

OTHERWISE

APR 2022
ISSUE 1

BIPOC WOMEN | POLITICAL SCIENCE | UNIVERSITY OF TORONTO

Land acknowledgement

We acknowledge that we are on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit, and the Williams Treaties signed with multiple Mississaugas and Chippewa bands.

CONTENTS

03 / EDITOR'S NOTE
[SIRU CHEN]

05 / RE: SEXUAL VIOLENCE PREVENTION WORKSHOP
[JIAJIA ZHOU]

08 / FOCUS GROUP: SEXUAL HARASSMENT
[YUJIA SHI & CHEN ZHONG]

12 / THINKING ABOUT E. J. KOH'S *THE MAGICAL
LANGUAGE OF OTHERS*
[JIAJIA ZHOU]

15 / LETTERS
[IRENE ET AL.,. EDITOR: YANG-YANG CHENG]

20 / CALL FOR IDEAS

**OTHERWISE,
WE ARE NOT HEARD.
OTHERWISE,
WE ARE NOT SEEN.**

Siru Chen
on behalf of The OtherWise
Editorial Board

OtherWise is an e-magazine dedicated to sharing BIPOC women's voices in the Department of Political Science at the University of Toronto, supported by the GASPS as a special project. We (the editorial board) visualize the magazine as a channel for BIPOC women and allies to raise their voices, unapologetically. We are honored to have collected a number of sophisticated ideas from the amazing BIPOC women and allies in the Department, and are equally as honored to share these thoughts with you. Being BIPOC women isn't something we chose, but nevertheless is something we celebrate together. The common challenges we face do not shy us away from accomplishing great achievements. Our shared experiences, if anything, make us stronger and more powerful.



In this inaugural issue of OtherWise, we discuss a variety of issues that are close to our academic and personal lives. In our featured focus group interview, participants share their knowledge and experience of sexual harassment. Recognizing the fact that BIPOC women are disproportionately more at risk of being sexually harassed, we want to empower ourselves by talking about this “sensitive” issue. From being cat-called on the street to bearing with inappropriate “jokes” at the workplace, sexual harassment poses not only challenges to our wellbeing, but could potentially affect our academic excellence. This interview is our attempt to openly discuss the topic and navigate through a series of challenges together. We also include a variety of thoughts regarding the current effort by the Department to address sexual harassment. Our goal does not stop at presenting the issue. We offer concrete recommendations for both constructing and improving formal institutions and informal networks, for both better prevention and response to sexual harassment in the department.

We have also included book reviews and opinion pieces written by BIPOC women from the Department. Jijia wrote a beautiful book reflection on E.J. Koh’s *The Magical Language of Others*, in which she shares her reflection on how we often forget to make sense of our own worldviews. In the opinion section, Irene shares her experience of being a Head TA. She shares how BIPOC and women TAs receive more pushback from students, and how she navigates through these challenges, effectively and wisely. We also received anonymous letters from fellow BIPOC women TAs on their experiences that are equally helpful and insightful.

Last but not least, we want to extend our gratitude to all BIPOC women and allies in our department, who are not only our friends but also our inspirations. We believe in the power of community, and we understand what is possible when we gather. We understand the challenges, and we appreciate every single step that brings us here.



Dear BIPOC women friends, you are heard, seen, and appreciated. We hope to hear more from every one of you about your distinctive journey as a BIPOC woman in the future, because we believe by sharing our stories, we become stronger together.

RE: SEXUAL VIOLENCE PREVENTION WORKSHOP

JIAJIA ZHOU

On January 20, the Department invited the response coordinators from the Sexual Violence Prevention and Support (SVPS) Centre to hold a workshop on sexual violence and harassment. The workshop focused on explaining the importance of building a “culture of consent”. Response coordinators, Jia and Jane, asked us to reflect on how we as individuals could contribute to building a space that enables consent in our relationships, community, and society. The workshop was attended by around 20 graduate students, inclusive of both MA and PhD students. In this article, we recap some important takeaways for those who missed the workshop.

Here are some points of reflection raised during the workshop: in your relationship with colleagues, have you ever extended a hug without knowing if the other party is comfortable with this gesture? Or, have you ever asked for consent without considering if the circumstances allowed ‘no’ for an answer?

In spaces where you enjoy a position of power, have you acted to create an environment that enables consent? Have you ever reached out to a colleague without a concern for their boundaries and consent? As a teaching assistant, have you considered what you could do to set boundaries in your classroom?

One way to support a culture of consent is to recognize the power dynamics and the potential costs involved for people in a weaker position. For example, students may perceive costs to their grade if they call out an inappropriate comment from their TA or course instructor. Fellow graduate students may perceive social costs to their professional relationships if they call out unwelcomed jokes or conversations. What can you do to mitigate these costs?

Between inaction and reporting to the school or police lies the intermediate option of disclosure. That is, victims of sexual violence or harassment may choose to consult with someone about the incident. While some may feel more comfortable speaking to a friend or an acquaintance they

trust, an alternative is the SVPS Centre.

The Centre provides an important initial point of contact that connects an individual to other forms of assistance, if they wish to do so after speaking with the response coordinators. Some of the options provided include facilitating accommodation for classes, referral to professional counselling services, or assistance with reporting under the SVSH Policy or to the police.

If you are a friend or acquaintance of the victim, you can also help to refer them to the Centre if you have received their consent to do so. The Centre requires you to provide 1) a first name or initial; 2) a way to contact the client; 3) their availability. No details are required regarding the nature of their visit.

Making a Referral to the SVPS Centre

Phone: 416-978-2266 (all locations)

Email: svpscentre@utoronto.ca

Website : <https://www.svpscentre.utoronto.ca/>

University of Toronto St. George campus

Gerstein Science Information Centre, Suite B139

University of Toronto Mississauga

Davis Building, Room 3094G

University of Toronto Scarborough

Environmental Science & Chemistry Building,
EV141

PARTICIPANTS' THOUGHTS

PhD Student and TA

"The training was a good starting point regarding the discussion of sexual harassment in academic settings that we work in. I think for future trainings, more attention can be paid to some culturally sensitive notions of what harassment can look like across different contexts, and more information on how to be a good listener if one finds themselves being in an emotionally supportive role."

Emily Nacol, Faculty

"I found the workshop very informative and helpful. It was very interesting to think about how consent culture has changed during the time of COVID-19. I was also really impressed by the reflections of grad student participants, who showed great sensitivity and care in thinking about how to create healthy boundaries and a culture of consent. As the TA coordinator for UTM, I hope we can hold a similar training for our UTM TAs next fall."

PhD Student

"I worry that those of us who attended are those who already understand. That the people who need this type of training most are the ones least likely to take it. If the department doesn't take steps to make this kind of training regular and compulsory, say at orientation, the people who need this training won't take it."

I wish that the department would do something more to actually make this training something that everyone goes through, rather than simply stating its importance."

William O'Connell, PhD Candidate

"The workshop was highly informative and provided specific and detailed direction for a variety of scenarios. I was unaware that students could receive accommodations without having to file a formal report - this is an excellent policy and I am glad the Centre is providing this support. I appreciated the opportunity to learn more about what resources are available to help students and staff, and what I should do in my role as a TA or instructor."

Ambiguities, Abrasion, and Action

A GROUP DISCUSSION ON SEXUAL HARASSMENT AND PROPOSED SOLUTIONS

On behalf of the *OtherWise* editorial team, we held a focus group discussion on sexual harassment in academia and workplaces in February 2022.

It was a difficult conversation. To some, sexual harassment is “the others’ story” you occasionally come across in the media or the mandatory university training workshops. Yet to many others, including some participants of the focus group we held this year, sexual harassment is the spectre haunting their memories and lingering in their current life.

“It (sexual harassment) is an intimate feeling. (Sometimes it is) unobservable. It is a feeling (that you are) in danger because of someone else.”

“I think as a woman I am strong enough. But when I was put in that situation, I was shaking! It was too much to handle.”

“It is discomfort because it violates your internal feeling of what is good... and proving it to other people that it is sexual harassment is so difficult

because something like sexual harassment is usually private. People might not believe you because often there is no witness.”

“Sexual harassment involves a lot of manipulation. There can be a lot of asymmetrical situational power and hierarchy.”

In brief, we reached a consensus that, sexual harassment, although the definition varies depending on the cultural and individual context, is a lived experience.

To facilitate the discussion in this focus group, we shared with our participants an excerpt from the Climate Survey Report, 2018 – 2019 written by Reut Marciano and Brianna Botchwey from U of T’s Department of Political Science. The report is based on the main findings from a departmental survey conducted in 2019, which reveals several issues of concern. We highlighted the report’s overall findings and the section on sexual harassment and read it together with the focus group participants (shown below).

Table 1: Responses to the question on level of comfort with the departmental climate

OVERALL, HOW COMFORTABLE ARE YOU WITH THE CLIMATE IN THE POLITICAL SCIENCE DEPARTMENT?	
Answer	Responses
Very comfortable	27.06% (23)
Comfortable	43.53% (37)
Neither comfortable nor Uncomfortable	15.29% (13)
Uncomfortable	11.76% (10)
Very Uncomfortable	2.35% (2)
(N=85)	

Source: Marciano and Botchwey, 2019, p.3

"Sexual Assault and Harassment: While most respondents did not consider sexual assault and sexual harassment as primary concerns in the department, 5% of respondents indicated that sexual assault is a problem in the department, while 22% indicated that sexual harassment is a problem. Concerningly, 40% of respondents would not feel comfortable going to the Department with sexual harassment or sexual assault complaints, suggesting that further work is needed in the Department to ensure that survivors of sexual assault and harassment have access to sufficient resources and safe channels through which to bring forward complaints of this nature." (Marciano and Botchwey, 2019, p.4)

We then asked the participants how they felt about the results. Some raised their concerns: "5% thinking that sexual assault is a problem here is already a huge red flag! And 22% of people think sexual harassment is a problem here...22% is so many people!"

In retrospect, plenty of questions could have been raised about the result of this survey, but some graduate students who have been in the department since 2018 mentioned they did not know whether there was any follow-up on this survey. We simply do not know whether any action was taken.

But *why*?

In our conversation, we identified the following barriers for the victims of sexual harassment to seek recourse. Although the findings may require further analysis, our understanding of the issue nonetheless reflects how survivors of sexual harassment (and their allies), perceive the existing challenges that victims are faced with.

One of the problems that our participants identified is the lack of formal institutional effort. While workshops on sexual harassment happen occasionally, information sessions such were not regularized nor available often. Many times when victims came across a situation, they do not know where to seek help and are often confused by the bureaucratic procedures and discursive

information that the university provides.

Another issue has to do with the ambiguous nature of sexual harassment and sexual violence. Some participants in this focus group have observed the effect of informal sanctions on the perpetrators. However, since sexual harassment can take place implicitly and often in private, victims usually find it difficult to provide evidence to prove the infringement of their safety, and this has hindered their further recourse.

The concerns of victims may also prevent them from seeking help. When victims project that their reputation and career are at stake, they will often give up denouncing the perpetrators. In addition, victims are usually in fear of professional repercussions and the perpetrator's reprisals, and hence sometimes they think reporting "is not worth it."

On the institutional part, our participants think there is an insufficient investigation of the issue and a lack of research on the topic in the field of social sciences. One of our participants explicitly identified that "we need more figures and numbers that are comparable to other departments on campus," and, "there is a lack of understanding on sexual harassment and violence from both institutional and individual sides."

What should we do?

Build up the formal channels in the Department

We believe it will be tremendously helpful for the Department to consider updating the design of orientation workshops. Our participants have discussed several specific suggestions.

Considering the tremendous mental and physical damage one may endure due to sexual harassment and other forms of violence; the Department should first discuss the issues directly and explicitly in relevant orientation events.

In addition, the organizers of orientation events should provide information on available resources and support in the Department and the University. Educational events as such will prepare the incoming students with relevant knowledge on the issue, advise them with strategies to protect themselves, and inform the students of appropriate boundaries in social interactions.

Though it remained to be controversial and inconclusive, the focus group also discussed how to include information about the consequences of committing sexual harassment in orientation events and/or other public events.

The discussion about the potential penalty and legal liability of sexual harassment perpetrators in academia and workplaces may raise people's awareness of preserving appropriate boundaries in social interactions.

The participants also mentioned other solutions such as appointing specific personnel to respond to sexual harassment and violence incidents. Although we are aware that the University has a designated office (The Sexual Violence Prevention and Support Centre) to help students and employees, the participants share the sentiment that the Centre's role in helping victims has not been communicated well to the student body. Bridging this gap between the students/employees and the Centre is yet another solution for consideration.

The power of self-organized groups and communities

We encourage all self-organized groups, may it be long-established student groups or new ones, to openly discuss sexual harassment and other forms of violence, both on and off-campus. Our participants reached a consensus on the importance of nurturing and enhancing informal networks for countering sexual harassment and violence.

The student networks may consider inviting both current and past students to share their experiences and thoughts regarding sexual harassment in various formats, such as public events and/or private gatherings. Several potential advantages of informal networks are, building up social connections between community members, overcoming information asymmetries, and increasing the social costs for potential perpetrators.

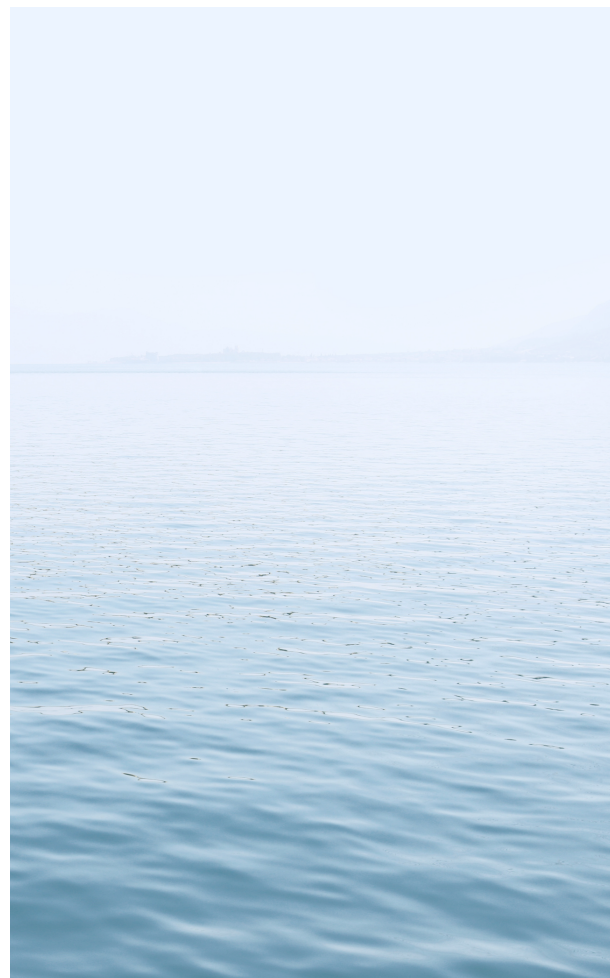
Remarks

We are sincerely grateful to all participants for their time and contributions. All participants have given their consent to publish the aforementioned opinions. The authors are responsible for any errors.

Yujia Shi
Chen Zhong

References

Marciano, R., & Botchwey, B. (2019). Climate Survey Report - Department of Political Science. [ONLINE REPORT]





The Magical Language of Others

a memoir by E. J. Koh

“My mother never asked me to speak but to understand, rather than endure to forgive, and never to sacrifice, only to let go.”

Images from E. J. Koh's *The Magical Language of Others* (hardcopy edition), featuring design by Jakob Vala and art by ENSEE (Mi Kyung Choi)

Thinking about E. J. Koh's *The Magical Language of Others*

Jiajia Zhou

When we were conceptualizing a book review section for this inaugural issue of *Otherwise*, we considered reviewing academic books. It is after all what seems most relevant toward amplifying the voice of BIPOC women in our profession. But it was hard to find one book that would be plausibly meaningful to those of you reading this. I eventually settled on E. J. Koh's autobiographical memoir because I found it to be an encouraging read. The book is about her search to put her own

story into words: her journey to articulate, which became her calling to articulate, as a writer.

Who is E. J. Koh? I would surmise that she is nobody we would be interested in by common standards; she's not a thirty-under-thirty, or the political scientist we may be aspiring to be. The one thing we do have in common is that we are all graduate students, except that she is pursuing a PhD in English Language and Literature. But she wrote a memoir. And it is beautiful. Reading Koh's writing made me realize how someone who finds the words to tell their own story can tell it so powerfully. In our discipline, we so often try to make sense of the worldviews of others. The book made me ponder whether I really have a good sense of the dimensions to people's worlds that I am choosing to omit when I generalize. If I had to articulate my own background and perspective,

can I offer something so lucid?

Koh writes prose like poetry. Initially, I found her storytelling a little haphazard; it is one thing, and the next moment something else entirely. But she soon drew me into her rhythm. Her presentation is cinematic, scenes cut in and out, and she tells her story not with details but by slowly revealing her web of memories. Her encounters leave impressions, some leave scars, and she walks the reader through her linear thread of words, showing how she associates them, even if they are at times temporally distant. Whenever I find myself captivated by the unfolding of an episode, she truncates them, reminding me that this is her memoir. She is not an aggregation of chronological details in her life. Rather, she becomes vivid in the way she weaves her memories together.

Children have no concept that every moment comes to an end, but rather feel as though their suffering, at present, will last for an eternity. One small thing, taken away, was to feel the loss endlessly.

E. J. Koh, *The Magical Language of Others*

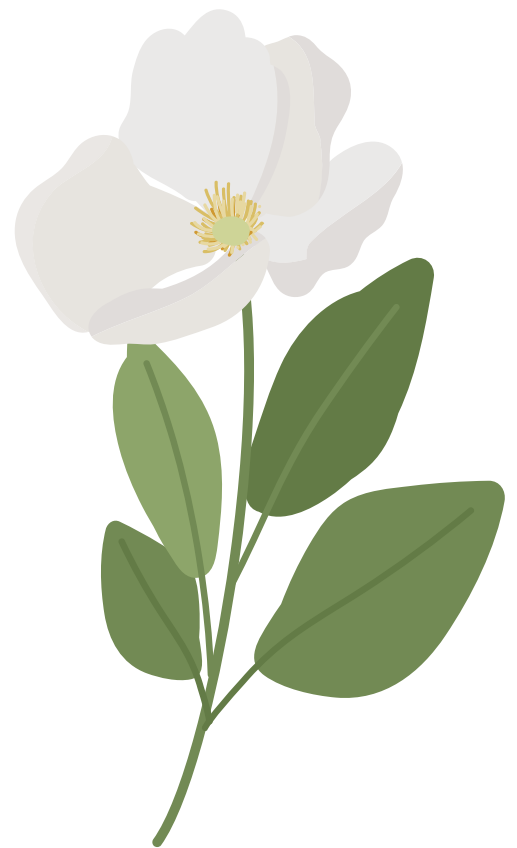
Koh's memoir is melancholic at times, but it is also reflective, sincere, and forgiving. A major theme in the book is her matrilineal inheritance of memories, experiences, and expectations. She carries with her the memories of violence, conflict, and memories of hardship from her grandmothers and her mother. From them, Koh also received their memories of being women. A familiarity that she carries to confront her world that is unfamiliar to them, and theirs estranged from her. Yet, in some moments, events cascade before her, and

overlaying her experience are the memories of their experiences.

Koh's book is also interspersed with her translation of letters from her mother. The mother's words to her child are intimate but also rife with contradictions. It reads like a stream of cognitive dissonance that one decides to let out before reconciling in their head. Words that may be only human, but also words that children may not hear from parents who process, filter, and sanitize their words.

If Eun Ji hears this, she might feel burdened, but Mommy and Daddy have big (*expectations*) of you. *We know we must not expect too much of you.* Even so, just thinking about it makes me happy. (*Especially*) because Mommy didn't study as hard as she could, and I regretted it a lot. There were several reasons. But my whole life, I regretted it.

E. J. Koh, *The Magical Language of Others*



Reading this book reminded me how different people's thoughts are, that a conversation can call to mind a web of memories that vary entirely from one person to the next. What am I sensitized or desensitized to? In what ways do my research questions depend on my assumptions of how people think in similar ways or feel for similar things? How do I respond to people who hold competing realities?

Work aside, this is a nice book to read to yourself before bedtime. Koh's prose is beautifully simple and powerful, heartwarming and heart-wrenching, at times relatable, at others almost fictional. It brought me down memory lane, into a nostalgic space. I probably dreamt about it too.

To end, here is a bonus excerpt for us, students of political science.

The way she said *we*, I felt responsible for the both of us.

"This is where it gets tricky." She whipped her finger across a page. "We are political science majors? But we haven't taken any math requirements?"

"Can I—*we*—still graduate?" I was asking for help.

She smiled. "What do we do?"

"I don't know what to tell us."

"So, you understand." Beatrice pretended to faint on her desk, then sat up in her chair.

"Our grades are lower than before. We've got to bring them up to graduate."

"Because they might get lower."

"We can't have that. It'd be trouble for us." She turned toward the window. "We need to complete our requirements. Let's talk about mathematics. *Mathematics*. They call it the highest language. It's the language of God."

E. J. Koh, *The Magical Language of Others*

LETTERS: THE EXPERIENCES OF BIPOC WOMEN TEACHING ASSISTANTS

Irene Poetranto:

I am the Head TA for POL106 (2021 and 2022) with over 1,000 students and 15 very dedicated and hard-working teaching assistants. Coordinating such a large class in the midst of the COVID-19 pandemic has made me more mindful of how we teach, learn from, and communicate with one another. As the Head TA, I try to facilitate positive and productive relationships in the course by establishing clear guidelines and reasonable expectations from the start and communicating them consistently throughout the term to students and the teaching staff. The pandemic has also meant that we are all dealing with more



meetings and emails than ever before. In a large and diverse class, with people from different cultures who use different communication styles (e.g., some BIPOC and women TAs or students may prefer to communicate indirectly as opposed to directly), having guidelines and expectations in writing that everyone can refer to is one way to help enforce boundaries to avoid burnout, reduce the potential for conflict, and make work less stressful.

In my experience, BIPOC and female TAs receive more pushback from students with regard to their grading and teaching abilities compared to others. For example, they receive more requests for grade appeals and rude and unhelpful comments about their teaching in course evaluations. To mitigate some of these issues, we outline the grading rubric on Quercus and we include in the syllabus the grade appeals policies and an explanation of why course evaluations are important and how they are used. The course instructor and I also make it clear to students on multiple occasions that we are committed to creating a positive learning environment. Therefore, just as students can expect to receive specific and constructive feedback from TAs on how to improve their assignments as well as communication and writing skills, we also expect them to provide specific and constructive feedback regarding the teaching team and their learning experience in the course.

Course instructors and TAs must continue to improve their teaching skills, so that they can keep students engaged and promote an inclusive and positive learning experience. This is why I recommend that TAs take advantage of professional development opportunities such as the department's Teaching Opportunity Program (TOP) and UofT's Teaching Assistants' Training Program (TATP). At the same time, teaching is a complex exercise that can result in challenges in and out of the classroom, yet it is only one among the many responsibilities that graduate students have. For these reasons, I strongly recommend that BIPOC and women TAs build or join a community of support that can help them navigate academic life (e.g., join the department's BIPOC Caucus WhatsApp group) and be aware of resources for BIPOC students and for self-identifying women on campus so that they know where to go for assistance.

I just want to note that I am indebted to the TATP Teaching Fundamentals Certificate program, as their courses greatly inform the pedagogy tools that I use in POL106 syllabus and handouts. I am also grateful to Isabela dos Santos with the WIT (writing integrated teaching) program and Siru, who are my sounding board in terms of the ideas that I wanted to implement. For example, Siru was very supportive when I said that I wanted to include 3-5 minutes "movement breaks" / stretches as part of tutorials. And of course none of these things would be possible without Ron's unquestioning support.

In what follows, we would like to feature excerpts from the POL 106 syllabus (with the kind permission of Head TA, Irene Poetranto), to showcase a successful example of laying down clear guidelines to help minimize unforeseen and unnecessary emotional burdens unproportionally imposed upon BIPOC women TAs:

POL106HS 2022

**Contemporary Challenges to Democracy:
Democracy in the Social Media Age**

Prof. Ronald J. Deibert

Head TA: Irene Poetranto

Grade appeals

Your mark may go either up or down during the appeal process.

After receiving a grade on an assignment, there is a 72-hour reflection period before you can file a grade appeal. Appeal requests made before the reflection period ends will NOT be read or receive a response.

Appeals process

- Subsequent to the reflection period, if you have good reason to believe that you were assigned an inappropriate grade in an assignment, you can appeal your grade within 48-hours by requesting your assigned TA to re-mark your work.
- In a written submission to the TA, you must include a short paragraph identifying how and why you think the grade you received does not accurately evaluate the work you submitted.

Email and communication

Please be respectful in your interactions with others and treat all of your communication with the teaching staff as a professional form of communication—I anticipate you'll use proper grammar, sentences, and formal greetings and sign-offs; you can expect the same from me.

Note: This class is very large and it will be challenging for the teaching staff to respond immediately to everyone's emails.

Therefore, prepare and ask your questions ahead of due dates, and before emailing us, please do the following:

- Check this syllabus and Quercus for information about the course and assignments
- Attend tutorials and submit your questions to your peers and the TA.
- Attend office hours with your assigned TA and ask your questions then.
- Ask your questions during our Tuesday weekly live Zoom event.
- Use Quercus' discussion boards. Read previously posted questions first to see if your questions have been answered.
- Reach out to the Head TA, Irene Poetranto, via email, if you are having problems with any of these other means of communication, and include the course code (POL106) in the email subject heading.
irene.poetranto@utoronto.ca

Course evaluations

At the end of the term, you will be able to provide feedback about the course and to evaluate the course instructor and your teaching assistants (TAs) using an online evaluation form. However, please do not wait until the end of the term to contact us if you have any questions or concerns about the course.

...

Comments that are not related to the course or your learning experience would diminish the value of your feedback. For example, it is not helpful to include personal insults or comments about your instructor's or TA's appearance in your feedback. Instead, please provide specific and constructive suggestions regarding the course and teaching or instructional behaviours (e.g., tutorials and office hours), so that we can improve the course and your learning experience.

Other letters:

Although I always made it clear to my students that I preferred them to call me by my first name, I got called “missy” by a white male student in front of the whole class right after I explained my expectations at the first tutorial meeting. And just last week, a female student of colour, whom I had friendly interactions with during my past office hours, called me “madam” when writing an email to me. These experiences made me wonder how the authority of a female TA of colour could be perceived differently by students with different racial and gender identities.

- An anonymous BIPOC female TA

Several years of being a TA as a BIPOC woman has taught me a lot, the most important of which is to separate my life and teaching. This sounds all generic but I didn't actually practice the separation until recently, and it does the magic. I was so occupied by teaching, grading, and communicating with students before, trying my best to take care of their issues and concerns. Leaving no energy and time to take care of myself, I found this made it really hard to take care of my students too. So this year I started to focus on myself more—meditation, workouts, etc. And more importantly, I set personal boundaries with students. These strategies help me navigate through the busiest times, and they actually put me in a better position to take care of students and myself.

- An anonymous BIPOC female TA

A recent episode reminded me of the practical difficulties of drawing social boundaries between TAs and students. At the end of one tutorial, one of my students requested to add me on LINE, a social media app which I often use to contact friends and families. The student started the conversation with the justifications for their request. This student mentioned as it was almost at the end of semester, having my LINE contact will be helpful to stay connected. I responded that the student can reach me through e-mail, but this student continued adding more reasons that having my LINE account might be more convenient in the future. I eventually ended up giving this student an old account number of mine, which I no longer use. I could not help thinking if it was my race or gender that had left the student the impression that I was more approachable. I wonder, how can I construct social boundaries between students and myself, as a BIPOC woman? Whether it is possible to build up a collegial instead of hierarchical relationship while maintaining the distance between TAs and students?
-An anonymous BIPOC female TA

Edited by Yang-Yang Cheng



CALL FOR IDEAS

We are now calling for your contribution and participation for our next issue slated for August 2022.

A Book in Exchange for Your Book

Review/Reflection!

We are looking for reviews or reflections on books written by BIPOC women published in recent years. You will receive up to \$50 reimbursement for the book in exchange for your book review or reflection. The book can be of any genre. Feel free to email Jijia (jjz.zhou@mail.utoronto.ca) if you have any questions. If you are interested, please let Jijia know by June 30, 2022.

Call for Submissions: Letters

We are eagerly looking forward to hearing more about the unique experiences of people who identify themselves as minorities in academic institutions. The Letters columns of our Magazine call for personal and/or critical commentaries on situations such as microaggressions in academia, un-egalitarian classroom dynamics one experienced or observed as a student or a teacher. Letters can take various forms, including but

not limited to an opinion piece, a social critique, or a letter to the editor. If selected, we will honor your contribution with a \$25 gift card. We are looking forward to hearing from you! If you are interested or have any questions, please email Yang-Yang at yangyang.cheng@mail.utoronto.ca. We welcome submissions by June 30, 2022.

Artistic Output

Do you have any creative work that you would like to share with us? We want to celebrate the diverse sensibilities present in our department by sharing your views and your modes of expression. We welcome artworks that explore various themes, such as family tradition, memory, or responses to the rise of racist attacks during the pandemic. All forms of art-related work are welcomed, including but not limited to photography, paintings, sculptures, literature, digital artwork, art commentary, the synopsis of a film, or any other creative output.

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