow in the table until another individual or body is named. In some cases the reserve was first allotted before the Joint Indian Reserve Commission (JIRC) began its work in 1876, but was later confirmed by the JIRC or by Indian Reserve Commissioners: Gilbert Malcolm Sproat (1878-80), Peter O'Reilly (1881-97), or A.W. Vowell (1898-1910). The later date is the one listed. For a list of reserves allotted before the JIRC see Lillian Ford and Cole Harris, "B.C. Colonial Indian Reserves" (unpublished paper, April 1999), archived at UBC Library, Special Collections.

*** A dash in this column or the next one indicates that there was no document identifying the reserve as a fishery when the reserve was allotted. However, the reserve is included in the table because the *Report of the Royal Commission on Indian Affairs for the Province of British Columbia* (Victoria: Acme Press, 1916) noted the connection between the reserve and a fishery. See the final column in this table and the corresponding footnote (†). Where there is a document identifying the reserve as a fishery, the document was created by the person or body that allotted the reserve (listed in the previous column) unless another person or body is identified. Document dates prior to the allotment date indicate that the reference to a fishery was made by the person or body that first marked out the reserve.


† A mark in this column indicates that there was a reference to a fishery in Tables A and B in the *Report of the Royal Commission on Indian Affairs for the Province of British Columbia*. Table C of the report frequently includes references to fishing as an occupation of the inhabitants of a reserve, usually accompanied by other occupations (most frequently hunting, farming, and working for wages). Where there was not also a reference to fisheries in Tables A or B, the reserves where fishing was noted as an occupation in Table C are not included here, because the fishing activity is being ascribed to the inhabitants and not as a feature of the reserve. See the discussion in *Landing Native Fisheries* (Vancouver: UBC Press, 2008), p. 8.

† Reserve names are based on the *Schedule of Indian Reserves in the Dominion of Canada*, recompiled and corrected by C.H. Taggart up to 31 March 1943, annotated by I.M.D. Fox, Regional District Surveyor for B.C. Footnotes have been added to indicate current name where it is different.

† See *Landing Native Fisheries*, 1-4, 116-25.

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 - ▶ [Lemon8 XML](#)
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Vol 6, No 2 (2008)

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- ◆ By Issue
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Journal Help

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JOURNAL CONTENT

Search

All

Search

Browse

By Issue

By Author

By Title

Other Journals

FONT SIZE

A

A

A

Home > Archives

Archives

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2007

Vol 7, No 1 (2007)

Vol 6, No 2 (2007)

Vol 6, No 1 (2007)

2006

Vol 5, No 1 (2006)

Vol 4, No 3 (2006)

← → ↻ 🏠 📄 http://ojs.library.ubc.ca/index.php/cjmrp/issue/archive 🔍 Google - ☰ ✕

[Vol 6, No 1 \(2007\)](#)

2006

[Vol 5, No 1 \(2006\)](#)

[Vol 4, No 3 \(2006\)](#)

2005

[Vol 4, No 2 \(2005\)](#)

[Vol 4, No 1 \(2005\)](#)

[Vol 3, No 3 \(2005\)](#)

2004

[Vol 3, No 2 \(2004\)](#)

[Vol 3, No 1 \(2004\)](#)

[Vol 2, No 3 \(2004\)](#)

2003

[Vol 2, No 2 \(2003\)](#)

[Vol 2, No 1 \(2003\)](#)

[Vol 1, No 2 \(2003\)](#)

2002

[Vol 1, No 1 \(2002\)](#)

- [By Issue](#)
- [By Author](#)
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Vol 5, No 2 (2008)

Table of Contents

Articles

Rendering dimensions of a liminal currere <i>Pauline Sameshima, Rita L. Irwin</i>	ABSTRACT PDF 1-15
A pedagogy of mourning: carrying with/in tragedy, terror, and tension <i>Monica Waterhouse</i>	ABSTRACT PDF 16-32
Complexity as a theory of education <i>Brent Davis, Dennis Sumara</i>	ABSTRACT PDF 33-44
Nūshu: a curriculum of women's identity <i>Julia T. Broussard</i>	ABSTRACT PDF 45-68

Commentaries and conversations

Responding to Pauline Sameshima and Rita Irwin's 'Rendering dimensions of liminal currere'	ABSTRACT PDF
--------------------------------------------------------------------------------------------	----------------------------------------------

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A pedagogy of mourning: tarrying with/in tragedy, terror, and tension

Monica Waterhouse

Abstract

In this text I offer a narrative reflection, as a teacher-traveler, on my live(d) experiences in a sometimes (always already) violent world. Preoccupied with the possibilities of the work of mourning, in the first two movements I draw on stories of my time teaching in China at the dawn of this millennium to tell tales of tragedy, terror, and tension that provoked strange pedagogical moments. I reflect on the difficulties and passions of live(d) pedagogies that crack open curri/culum to tarry with/in these provocative, generative spaces as places for mourning and connection, ambivalence and ambiguity. During the 3rd movement I join Butler's questioning of 'what counts as a grievable life' as I attempt a textual encounter with an (un)grievable 'other'. I ask: How might recognition of lives/deaths through the act of inscription and collective mourning be related to understanding human connection? In a pedagogical refrain, I draw Derrida into my conversation with feminist theory to ask seriously about the pedagogical potential of tarrying with/in mourning, particularly for peace education that prioritizes an awareness of human connection. What are the transformative possibilities of returning again to mourning? I conclude with a call from peace educators and other emerging epistemologies that challenge us to think differently about human connection in our pedagogical work. Above all this text is a provocation in/to difficult spaces of mourning and pedagogical movement.

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A pedagogy of mourning: tarrying with/in tragedy, terror, and tension

Monica Waterhouse
University of Ottawa, Canada

*"Is there something to be gained from grieving,
from tarrying with grief,
from remaining exposed to its unbearability?"*
(Butler, 2004, p.30)

Foreword

Here are my remembrances as a teacher-traveler¹ around my live(d) experiences in a sometimes (always already) violent world. I attempt a narrative reflection on peace and/as violence in our worlds as we go about the business of teaching, learning and living together. It is preoccupied with the work of mourning and its possibilities for pedagogies for peace; a wondering and wandering through stories, accompanied by narrative ghosts of past, present, and the always imminent future.

Inspired by the work of Ted Aoki, this memory work is metonymic, slipping between different places and times. Such metonymic "memory plays the part of the shifter... the trickster, taking on ambiguous syntactic and semantic role of both here and there, this and that, then and now" (Hasebe-Ludt, 2003, p.463). In these metonymic movements, in these "spaces of generative possibilities in between" (Hasebe-Ludt, 2003, p.464) it is my hope that something will happen for me and for the reader; that there will be a *provocation*. My sense of the word provocation is inspired by Smith's (1999) idea of provocation and/as pedagogy; a kind of productivity and a calling forth. This is echoed in Robertson's (2006) observation that provocation and education are "etymological siblings" (p.175) where *educare* involves a "bringing forth" (Jardine, 2000, p.115) of life. These authors invite a return to life and the work of education that embraces all their difficulties and passions, because it is precisely in these tensions that we find generative possibilities.

From this perspective, I view the writing (and perhaps reading) of this text and the mourning it involves as an inherently pedagogical endeavor closely related to questions of peace, violence, and human connection. Above all else it is an invitation in/to difficulty, a provocation to pedagogical movement. I enter in the middle; a narrative moment, a movement. Moving forwards.... four words: Tragedy, Terror, Tension, Tarry.

¹ As teacher-traveler, I inhabit a socio-historical positioning as a Canadian, white, middle-class, monolingual Anglo, Protestant woman. It is from this position that I read the worlds I travel and work my memories.



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