



September 24, 2019

Mr. Tony Lourakis President Hellenic Heritage Foundation 44 Upjohn Road Toronto, ON M3B 2W1

Dear Mr. Lourakis,

On behalf of the Centre for European, Russian, and Eurasian Studies (CERES) at the Munk School of Global Affairs & Public Policy, I wish to thank the Hellenic Heritage Foundation for its continued support of the Hellenic Studies Program at the University of Toronto.

Enclosed is the 2018-2019 Hellenic Studies Program report, which highlights the activities of the past academic year, and the endowment report, reflecting the value for the year ending April 30, 2019. For this year, our Hellenic Studies annual budget requirement is \$70,000 of which we have \$47,712 (from the annual endowment income). It would be greatly appreciated if a payment for \$22,288 were provided to ensure that we could continue to offer a robust curriculum to our students, which includes funding to support our field research trip in Athens, Greece.

Should you have any questions regarding these documents, please contact Monica Hahm, Director of Development at 416-946-7149 or monica.hahm@utoronto.ca.

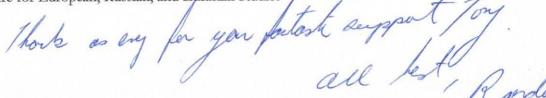
I am also pleased to share the 2018-2019 Munk School Annual Report, which features the highlights and accomplishments across our school for the past academic year, and provides updates about the Centre for European, Russian, and Eurasian Studies on pages 29 to 31 and page 58.

Thank you again for your tremendous generosity and ongoing commitment.

Kind regards,

Randall Hansen

Interim Director, Munk School of Global Affairs & Public Policy Director, Centre for European, Russian, and Eurasian Studies





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HELLENIC STUDIES PROGRAM

2018-2019 Annual Activity Report

Submitted by the Centre for European, Russian, and Eurasian Studies at the Munk School of Global Affairs & Public Policy, University of Toronto

Presented with gratitude to the Hellenic Heritage Foundation September 24, 2019

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The Centre for European, Russian, and Eurasian Studies (CERES) at the Munk School of Global Affairs & Public Policy, University of Toronto offers the Hellenic Studies Program to promote the Greek language and honour Greek heritage, culture and immigrants in the Greater Toronto community.

The 2018-2019 program year was an especially active one. We continued to offer two years of Modern Greek language instruction, a course on contemporary politics, and two opportunities for students to learn and study in Greece. The program hosted several academic events focusing on the Greek language and culture, and contributed to international research on preserving and promoting Hellenism through heritage language education. One of the year's highlights was the Summer Abroad course in Greece, offered for the first time in Athens. This new course replaced our previous course in Thessaloniki. The program was a great success in terms enrolment and learning outcomes. A diverse group of undergraduate students visited several destinations, including the Dodecanese islands, and learned about the Greek language, culture, society, history, tradition and cuisine.

In 2019-2020, in addition to our ongoing Greek language, culture, politics and history courses, our program aims to enhance its partnership with Toronto's Greek community in promoting and supporting Greek heritage language education. The highlight of this year is the launch of the Greek Education Portal, in collaboration with the Hellenic Heritage Foundation (HHF) – a project that provides Greek language learners and educators with a plethora of resources and networking opportunities.

2 HELLENIC STUDIES COURSE INSTRUCTORS

THEMISTOKLIS ARAVOSSITAS

MGR100: Introductory Modern Greek; MGR101: Elementary Modern Greek; MGR245: Intermediate Modern Greek; MGR300: Advanced Modern Greek I; MGR301: Advanced Modern Greek II; POL300: Modern Greek Culture: Language, People, Tradition and Cuisine

Dr. Themistoklis Aravossitas holds a Bachelor of Education from the University of Athens, Greece, and an MA and PhD from the Department of Curriculum Teaching and Learning from the Ontario Institute for Studies in Education, University of Toronto. He teaches Modern Greek language and culture at the Centre for European, Russian and Eurasian Studies of the Munk School of Global Affairs & Public Policy, University of Toronto. Dr. Aravossitas has completed a twoyear postdoctoral SSHRC-Canada fellowship at the University of the Aegean, investigating the status of heritage/community languages in Canada. His recent publications include the books Language Diversity and Education Matters (Gutenberg, 2019), Interdisciplinary Research Approaches to Multilingual Education (Routledge, 2018), Handbook of Research and Practice in Heritage Language Education (Springer, 2017) and Rethinking Heritage Language Education (Cambridge University Press, 2015). His current research project involves the development of an education portal for Greek language learners and teachers in Canada. In 2018, in recognition of his successful teaching and contributions to the Hellenic Studies Program, Dr. Aravossitas received a promotion to the rank of Sessional Lecturer II.

ROBERT CLEGG AUSTIN

EUR498H: Greece, the Modern Balkans and the European Union

Professor Robert Clegg Austin obtained his PhD from the University of Toronto. He is a specialist in East Central and Southeastern Europe in historic and contemporary perspective. In the past, Professor Austin was a Tirana-based correspondent for Radio Free Europe/Radio Liberty; a Slovak-based correspondent with The Economist Group of Publications; and a news writer with the CBC in Toronto. Austin has written articles for The Globe and Mail, The Toronto Star, Southeast European Times, Orbis, East European Politics and Societies and East European Quarterly, along with numerous book chapters and two books published in Tirana and Prishtina respectively. Professor Austin lectured widely in Europe and North America, and was a Guest Professor in 2009-2010 at the University of Graz Centre for Southeast European Studies. The University of Toronto Press published his most recent book, Making and Remaking the Balkans, in Spring 2019 as part of the Munk Series on Global Affairs. At CERES, he coordinates the Undergraduate European Studies Program. the Hellenic Studies Program, the Hungarian Studies Program and the Nordic Studies Initiative.

SPYRIDON KOTSOVILIS

POL385H1: Topics in Comparative Politics: Issues in Contemporary Greece

Professor Spyridon Kotsovilis obtained his PhD in Political Science from McGill University (Neporany fellowship), and trained in Complex Systems at the Santa Fe Institute, New Mexico. His research interests include Greek politics, international



Dr. Themistoklis Aravossitas



Professor Robert Clegg Austin



Professor Spyridon Kotsovilis

relations, democratization, revolutions, and mobilization dynamics, as well as advanced methods and complex systems. Professor Kotsovilis' current book project examines contentious political action from a networks perspective. He has published and widely disseminated his work at major conferences and invited talks on international relations, comparative politics, and advanced methodologies. He has taught at McGill, and worked with Médecins Sans Frontières/Doctors Without Borders, where he is an elected member of the Médecins Sans Frontières Canada Association. In 2018, Professor Kotsovilis' received a Sessional Instructor Superior Teaching Award from the Faculty of Arts & Science, University of Toronto.

3 2018-2019 COURSE OFFERINGS

MGR100H1: INTRODUCTORY MODERN GREEK; MGR101: ELEMENTARY MODERN GREEK; MGR245: INTERMEDIATE MODERN GREEK

Instructor: Dr. Themistoklis Aravossitas

There are four Modern Greek courses currently taught at the Centre for European, Russian, and Eurasian Studies. The Introductory course is offered every year as an intensive introduction, while the Elementary course is the continuation of the introductory level. The Intermediate Modern Greek course is offered biennially and is designed for students with some command of the language. It focuses on vocabulary building, study of grammar and syntax, and compositional skills. Advanced Modern Greek is offered biennially in two parts and works on the development of higher compositional skills as well as the study of Modern Greek literary works.

POL385H1: TOPICS IN COMPARATIVE POLITICS: ISSUES IN CONTEMPORARY GREECE

Instructor: Professor Spyridon Kotsovilis

The aim of the POL385H1 course is to encourage undergraduates to develop an interest in studying the political and economic circumstances in Greece. The success of this course is an important element of supporting Themistoklis Aravossitas' goal of fostering the appreciation and understanding of Greek culture and history among students.

The students' response was overwhelmingly positive towards both course content and the quality of instruction. Two of the students presented papers at the second annual Research in Greece student conference, hosted by the Hellenic Heritage Foundation Chair in Modern Greek History at York University on March 22, 2019:

- Adele Zhang: "Why so Different, yet so the Same? A Comparison of the Greek and Korean Civil Wars"
- Kathryn Kazimowicz: "The Dawn of Anti-Democracy: Explaining the Rise of the Extreme Right across Eurasia"
- Adele Zhang subsequently won the Department of Political Science Louis W. Pauly Award for International Study, thanks in large part to her work in our class.

EUR498H: GREECE, THE MODERN BALKANS AND THE EUROPEAN UNION

Instructor: Professor Robert Clegg Austin

With support from the Hellenic Heritage Foundation, Professor Austin and Dr. Aravossitas took six graduate students to Athens, Greece for 10 days in May 2018 for field research. This course often provides students with their first opportunity to conduct fieldwork. Students conducted research on a wide variety of subjects, including the Far Right in Greece, Greek military spending, the Greek Civil War in contemporary Greek society, Greek history textbook controversies, and Greek-



Students enrolled in MGR100H1: Introductory Modern Greek; MGR101: Elementary Modern Greek; MGR245: Intermediate Modern Greek

Students enrolled in POL385H1: Topics in Comparative Politics: Issues in Contemporary Greece

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Students enrolled in EUR498H: Greece, the Modern Balkans and the European Union Turkish relations. For a list of the students' research proposals, see Appendix A.

POL300Y: SUMMER ABROAD

Instructor: Professor Themistoklis Aravossitas

This was the fourth time the University of Toronto has offered a summer course in Greece, but the first time in Athens. Twenty-two students – a record number for this course – made the trip and earned a full-year credit in four weeks of living and learning in Athens. Students spent their time exploring Modern Greek culture and learning about the continuing Greek contributions to world civilization. The program was co-organized and hosted by College Year in Athens (CYA), a non-profit educational institution established in 1962. CYA emphasizes the importance of learning outside the classroom to gain a deeper understanding of Greece.





21 Students enrolled in POL300Y: Summer Abroad

Instructor: Professor Themistoklis Aravossitas







"The lecture contents are interesting and useful, giving us a deep understanding of Greece from cultural, social, and geographical aspects. The on-site lectures helped us gain insight in a way that is not possible in a classroom setting."

"I have discovered a new way of visualizing political and historical issues. The political and cultural aspect of the program gives me a new way to think critically in my academic assignments."

Instructor: Professor Themistoklis Aravossitas







"Being able to learn about the places while exploring them made the course very interesting. The field trips and our professors are educational, knowledgeable, and interesting."

"The optional activities that the professor organized are what I liked the most because I really enjoyed the atmosphere that everyone is together. The tours and the group dinners were the most rewarding since they were good bonding moments."

Instructor: Professor Themistoklis Aravossitas





"One of the best summers abroad I've done to date. The field trips were extremely relevant to the course content, and every day was a new and exciting learning curve and opportunity."

"I learned to quickly adapt to a foreign culture and language which helped with my social skills, independence, communication skills. We gained a more hands-on experience that is often not available in classrooms."

Instructor: Professor Themistoklis Aravossitas







"It was a life-changing experience for me – the professor, the course work and the cultural enlightenment have all contributed to this! The overall experience exceeds my whole expectation. The course is very interesting, and my instructor is very professional and friendly."

"It was immersive, interactive, and educational. The course had a great mix of practical and theoretical learning in a stunning location. I learned in a way that was different, but in a very hands-on way that was beneficial for me."

4 ACADEMIC AND COMMUNITY ACTIVITIES

WORKSHOPS FOR GREEK LANGUAGE TEACHERS, FALL 2018

In collaboration with the Director of the Education Department of the Greek Orthodox Metropolis of Toronto, the Hellenic Studies Program co-organized and hosted a two-day series of lectures and workshops for Greek language educators in Canada. Participants from Ontario, Manitoba and Quebec had the opportunity to learn innovative methods of teaching Modern Greek to learners at the primary, secondary and post-secondary levels. Guest speakers and presenters included Professors Anna Chatzipanagiotidi, Maria Vassiliadou and Andria Constantinou from Frederick University of Cyprus, Janette Holmes from York University, and Themistoklis Aravossitas.





September 7-8, 2019. Greek language educators participating in workshops hosted by the Hellenic Studies Program at CERES in the Munk School of Global Affairs & Public Policy.

EUROPEAN LANGUAGE DAY CELEBRATION, FALL 2018

The European Day of Languages has been celebrated since 2001 as an initiative of the Council of Europe. In Toronto, Alliance Française Toronto, Goethe-Institut Toronto, Instituto Camões, Istituto Italiano di Cultura Toronto and the Spanish Centre organize the annual event. For the fourth consecutive year, the Hellenic Studies Program represented the Greek language. The 2018 event took place at the Spanish Centre, promoting language learning and emphasizing the importance of intercultural understanding. Our instructor offered promotional Greek language courses and language-related activities to participants interested in studying Greek in Ontario.

LECTURE IN COLUMBUS, OHIO, FALL 2018

Modern Greek language lecturer Professor Themistoklis Aravossitas gave a series of workshops at the University of Ohio on the topic of methodologies in teaching Greek-heritage language learners in North America.

KEYNOTE SPEECH, HELLENIC HERITAGE FOUNDATION NETWORKING EVENT, WINTER-SPRING 2019

Professor Themistoklis Aravossitas was the keynote speaker at the Hellenic Heritage Foundation Networking Event, speaking about the future of the Greek language in Canada. His lecture focused on ways in which community leaders, educators and parents can facilitate the inter-generational transmission of heritage languages and promote the ethnolinguistic vitality of their groups.

COLLABORATION WITH YORK UNIVERSITY HELLENIC HERITAGE FOUNDATION CHAIR IN MODERN GREEK HISTORY, WINTER-SPRING 2019

Students who took part in the May 2018 field-research trip to Athens as part of EUR495 Modern Greece in the Balkans and the European Union presented their findings at the Second Annual Research on Greece Student Conference, organized by Prof. Sakis Gekas, the Hellenic Heritage Foundation Chair in Modern Greek History at York University.



March 22, 2019. Research on Greece 2nd Annual Student Conference at York University. Luka Dursun, MA candidate, University of Toronto, presenting his research "Defending the Defenders: A Revaluation of Greek Defence Spending"

ANNUAL HELLENIC HERITAGE FOUNDATION LECTURE, APRIL 4, 2019

This year's speaker was Thanos Dokos, Director-General of the Hellenic Foundation for European and Foreign Policy (ELIAMEP), an Athens-based think tank that conducts policy research on European and regional developments. Dr. Dokos' lecture, "Navigating Uncharted/Turbulent Waters: Greece's Geopolitics After(?) the Crisis," dealt with Greece's role in the unsettled security environment of the Eastern Mediterranean. He argued that Greece "needs to find its own niche in the distribution of regional roles and influence, and convince its partners and allies of its own added value in managing common security challenges."



April 4, 2019. Dr. Thanos Dokos, Director-General of the Hellenic Foundation for European and Foreign Policy (ELIAMEP) presents at the Vivian and David Campbell Conference Facility on: "Navigating Uncharted/Turbulent Waters: Greece's Geopolitics After(?) The Crisis".

COLLABORATION WITH SIMON FRASER UNIVERSITY

Our program is working with the Stavros Niarchos Foundation (SNF) Centre for Hellenic Studies at Simon Fraser University (SFU) in British Columbia on developing modern resources, technologies and methodologies for the teaching and learning of the Greek language across Canada. The first step in this collaboration was the organization of a workshop scheduled to take place at SFU in the Fall of 2019. The workshop is currently on hold due to the unfortunate passing of the SNF Chair, Professor Andre Gerolymatos.

5 ACADEMIC RESEARCH

Over the 2018-2019 academic year, the Hellenic Studies Program has supported the following scholarly work of Professor Themistoklis Aravossitas. New phases of existing studies and new research projects are planned for 2019-2020 as follows:

GREEK MIGRATION: MODERN GREEK MIGRATION TO CANADA AND COMMUNITY IMPLICATION

This study collected data from approximately 100 newcomers, and found that the new Greek migration wave to Canada could potentially enhance the ethnolinguistic vitality of the Greek community. Final findings and analysis will be presented at the Modern Greek Studies Association (MGSA) 26th biennial Symposium, to be held at California State University, Sacramento in November 2019. The study, conducted by Dr. Themistoklis Aravossitas and independent researcher Momoye Sugiman, is published.

Publication Information

Chatzidaki, A., Kirsch, C., Panagiotopoulou, A., Rosen, L. (Eds), (2019). *'New' Migration of Families from Greece to Europe and Canada: A 'New' Challenge for Education?* NY: Springer International Publishing.

GREEK LANGUAGE AND EDUCATION: PROFESSIONAL DEVELOPMENT OF HERITAGE LANGUAGE TEACHERS: PROFILES, NEEDS AND COURSE EVALUATION

This ongoing study examines the professional development needs of heritage language (HL) teachers, as part of a community-based investigation of the status of Greek language education in Canada. Using data collected through targeted questionnaires at different times, this investigation sheds light on the conditions that HL practitioners are faced with, and reveals that both teachers and administrators understand the need to facilitate the teaching quality of HL programs through carefully designed professional development courses. A new direction for this project is the design of professor Aravossitas in the summer of 2020.

HERITAGE LANGUAGE LEARNERS IN MIXED UNIVERSITY CLASSES: IMPLICATIONS FOR CURRICULUM AND SYLLABUS DESIGN

Heritage languages are often taught in mixed classrooms attended by both heritage language learners (HLLs) and foreign language learners (FLLs). This coexistence can be problematic for one or both groups if their different learning needs are not identified and reflected in the course curriculum. This research focuses on (a) the effects of individual social and cultural characteristics on the development and assessment of language skills in the teaching of Greek as a heritage language, and (b) the need to elaborate a teaching framework that meets specific and individual needs of learners. The study investigated the structure and organization of two Modern Greek university programs in Toronto (University of Toronto and York University) comprised of both HL and FL learners. This study informed the process of restructuring the syllabi of our Greek language courses, which is in effect as of Fall 2019.

Publication Information

The two studies on Greek language and education are published in the Springer International series of Handbooks of Education:

Trifonas, P. Aravossitas, T. (Eds), (2017). *Handbook of Research and Practice in Heritage Language Education*. Springer International Handbooks of Education series. New York, NY: Springer International Publishing AG.

LANGUAGE DIVERSITY AND EDUCATION IN GREECE: LANGUAGE DIVERSITY AND EDUCATION MATTERS AND INTERDISCIPLINARY RESEARCH APPROACHES TO MULTILINGUAL EDUCATION

Recently intensified global mobility has reinforced the interest in ethnolinguistic diversity and multilingualism in education and society. The first volume, Language Diversity and Education Matters, published in Greek, focuses on various programs and research initiatives that aim to integrate students who are Greek language learners in Greek schools and society (Muslim minority in Thrace, Roma, refugees, Greek expatriates and immigrants, etc.). Interdisciplinary Research Approaches to Multilingual Education brings together current interdisciplinary perspectives on multilingual and second-language education to examine research and language teaching in specific countries, as well as different aspects of multilingual education that include language policies and ICT applications. Containing context-specific practical interventions and relevant theoretical approaches, it considers the contemporary challenges of language policies and practices to inform teacher and curriculum development based on international empirical research.

Publication information

Aravossitas, T., Skourtou, E., Kourtis-Kazoullis, V. Trifonas, P. (Eds), (2019). Language Diversity and Education Matters (in Greek) Athens: Gutenberg

Kourtis-Kazoullis, V. Aravossitas, T. Skourtou, E., Trifonas, P. (Eds), (2018). Interdisciplinary Research Approaches to Multilingual Education. Routledge Research in Language Education Series. New York: Routledge Falmer.

6 PLANNED ACTIVITIES FOR 2019-2020

FALL/WINTER 2019: DEVELOPMENT OF THE HELLENIC EDUCATION PORTAL

The project, funded by the Hellenic Heritage Foundation, is mapping Greek language programs and community organizations across Canada. It also provides online resources for Greek language educators and learners. The portal is in the final development stage. Soft launch and presentation to the Hellenic Heritage Foundation will take place in early October 2019, with the official launch to follow in November-December 2019.

FALL/WINTER 2019: ACADEMIC LECTURE BY PROFESSOR INGER ENKVIST

In collaboration with the Ontario Institute for Studies in Education, our Program will host an academic lecture by Professor Inger Enkvist, professor emerita at Lund University in Sweden. Her presentation "Half a century of Swedish school reforms" sheds light on attempts to reform society through schools, and is an excellent professional development event for Greek and Canadian educators. The event took place at the Munk School of Global Affairs & Public Policy on Friday, September 20, 2019.

FALL/WINTER 2019: EUROPEAN DAY OF LANGUAGES

The Hellenic Studies Program is participating in the 2019 European Day of Languages, an initiative of the Council of Europe that has been celebrated in Europe since 2001. The primary objectives of the day are to promote language learning and to underscore the importance of intercultural understanding. This year's event is to be held at the Alliance Française in Toronto. ProfessorThemistoklis Aravossitas will represent Modern Greek.

FALL/WINTER 2019: COLLABORATIONS WITH THE GREEK COMMUNITY

We are continuing our partnership with Greek community organizations (e.g. the Hellenic Home for the Aged, the Federation of the Aegean Islands, the Greek Orthodox Archdiocese of Canada, etc.) in hosting and promoting educational, cultural and academic events. This year our program is collaborating with the Brotherhood Pontion Toronto "Panagia Soumela" and the Consulate General of Greece in Toronto, for the screening of the documentary film Pontos: Memories in the Midst of the Past, followed by a panel discussion. The event will take place at Innis Hall, on Sunday, November 3, 2019.

FALL/WINTER 2019: EUROPEAN UNION FILM FESTIVAL

Modern Greek language students will be participating in the 2019 European Union Film Festival, a cultural event co-organized by the Consulate General of Greece in Toronto.

Also in collaboration with the Consulate General of Greece in Toronto, our program will participate in the celebration of International Greek Language Day on February 9, 2020.

SPRING 2020: GREEK CANADIAN STUDIES

In collaboration with the Hellenic Heritage Foundation Chair of Modern Greek History at York University, Dr. Sakis Gekas, our program will be participating in the organization of a conference on Greek Canadian Studies. Scheduled for Spring 2020, this academic event will include presentations on Modern Greek language, education and literature.

SPRING 2020: ANNUAL HELLENIC HERITAGE FOUNDATION LECTURE

The University of Toronto Annual Hellenic Heritage Foundation Lecture will take place in March-April 2020. This year's invited speaker will be announced in November 2019.



A. MODERN GREECE IN THE BALKANS & THE EU, RESEARCH PROPOSALS



Modern Greece in the Balkans & the EU Research Proposals

Benson Cheung Ana Herran Sonya Moore Adrian Piecyk Catherine Savitsky Turina Simanduyev





Tomorrow Belongs to Us?: The History and Future of the Greek Far-Right

In the wake of the 2008 financial crisis, the world began to take notice of the meteoric rise of the neo-Nazi Golden Dawn Party. The Golden Dawn was established as a party in 1993 by Nikolaos Michaloliakos, a one-time associate of the junta's former leaders; borrowing Nazi symbolism and imagery, it gained a reputation for outrageous social stunts like soup kitchens for ethnic Greeks and for its violent, gangster-like behaviour against the opposition, immigrants, and refugees. Previously marginal in Greek society, the Golden Dawn suddenly entered parliament for the first time in May 2012 and have since become the third largest party. Although this situation arose more as a by-product of the two-party system's collapse than the Golden Dawn's own successes, the sudden prominence of an explicitly neo-Nazi party in Greek public life has defied previous assumptions of a weak Greek far-right. At the same time, given Greece's massive societal crisis, it is also a curious fact that the far-right had not gain as much ground as it could have, like in the Weimar Republic. Indeed, much of the Golden Dawn's Fyssas in 2013.

While much focus has been made on Golden Dawn, there's relatively less said placing that party in a general context. Greece can count on two epochal far-right regimes in its 20th century history—the Metaxas regime, and the colonels' junta. Although the far-right became obviously marginalized after the fall of the colonels, it quickly re-established itself with parties such as Georgios Papadopoulos's National Political Union, the Hellenic Front, and the Popular Orthodox Rally. Yet, there is the question of whether the right-wing dictatorships' legacies have ever gone away. Not only have some prominent ex-members of those far-right parties have since merged with New Democracy, some left-wing activists believe that authoritarian tendencies in the bureaucracy, clergy, and security forces have never gone away.

This essay proposes to examine the broader historical, political, and social context of the far-right's impact on Greek society. In particular, this essay will examine both how and why the far-right have gotten as much support as it has, as well as why its support seems to be limited (at least electorally). Has Greece become more sympathetic to the far-right since 2008? What does "success" mean for the Golden Dawn? What does it mean to have the far-right (particularly the Golden Dawn) as a permanent fixture of public and political life?

Potential stakeholders

- **Vasiliki Georgiadou**: associate professor at the Panteion University; one of the leading experts on the Golden Dawn and the far-right.
- **Thanos Veremis**: professor emeritus of political history at the University of Athens; expert on the history and politics of the Greek military and bureaucracy
- Alexandros Sakellariou: professor of sociology at the Hellenic Open University; expert in the Golden Dawn and the experiences of immigrants in Greek society
- **Despina Papadimitriou**: professor of history at Panteion University; expert on 20th century far-right regimes and fascism
- Golden Dawn Watch: left-wing watchdog group
- Dimitris Psarras: left-wing journalist monitoring the Golden Dawn trials
- Makis Voridis: MP for New Democracy; former member of many far-right parties
- Adonis Georgiadis: MP for New Democracy; nationalist historian and former member of the Popular Orthodox Rally

Proposed Bibliography

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Student Uprisings, democratic ideals, and commemorations: November 17 as a holiday in contemporary Greece and Czech Republic

On November 17, 1973, a tank crashed through the doors of the Athens Polytechnic in order to put down a student uprising against the dictatorship that had begun three days before. While the suppression of this uprising did not immediately lead to the collapse of the regime, the regime's violent reaction discredited its limited attempts at reforming and democratizing. Since the fall of the dictatorship in 1974, different actors have sought to commemorate the events of November 17 and finally achieved the establishment of this date as a national holiday in 1999.

November 17 is commemorated in some circles as the International Students' Day in honor of Czech students who in 1939 were arrested and deported to concentration camps following a series of demonstrations against the closing of Czech universities by the Nazi regime. This date acquired an additional significance when in 1989 the students' commemoration of the 1939 event turned into demonstrations against the Communist regime, eventually leading to the fall of Communism in Czechoslovakia. Since 2000, November 17 is observed as a holiday in the Czech Republic and Slovakia, where is known as the *Day of the Struggle for Freedom and Democracy*.

While there does not seem to be a direct connection between the events of 1939 in the Czech Lands influencing those of Greece in 1973, there exist many similarities among these events that allow for the study of student uprisings and commemorations thereof from a comparative perspective. The proposed project seeks to study how institutionalization and mediatization of historical events influence the way people commemorate and understand holidays by looking at the cases of November 17 in Greece and the Czech Republic. The research will draw from observations and research conducted during the celebrations of November 17 in Prague in the fall of 2018 to create a framework to study the way November 17 is commemorated in these two countries nowadays. Based on this framework, research will be conducted in Athens in the spring of 2019 through interviews with experts and actors involved in the events of 1973 and their commemoration. Specifically, the project seeks to study who organizes the commemorations, who takes place in these commemorations, and how they are presented to the public by the media.

Potential stakeholders:

- Dr. Tassoula Vervenioti (<u>tasoula@otenet.gr</u>) Historian of Modern Greece at the University of Athens researching resistance movements from an oral history approach.
- Mr. Spyros Kakouriotis (<u>spyroskak@gmail.com</u>) Journalist. He has written extensively about modern Greece and was involved in the events of 1973.
- Dr. Kostis Kornetis (<u>kkorneti@hum.uc3m.es</u>) Historian of Modern Greece interested in social movements and transition to democracy. He is the author of the book "Children of

the Dictatorship" which is the first book in English to present the history of the Greek Youth's resistance to the Dictatorship.

- Dr. Christina Koulouri (christina.koulouri@panteion.gr) Historian of Modern and Contemporary History at Panteion University researching issues of public history, political culture, and identity. She is also the head of the research group for research on historical culture at the university's Research Centre for Modern History.
- Stathis Pavlopoulos (<u>aski@askiweb.gr</u>) Historian and archivist at the Contemporary Social History Archives in Athens.
- Marianthi Kotea Professor of Sociology at the Panteion University of Social Sciences in Athens. She specializes in urban spaces and has studied the politics of commemoration and places of memory related to the Athens Polytechnic Uprising.

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Greece's Military Spending and the European Union

I. Proposed Research Question

What is the relationship between Greece's excessive military spending and the European Union?

II. Background and Significance

Despite being a longstanding democracy with nominal military involvement as a European Union, United Nations, and NATO member state, Greece continues to extensively spend on military defence. With military expenditures calculated at 2.1% of its GDP¹, Greece far exceeds the EU-28's averaged 1.2% military outlay². This spending remains highly contentious due to tensions regarding indebted Greece's use of EU taxpayer's money and the European Union's contradictory position on Greece's military spending.

Greece's determination upon acquiring resilient military forces is historically motivated, as fears of aggression from Turkey have endured for centuries³. The excessive military spending of Greece became heightened by the Eurozone Crisis, as despite the received bailouts totalling an approximate €289 billion⁴, Greece has failed to reduce its military expenditures. Regardless of the European Union's reproaches of Greece's strain on the EU's economy, the substantial European Union budget contributors Germany and France, have continued to enable support and profit from Greece's military aspirations. At the peak of the economic crisis, France sold £662 millions of military aircrafts and Germany sold £336 millions of weaponry to Greece⁵. Contradictory to the European Union austerity measures on Greece's spending, Germany and France continue to provide military supplies to Greece. This opposing affiliation brings forth many qualms regarding Greece's relationship with the European Union.

III. Key Components of the Research Paper

- Statistics on Greece's GDP and military spending
- Overview of Greece's historical tensions with Turkey
- The Eurozone Crisis and Greece's bailouts from the European Union
- An exploration on the relationship between military spending and economic growth⁶
- Framework of the European Union's austerity measures on Greece⁷
- The European Union's (predominantly Germany and France) continual sales of arms to Greece despite Greece's struggling economy

IV. Potential Stakeholders

1. An Academic Specializing in Economics and the European Union

¹ "Government Expenditure on Defence," Eurostat.

² Ibid., Eurostat.

³ Kollias and Makrydakis, "Is there a Greek-Turkish Arms Race?," 355.

⁴ BBC News, "Greece Emerges from Eurozone Bailout Programme."

⁵ Waterfield, "EU Accused of Hypocrisy."

⁶ Dunne, Nikaolaidou, and Vougas, "Defence Spending and Economic Growth," 5.

⁷ Doudaki et al., "Dependency, (Non)Liability and Austerity News Frame of Bailout Greece," 428.

- **Professor Napoleon Maravegias:** National and Kapodistrian University of Athens, The School of Economics and Political Science
 - **Specializations:** macroeconomic analysis and European economic integration.
 - http://en.pspa.uoa.gr/academic-staff/section-of-international-andeuropean-studies/napoleon-maravegias.html

2. Military Personnel

- Lieutenant General Konstantinos Floros: Hellenic National Defence
 - http://www.geetha.mil.gr/en/leadership-en/cv-en/deputy-chief-ofdefence.html

3. NATO

- Lieutenant General Dimitrios Bikos: NATO Rapid Deployable Corps Greece
 - http://nrdc.army.gr/news/commander-nrdc-gr

4. Former Minister of Finance During the Greek Debt Crisis

- **Yanis Varoufakis:** Minister of Finance and Member of the Hellenic Parliament (2015).
- Currently vocal on the Greek debt crisis and has launched his own political party MeRA 25 which is focused upon alleviating Greece's debt.

5. German Embassy in Athens

- Ambassador Jens Plötner
- The Embassy continuously holds events on the economy, politics, and defence.
 https://griechenland.diplo.de/gr-de/vertretungen/botschaft

6. Ground Level Interaction

• To discuss with Greece's citizens to gain a greater understand and perspective on the European Union's funds being used for armaments.

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The Greek Civil War in Contemporary Hellenic Society

Few events in a country's history can affect it as profoundly as a civil war, and Greece is no exception. Emerging first amidst the chaos of the Second World War and German occupation, the Greek Civil War began as an ideological conflict within the Greek resistance, before transitioning with the end of WW2 into a gruelling war between communist partisans and a broadtent, right-wing government backed by the Western Allies. As with many civil wars, the conflict in Greece was characterized by episodes of mass killing, assassination, imprisonment, and expropriation of land and property.

The Civil War's immediate legacy in Greek politics is undeniable. The destruction caused by the Civil War not only exceeded that of WW2, but also prompted a wave of immigration into both the communist East and capitalist West, with a disproportionate percentage of these emigrants being children. The deep wounds left in the war's aftermath were a critical factor in the rise of the dictatorial "Colonels' regime" in 1967, and reconciliation can arguably be said to have only begun in 1989, when a new, left-wing government formally deemed the 1946-1949 conflict a "civil war" rather than the simple suppression of a communist insurgency.

Owing to its importance, the Greek Civil War has a notable historiographic tradition, most recently defined by the "post-revisionist" school seen in Spyridon Plakoudas 2017 book. While historiography of the 20th century tried to apportion blame for the civil war, more recent historians have instead examined the nature of the war and its aftermath, with Plakoudas himself focusing on the "homegrown" origins and methods underpinning how the war was fought, and how this methodology influenced its aftermath. Equally important is recent discussion on the war's human cost, exemplified by the *paidomazoma* – children being removed from Greece by either combatant side, and this legacy of trauma was discussed by Joy Damousi in 2015. This societal wound is apparent in post-war culture, with Marina Eleftheriadou seeing Costas-Gavras' 1969 film Z as emblematic of the transition in Greek culture towards tackling rather than ignoring the Civil War's legacy.

Nevertheless, a gap exists in contemporary historiography regarding public attitudes to towards the Greek Civil War, particularly in regards to its use as a lens through which to discuss present Greek issues. I hope to examine this niche in greater detail, first by charting how public perception towards the Greek Civil War has changed since the last shots were fired in 1949, culminating with an analysis of how and to what extent the Greek Civil War is politicized in present discussions of Greek society, politics, culture, and so forth.

The stakeholders whom I hope to interview are drawn from Greek academia, with a focus given for individuals who have a specialization in the topic of the Greek Civil War and have published works related to it. All are associated with academic institutions in Athens proper, which will ideally streamline the process of arranging interviews. The current list of potential stakeholders is as follows:

Salomi Boukala (Panteion University) – PhD candidate of social anthropology with a speciality in 20th century Greek politics and democracy.

Manos Avgeridis (National and Kapodistrian University of Athens) – PhD candidate focusing on contemporary Greek history, with a focus on the Greek Civil War and the Communist Party.

Irene Lagani (Panteion University) – Professor of modern and contemporary history focusing on Greece's history during the Cold War.

Dimitri Ploumpidis (National and Kapodistrian University of Athens) – Doctor of Psychology who has conducted research on the trauma and memories of individuals affected by the Greek Civil War.

Haris Vlavianos (American College of Greece) – Professor of history, history of ideas and political theory; his doctoral thesis covered the Greek Civil War and earned the Fafalios Prize.

Thanos Veremis (University of Athens) – Professor Emeritus of political history with a focus on the role of Greece's military in politics.

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Greek History Education: A Decade After the Textbook Controversy

In 2006, a new sixth-grade Greek history textbook was published to replace that which had served schools since the 1980s. The new textbook was written by a group of Greek historians whose explicit goal was to create teaching material excluding stereotypes, national myths, or the victimisation of Hellenism.¹ Immediately following its publication, the new textbook sparked outcry and debate.

There were two primary points of contention. The first was the impartial descriptions of Turkish atrocities and sensitive topics (e.g. Asia Minor Catastrophe), which were argued by critics to have been softened, thus offensively mitigating Greek suffering. The second was the exclusion of the story of the Secret Schools. According to the story, Greek institutions were forced to close during Ottoman occupation, but the Orthodox clergy continued to school students in secret, thus preserving Greek culture and language.² Previous textbooks, while emphasizing the maltreatment Greeks endured at the hands of the Ottomans, had typically told the Schools story proudly as the courageous way Greek identity had been preserved in harsh times.³ The story is popular and held dear by many Greeks. Historians on the writing team, however, argued that since the existence of the Schools was never proven, the story had no place in the textbooks, and that sensitive history should be taught with due nuance, not dramatization.⁴

Opposition to the textbook was spearheaded by the Church of Greece, which publicly condemned the book for European revisionism.⁵ The effect of this backlash was great public exposure, such that the Greek population polarized over the issue very quickly. Under pressure, the textbook writing team went through several rounds of rewriting, stressing that the book met all European standards, but the opposition to the book believed it had insufficient redeemable qualities to proceed with publishing, and wanted the project buried completely. The textbook became a central issue in the leadup to the 2007 general election, and the party which came to power, New Democracy, ultimately withdrew the textbook and reinstated the 1980s book into the Greek history curriculum.⁶

The 2006 textbook debate became symbolic of a larger cleavage within Greek society: pro-Europe vs. pro-Greece, with which all politicians engaged to draw public support in the 2007 pre-election period. Many political parties' platforms included a strong support for the book or a promise to remove it from the Greek curriculum. However, over a decade has passed since this division was revealed.

My project, through interviewing Greek history educators, members of the writing team, as well as members of the opposition to the textbook, would evaluate how the environment of

¹ Emre Metin Bilginer, *Recent Debates on Greek History Textbooks: The Case of the Contemporary History Textbook for 6th Grades by Maria Repousi*, (Eckert.Beiträge, 2013), 4.

² Ibid, 7-8.

³ Jurgen Broeders, "The Greeks fought heroically: a history of Greek history textbooks," (Master's thesis, Radboud University Nijmegen, 2008), 51.

⁴ Amalia Van Gent, 2007, 'The dispute over a Greek history book,' *euro-topics (Neue Zürcher Zeitung)*, <u>http://users.auth.gr/users/9/6/053269/public_html/PS/ENG/PUBLICATIONS/Amalia%20van%20Gent.pdf</u> (accessed on 2 Jan. 2019).

⁵ Daphne Halikiopoulou, 2011, *Patterns of secularization: church, state and nation in Greece and the Republic of Ireland* (Farnham, Surrey, England: Ashgate), 116.

⁶ Giorgos Kokkinos and Panagiotis Gatsotis, 2008, "The Deviation from the Norm: Greek History School Textbooks Withdrawn from Use in the Classroom since the 1980s," *Internationale Schulbuchforschung* 30(1), 542.

teaching Greek history has changed since. Have there been other attempts to write a new history textbook? If not, what has prevented it? In a country where history is a strong source of national pride and thus considered public property, and where allusions to historical events are routinely used in debate over current affairs, how and which history is taught is a contentious arena indeed. It becomes all the more contentious when debate arises over the direction of Greece's political future, for which the advocates of its potential paths will try to find legitimacy in Greece's past. For this, telling the story of Greek history in a specific way becomes imperative, and thus so does how it is presented in Greek classrooms.

List of Potential Stakeholders

- **Maria Repoussi** (leading writer of the team of historians writing the 2006 textbook) Associate Professor of History and History Education, Aristotle University
- Vassiliki Sakka (former Board Member of the European Association of History Educators) History Teacher Trainer, Secondary Education School Consultant
- Marietta Giannakou (Greek Education Minister at the time of textbook publication) Greek and European parliament politician
- **Katerina Brentanou** (involved in advocacy for multi-perspective history education) History Teacher Trainer, Secondary Education School Consultant
- **Dimitris K. Mavroskoufis** (member of the team of historians writing the 2006 textbook) Professor of Philosophy and Education, Aristotle University

Tasoula Karageorgiou

President of the Board of Directors, Panhellenic Association of Philologists

Andreas Stalidis

Founder of Website Αντιβάρο, opposition newspaper which led criticism of the textbook

Antonis Liakos

Greek History and Historiography Professor, National and Kapodistrian University of Athens

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Greek-Turkish Relations and Muslim Minority Women in Greece

Compared to other Balkan countries, the population of Greece is relatively homogenous due to population exchanges with Turkey and Bulgaria. In modern Greece there is only one group of persons qualified as a legally protected minority, the Muslim minority in Thrace, the status of which was established by the 1923 Treaty of Lausanne.¹ Though more than half the total Muslim population are of ethnic Turkish origin, the minority consists of three ethnic groups whose members are of Turkish, Pomak, and Roma origin.²

As per the Treaty of Lausanne, Greece applies Sharia law to the Muslim minority for civil cases, making it the only EU country to have state sanctioned Sharia courts.³ Muslim minority women are facing a disadvantage with these laws in regards to divorce, child custody and inheritance, and prefer to go through Greek Civil Law for these matters. Initially Greek courts did not permit the Muslim minority to settle cases in Greek civil court because of their obligation to protect Muslim religious rights as a minority. This began to change amid rebuke from the European Court of Human Rights (ECHR) in a case emphasising the inequities with sharia courts brought forth by Hatijah Molla Salli.⁴ The 67-year-old widow was locked in an inheritance dispute with her late husband's sisters, which Greek courts ruled could only be settled by a *mufti* (Muslim cleric) in 2013, after which she began her appeal to the ECHR.⁵

In January 2018 legislation was introduced that allows Muslims to opt for a Greek court although *muftis* will still be available upon request and even allows *muftis* to intervene.⁶ Although this diminishes the power of Sharia courts, Greece is hesitant to fully abolish Sharia courts due to the fact that Greece's Muslim minority is embraced by Turkey and there is fear of straining diplomatic relations.⁷ Turkey maintains a policy of "reciprocity" in regards to the ethno-religious rights of the Greek minority in Turkey.⁸ Thus, the condition of Muslim minority women not only has a bearing on interstate minority-majority relations and gender equality within the Muslim community, but potentially on diplomatic relations between Greece and Turkey.

¹ Greece: Status of Minorities, Library of Congress (Washington) October 2012. Access Date: 16 January 2019. https://www.loc.gov/law/help/greece-minorities/greece.php.

² Ibid.

³ Greece Prepares to do Away with Compulsory Sharia Law in Western Thrace, The Economist (London) 28 November 2017. Access Date: 16 January 2019. https://www.economist.com/erasmus/2017/11/28/greece-prepares-to-do-away-with-compulsory-sharia-in-western-thrace.

⁴ Greece Violated Muslim Woman's Rights: ECHR, Hurriyet Daily News (Istanbul) 19 December 2018. Access Date: 16 January 2019. http://www.hurriyetdailynews.com/greece-violated-muslim-womans-rights-echr-139865.

⁵ Greece's Muslim Minority Hails Change to Limit Power of Sharia Law, The Guardian (London) 11 January 2018. Access Date: 16 January 2019. https://www.theguardian.com/world/2018/jan/10/historic-step-greek-pm-hails-change-to-limit-power-of-sharia-law.

⁶ Ibid.

 ⁷ Kitsantonis, Niki. Greece Scraps Compulsory Sharia Law for Muslim Minority, The New York Times (New York) 10 January 2018. Access Date: 16 January 2019. https://www.nytimes.com/2018/01/10/world/europe/greece-shariah-law.html.

⁸ Ibid.

Research Question (s): What bearing does the diminishing legal significance of Sharia courts for the Muslim minority in Greece have on Greek-Turkish diplomatic relations? How has gender equality improved within the Muslim minority community as a result of the new legislation?

Working Thesis: I hypothesize that the new legislation has had few drawbacks for Turkish-Greek diplomatic relations and are more prominent for interstate gender relations within the Muslim minority community.

Stakeholders:

Yaşar Halit Çevik: Turkish Ambassador to Athens; this interview would be valuable for gaining insight on the Turkish perspective regarding current tensions in Greek-Turkish diplomatic relations.

Syriza MP Huseyin Zeybek: Zeybek is one of only four Greek MPs of Turkish/Muslim origin to hold a seat in Greek Parliament. The Syriza party is known to support and politically represent Greece's Muslim minority. Syriza has become the party in first-place in the Xanthi district (the Muslim majority district).

A4 Directorate for Relations with Turkey (Akadimias 1, 5th floor, 210 3681200, 3681104, <u>a04@mfa.gr</u>): This directorate is a part of the Greek Ministry of foreign affairs; provides the Greek perspective on the status of the Muslim minority and sharia courts in relation to diplomatic relations and current issues.

Konstantinos Arvanitopoulos: The Minister of Education and Religious Affairs; this is the state institution that regulates activities and policies pertaining to the Muslim Minority community.

Thalia Dragonas: Professor of Social Psychology at the University of Athens; Dragonas has participated in and directed many Greek and international projects for the educational reform of Muslim minority women in Thrace.

Anna Frangoudaki: Professor at the University of Athens; Fragoudaki researches social inequalities and cultural discriminations in education and is an expert on the Muslim minority community of Thrace.

Turina Simanduyev

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HELLENIC HERITAGE FOUNDATION ENDOWMENT FUND

(Established at July 16, 2014)

STATEMENT OF THE ENDOWMENT FUND

For the year ended April 30, 2019

(with comparative figures for the year ended April 30, 2018)

	2018-2019	2017-2018
	\$	\$
Book value of endowment		
Balance, beginning of the year	952,500.00	810,500.00
Donations (additions)	498,000.00	142,000.00
Balance, end of the year	1,450,500.00	952,500.00
Market value of endowment	1,569,249.62	1,038,090.07
Units of investment, closing balance	6,650.49	4,468.94

STATEMENT OF THE EXPENDABLE FUND For the year ended April 30, 2019

(with comparative figures for the year ended April 30, 2018)

	2018-2019 \$	2017-2018 \$
Balance, beginning of the year	33,962.86	11,594.16
Receipts:		
Donations (additions)	41,040.00	62,000.00
Distributed investment income from Endowment	47,712.37	32,959.98
Distributed investment income from Expendable	212.45	73.98
	88,964.82	95,033.96
Funds available for spending	122,927.68	106,628.12
Expenditures and transfers:		
Salaries and benefits	59,621.20	59,097.25
Travel expenses	12,212.70	5,769.94
Services and other	3,326.85	7,798.07
	75,160.75	72,665.26
Balance, end of the year	47,766.93	33,962.86



Glossary for Donor Financial Reports 2018-2019

Endowments: Gifted and restricted funds that are invested for the purpose of funding specific activities at the University in perpetuity such as scholarships and chairs.

Long-Term Capital Appreciation Pool: The University of Toronto's endowments are invested in the University's Long-Term Capital Appreciation Pool (LTCAP). The LTCAP was established in 1991 to pool endowments for investment purposes so as to allow for strategic investing, economies of scale, broad diversification, protection of capital, and stability of income. The LTCAP is a unitized pool. Units of the fund may be purchased at the prevailing market value at the beginning of each month. All units in the LTCAP participate equally in capital growth and distributions of income. Each individual endowment is maintained as a distinct endowed account and all the endowments together, form the LTCAP.

Endowed Account: Established by the University for the donor's designated purpose.

Statement of Endowment Fund: Financial report on the endowed account prepared as at the end of the University's fiscal year, April 30. It states the amount of assets at the beginning and the end of the fiscal period and any contributions received during the period.

Book Value: The nominal amount of dollars contributed to an endowed account recorded at the time of contribution(s). On the date of contribution, funds purchase units of the LTCAP at the prevailing market value. The number of units in the account remains unchanged unless additional capital is contributed.

Market Value: The current value of the endowed account as at a specified date. Market value is calculated by multiplying the number of units in an endowed account by the unit market value. The market value of the LTCAP and the LTCAP unit are determined monthly.

Expendable Account: Each endowment account has an associated expendable account from which funds are available for spending for the designated purpose. Deposits to this account come primarily from the distributed investment income from the Endowment Fund.

Statement of the Expendable Fund: Financial report on the fund balances at the beginning and the end of the fiscal period, distributed investment income from Endowment Fund, and spending during the period.

Distributed Investment Income from Endowment Fund: The dollar amount of payout per LTCAP unit, distributed in each fiscal period, is determined by the Chief Financial Officer and approved by the President of the University. The payout amount for 2018/19 per unit was \$8.18. The distributed investment income to each endowed account is calculated by multiplying the number of units held by the account by the dollar distribution amount per unit, and adjusted for any pro-rated units held in the endowed account for part of the year.





Munk School of Global Affairs & Public Policy 2018–19 Annual Report





The Munk School of Global Affairs & Public Policy

The Munk School of Global Affairs & Public Policy at the University of Toronto is a leader in interdisciplinary research, teaching and public engagement. Established as a school in 2010 through a landmark gift by Peter and Melanie Munk, the Munk School is now home to 58 centres, labs and programs, including the Asian Institute; Centre for European, Russian, and Eurasian Studies; Centre for the Study of the United States; Trudeau Centre for Peace, Conflict and Justice and the Citizen Lab.

With more than 230 affiliated faculty and nearly 1,200 students in our teaching programs, including the Master of Global Affairs and Master of Public Policy degrees, the Munk School is known in Canada and internationally for its research leadership, exceptional teaching programs and as a space for dialogue and debate. Visit **munkschool.utoronto.ca** to learn more.



Education in Action

A place where students and teachers come together to understand and address some of the world's most complex challenges. Where classrooms extend from our University of Toronto campus around the globe.

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Research Leadership

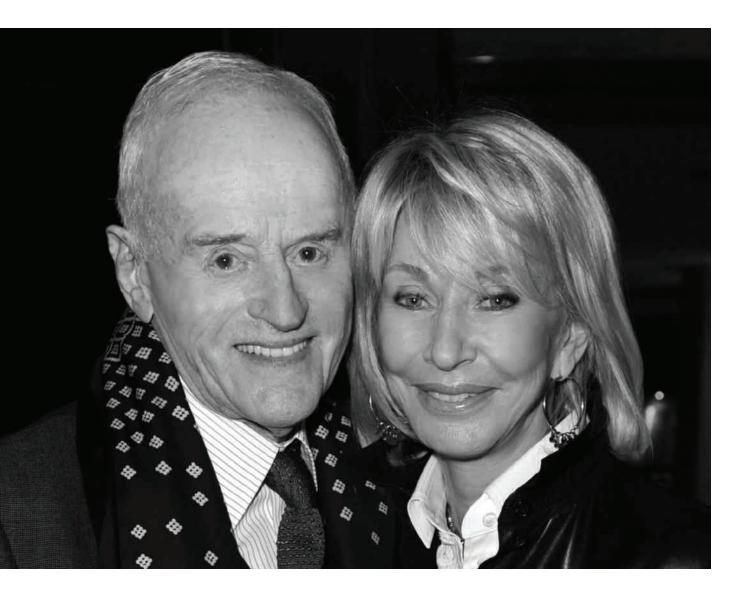
Attracting top scholars. Examining challenging problems and promising opportunities. Bridging disciplines and building global networks.



Public Engagement

An essential space for discussion and debate. We invite scholars, practitioners, public figures and the wider community to join us in discussing today's challenges and tomorrow's solutions.

About Munk School



Our Founding Donors

In 2010, Peter and Melanie Munk made a landmark gift to the University of Toronto that established the (then) Munk School of Global Affairs. Peter Munk, who died in March 2018 at the age of 90, was one of Canada's most successful entrepreneurs and one of its most passionate citizens. Together with his wife, Melanie, he was also an exceptionally generous philanthropist. Many of the same forces that shaped Peter's extraordinary life — energetic curiosity, deep engagement, a drive for excellence — animate the school that he made possible.

After arriving in Canada in 1948 on a student visa, a few years after a narrow escape from Nazi-occupied Hungary, Peter earned a bachelor's degree in electrical engineering from the University of Toronto. As Peter pursued a career that spanned the world — notably as founder and builder of Barrick Gold Corporation — he remained loyal to Canada.

Peter and Melanie Munk believed in his alma mater's potential to drive leadership. In the Munk School, they envisioned an institution capable of strengthening Canada's presence on the world stage while, in Peter's words, helping to "create the knowledge that improves people's lives."

The impact of the Munk gift has been profound: more than 5,000 students have passed through the school. The newly amalgamated Munk School of Global Affairs & Public Policy houses 58 centres, labs and teaching programs, with over 100 partners and sponsor organizations spanning 30 countries. The school's more than 230 affiliated faculty are engaged in teaching and research, many with cross-appointments in other faculties across the university. Dozens of Munk School fellows bring unique perspectives to the school as world-leading academics from outside the university, highly distinguished professionals, globally influential leaders in business, the arts and society, and major philanthropists. The school continues to serve as a hub for discussion and debate, hosting nearly 500 seminars, conferences and lectures in 2018–19, attracting nearly 25,000 attendees.

As we approach our 10th anniversary, the Munk School continues to convene some of the most urgent conversations of our time; support worldinfluencing research; attract outstanding leadership; develop rigorous academic programs; and prepare top students to make meaningful contributions to the world. Together, this great constellation of talent and activity is generating knowledge and ideas that have global reach and influence. We remain deeply grateful to Peter and Melanie Munk for their vision, passion and support in making this school possible.



From the Interim Director



As I write, national and global politics remain grim; indeed, the cautious optimism I expressed in my letter a year ago appears unwarranted. The standard bearers of the rules-based international order -Germany's Chancellor Merkel, France's President Macron, and Canada's Prime Minister Trudeau - all faced serious difficulties. Angela Merkel was forced to cede the leadership of her party, though she did so to her preferred candidate: Annegret Kramp-Karrenbauer (a mouthful generally abbreviated as AKK). Macron's Presidency has been shaken by the gilets-jaunes, whose protests led to a volte-face on a carbon tax and a series of concessions that failed to appease the most extreme members of the movement, probably because they cannot be appeased. And in Ottawa, the SNC-Lavalin affair and two high-profile resignations of female Cabinet ministers have resulted in serious speculation that the Conservatives could defeat the Liberals in the next election. Populists and strongmen — in Turkey, China, Israel, Russia and the Philippines - continue to have the upper hand (although Erdogen suffered important municipal defeats). The tragedy and torture that is Brexit continues with no obvious end in sight.

If much of the news has been dispiriting, the news here at the Munk School has been anything but, for at the end of our first year as the amalgamated Munk School of Global Affairs & Public Policy my own views on the merger can be summed up in four words: **It is about time**. The challenges that this country, and every country, face are global: climate change; cyber security; inequality and injustice; artificial intelligence; illiberal and authoritarian populism; peak yet rapidly aging population; and forced displacement on an unprecedented scale. These problems are global and can only be understood globally; yet, they can only be addressed and ideally resolved locally, through a thorough and context-sensitive understanding of the policymaking process in Canada and abroad. The state is central to the study of global affairs.

Although the above list of global challenges is a depressing one, we tackle it with a sense of optimism, even excitement. For the amalgamation has, quite simply, put the wind at our back. The Munk School now has an expanded staff whose competence and expertise are second-to-none. We have new faculty of the highest calibre, whose research on multiple aspects of public policy complement and enrich longstanding research projects on global affairs and, in our regional centres, on area studies. On the latter, our longstanding and thriving centres — the Asian Institute, the Centre for the Study of the United States, the Centre for European, Russian, and Eurasian Studies, as well as our recent addition — the Centre for the Study of Global Japan — are fundamental to our academic mission.

Also thanks to the amalgamation, we have public policy's established programs and its student groups and initiatives. And we have now not one but two powerhouse professional degrees — the MPP and the MGA, which will train the next generation of leaders in the civil service, in the private sector, and in NGOs, international organizations, and UN organizations. Year on year, our already large and engaged alumni from both degrees will grow. In sum: our numbers are larger, our reach is broader, and our expertise is unmatched: there is no place in this country that better understands the nuances of the public policy process and the global transformations in which the state is embedded. Given the number and enormity of the challenges we face, the world needs the Munk School of Global Affairs & Public Policy more than ever.

Randall Hansen

Munk School of Global Affairs & Public Policy

Stronger Together

On July 1, 2018, the Munk School of Global Affairs and the School of Public Policy and Governance joined forces to become the Munk School of Global Affairs & Public Policy. In September 2018, we celebrated the amalgamation of the schools with an event at the Munk School's Campbell Conference Facility that featured University of Toronto President Meric Gertler, Vice-President and Provost Cheryl Regher, Faculty of Arts & Science Dean David Cameron and Munk School Interim Director Randall Hansen.









munk school meets

Ariana Bradford Executive Director

On January 7, 2019, Ariana Bradford joined the Munk School as executive director. Bradford previously served as director of strategic planning & operations at Medicine by Design at the University of Toronto, a multi-faculty, multi-institutional research initiative supported by a \$114-million federal grant — the single largest research award in U of T's history.

Prior to Medicine by Design, Bradford spent fourteen years at the Rotman School of Management, where she held a variety of roles including leadership of the customized executive education portfolio; and director of global outreach, based in London, U.K. Before joining U of T, Bradford was director of communications at the Canada China Business Council and in numerous roles at Boston University's Centre for International Health.

"Becoming part of such a dynamic and entrepreneurial community is a privilege," says Bradford. "I look forward to bringing my experience building large-scale research and teaching initiatives in other parts of U of T to the Munk School."

The Munk School of Global Affairs & Public Policy brings together people who are passionate about addressing complex challenges. Nowhere is this more evident than within the school's 20 teaching programs and specializations, including our Master of Global Affairs and Master of Public Policy degree programs. Through these programs, students learn the essential skills they will need to navigate a changing world and emerge as future leaders. With a vibrant community of over 750 undergraduate and nearly 500 graduate students, the Munk School is a leading hub for creativity, collaboration and research.

Undergraduate Programs

American Studies (Major and Minor) Dr. David Chu Program in Contemporary Asian Studies (Major and Minor) European Studies (Major) European Union Studies (Minor) Hellenic Studies Hungarian Studies Munk One Program Nordic Studies Peace, Conflict and Justice Program Public Policy and Governance (Major) South Asian Studies (Minor)

Graduate Programs

Collaborative Master's and Doctoral Program in South Asian Studies Collaborative Master's Specialization in Contemporary East and Southeast Asian Studies Collaborative Graduate Specialization in Ethnic and Pluralism Studies Fellowship in Global Journalism (certificate program for professionals) Master of Arts in European and Russian Affairs Master of Global Affairs

Master of Public Policy Master of Public Policy (Sciences Po) / Master of Global Affairs (U of T) 754 undergraduate students

> 485 graduate students

Munk School by the Numbers



237

cross-appointed faculty from a wide range of disciplines



centres, programs, labs and institutes



students took part in the inaugural year of the Munk School's dual degree with Sciences Po







MPP & MGA students graduated in our first joint convocation



Munk School buildings: the Observatory Site, Trinity College site and Canadiana Gallery

Master of Global Affairs

The Munk School's Master of Global Affairs (MGA) program continues to attract an extraordinary group of students from across Canada and around the world. The MGA degree program equips students with a foundation in global economic and financial systems; global civil society; and global strategic and security issues.

Drawing on the strength of University of Toronto's faculty across a wide range of disciplines, students in the MGA program learn critical management skills required to take a leadership role in their chosen field. In addition to rigorous coursework and second-year capstone courses, all MGA students take part in our professional internship program, where they gain direct experience through work with organizations around the globe.

Global Challenges

How do you teach students to apply innovative thinking to global development challenges? As a start, you'd bring together an engaged group of students from the Master of Global Affairs, Engineering and Rotman MBA programs in a single class: Global Challenges (JCY1000Y). In this full year, project-based course, students work together — with each other and with international partners — to address pressing development challenges. Led by professors Joseph Wong



Learn more about the Master of Global Affairs at **munkschool.utoronto.ca/mga**.

and Anita McGahan, the teams meet regularly with stakeholders and receive guidance from faculty advisors as they work to assess current development interventions, identify gaps, understand existing social frameworks and propose integrated solutions. The result? Students gain international experience and come away from the course with a series of tangible outputs, including a prototype of their solution, business plan and policy analysis.

munk school meets



Anushree Warrier MGA Internship at IOM

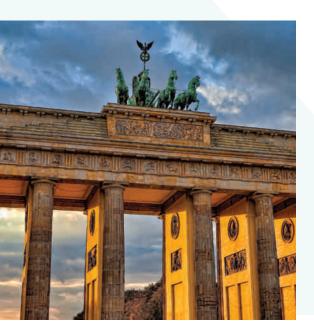
MGA student Anushree Warrier undertook her internship at the UN's International Organization for Migration in Geneva, Switzerland. "The learning curve was steep, as I worked to understand migration issues from an international perspective while also applying classwork to practical scenarios." The work brought her into contact with departments across IOM's headquarters, regional and country offices, giving her a bird's eye view on how the organization addresses migration challenges internationally. "I was working with people from different academic, professional and ethnic backgrounds, and I was in awe of the high calibre of the work and of their expertise."

International Partnerships

Dual Degree: Sciences Po

In 2018–19, the first cohort of 10 students began an intensive 24-month dual degree program, earning both a Master of Global Affairs degree from the Munk School and a Master of Public Policy degree from Sciences Po (Paris Institute of Political Studies). Students in the program complete their first year in Paris, taking core curriculum, language and skills courses at Sciences Po, one of the world's leading schools for political science and international relations. During the summer, students complete an international internship and go on to complete their second year of study including a capstone course — at the University of Toronto. The dual degree allows students to gain complementary perspectives on the pressing challenges of the 21st century and to benefit from the diverse strengths of each academic institution.





Dual Degree: Hertie School of Governance

Beginning in 2019, students will be able to apply to a new dual degree program from the Munk School and the Hertie School of Governance in Berlin. A leading hub for research, policy and public engagement, the Hertie School was the first professional school for public policy in Germany. Today, it is part of a new European Commission-funded "European University of the Social Sciences" called CIVICA, which unites prestigious European higher education institutions in the social sciences, humanities, business and public policy.

Students in the dual degree program will earn both a Master of Global Affairs (Munk School) and a Master of International Affairs (Hertie) degree, and will benefit from the opportunity to study in both Europe and North America.

Graduate Institute, Geneva

Since 1927, the Graduate Institute has been training thousands of individuals from around the world in global affairs and development, including former UN Secretary-General Kofi Annan, multiple Nobel laureates and several heads of UN agencies. Located in Geneva, an international city that is home to the world's highest concentration of international organizations and diplomatic missions, the Institute has unparalleled access to world leaders and major institutions. Anchored through the Munk School, a new cooperative agreement between the University of Toronto and the Graduate Institute will allow graduate students from each institution to spend a semester at the partner institution. The agreement also encourages faculty exchange, research projects and collaborations through seminars, workshops and academic meetings.

You cannot defeat

MGA grad Noura Al-Jizawi, a leader of the Syrian uprising, takes on a new challenge.

Syrian activist Noura Al-Jizawi forged a relationship with the Munk School of Global Affairs & Public Policy long before she enrolled as a student.

Her introduction to U of T came via the Munk School's Citizen Lab in 2016, when researchers helped Al-Jizawi, at the time a leader of the Syrian uprising against the regime of Bashar al-Assad, thwart a hacking attempt on her email address.

The attack, Citizen Lab discovered, was part of an elaborate cyber-espionage campaign operating out of Iran, which they detailed in an explosive report. When the investigation concluded, the researchers invited Al-Jizawi to participate in the Citizen Lab Summer Institute, a workshop for practitioners working on Internet openness, security and human rights.

"It was an amazing starting point. The Munk School community is a welcoming community," says Al-Jizawi.

"I started meeting some professors and found myself saying 'I need to go to the Munk School.' I didn't apply to any other schools. I put all of my hopes in one basket."

Before U of T, Al-Jizawi had been pursuing a master's degree in comparative literature in Syria. But her duties were split between academics and activism. Al-Jizawi spoke out against the regime and organized pro-democracy protests, ran a blog and, at one point, became a vice-president of the National Coalition for Syrian Revolutionary and Opposition Forces. It was dangerous work; Al-Jizawi was arrested multiple times, detained and tortured.

"I almost finished my master's, but without a diploma. They didn't allow me to defend my thesis because I was detained," she says. "My supervisor was detained as well. All the time, I was thinking, 'How am I going to continue my studies?'"

The answer was the Master of Global Affairs (MGA) program. In 2017, with help from U of T's Scholarsat-Risk program, Al-Jizawi arrived in Toronto for her first day of class, seven months pregnant and ready to shift her academic focus.

"I decided to challenge myself. In the first year, I tried to avoid anything focusing on Syria," she says. "I tried to avoid any classes related to justice or human rights because I thought 'I need to try something new.'"

The appetite for change led Al-Jizawi to study innovation and artificial intelligence for her MGA capstone project. She also became a student researcher with the Munk School's Reach Project, where she is studying Guinea's malaria program. She is scheduled to travel to Guinea to conduct field research.

"It's my first trip to Africa," she says. "It's my first time focusing on health issues. Everything is new."

Although Al-Jizawi relishes her new experiences, she acknowledges the road to convocation has had its challenges. The MGA represents her first time studying in English; her previous lessons were taught in Arabic. She also gave birth to her first child, a daughter, in her first year of study, shortly after fall exams.

"I went to the hospital and told my doctor: 'I'm ready to give birth now. I'm done with midterms,'" she says.

Ten days after a caesarean delivery, Al-Jizawi was back in class. She used the winter break to catch up on the assignments she missed while she was in the hospital.

"I got a hand from the professors and support from all the people around me — it was amazing."



Al-Jizawi crossed the stage at convocation with her daughter, whom her classmates refer to affectionately as the 'MGA baby.'

"The moment I hold my diploma," said Al-Jizawi, "[is] the moment I defeat the dictators in Syria, because it [sends] the message: 'You cannot defeat me. I'm the one who's going to win."

Al-Jizawi's time as an MGA student may be ending, but her relationship with the Munk School is far from over. Her winding journey has led her right back to Citizen Lab, where she currently works as a research assistant.

"Munk School is not only a school, it's an amazing journey for endless learning," she says. "At Munk School, we are home."

Master of Public Policy

The Munk School's prestigious Master of Public Policy (MPP) brings together an impressive array of students and faculty for a two-year, full time program that bridges Canadian and global policy. The program attracts top graduate students who are passionate about contributing to the public good.

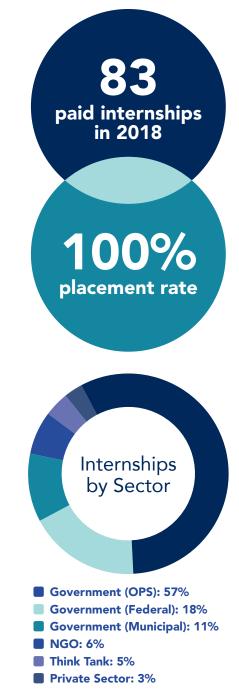
Students have the opportunity to learn directly from experienced public sector leaders and faculty from a range of disciplines, linking theory with real-world experience. The MPP curriculum focuses on core tenets of the policy process and provides in-depth analysis on key policy topics relevant to modern economies, polities, and societies, giving students the necessary tools to become effective practitioners and leaders in public policy.

In addition to a paid summer internship and a wide range of career support services, students in the MPP program have the opportunity to study abroad, participate in a variety of student leadership initiatives and foster connections with senior professionals in public, private and community sectors.

Learn more about the Master of Public Policy at **munkschool.utoronto.ca/publicpolicy**.



Shaping future leaders



The Role of Government

It's not every day that your course instructors come from the highest echelons of government, but in the case of the Munk School's Role of Government course, they do. **Mel Cappe** and **Bob Rae** represent two divergent career paths: one from the federal civil service, the other from the world of politics. Mel Cappe was the Clerk of the Privy Council, Secretary to the Cabinet and Head of the Civil Service in Ottawa (and following that he was the High Commissioner to the U.K.) while Bob Rae was an NDP Premier of Ontario, a Liberal MP for Toronto Centre and the interim Leader of the federal Liberal Party as well as Prime Minister Trudeau's Special Envoy to Myanmar.

Together they teach PPG 2018, available to Public Policy students at the undergraduate and graduate level, which explores the complexity of government policymaking in a comparative perspective. They jointly instruct the class in the first sessions, then alternate through their various areas of expertise as



students present on readings, which are followed by in-depth discussions. For example, where Professor Rae focuses on what takes place when new governments form, the rise of populism, and indigenous forms of governance, Professor Cappe dives into the intricacies and competing ideas regarding budgeting and taxation, inequality and the welfare state, and the Canadian model of multiculturalism and immigration policy. As Professors of Practice, they bring valuable on-theground experience to the Master of Public Policy program.

Connecting Students and Employers in Ottawa

Thirty-two students. Sixty-seven employers. And three sessions of speed-networking, set in Ottawa's National Arts Centre. This was the focus of the 2nd annual trip to the nation's capital for graduating students in the Master of Public Policy program.

"The purpose of the trip is to connect students to employers and ultimately, to jobs in Ottawa," said Kate Dewasha, Career and Outreach Development Consultant for the MPP program. Over two days in February 2019, second-year MPP students met with alumni and other contacts and participated in speed networking with employers who had received one-page resumes from each of them in advance.



Organizations represented at the event ranged from the Privy Council Office to Transport Canada, from Public Policy Forum to Deloitte. In 2018, nearly 40 percent of students who participated in the visit were able to find employment in Ottawa due to the contacts they had made through the trip's networking opportunities.

Student Leadership Initiatives

Beyond the Headlines

Beyond the Headlines is a one-hour current affairs talk radio show and podcast that is researched, produced and hosted by MPP students. Airing on Mondays at 11 am on CIUT 89.5 (and syndicated in Winnipeg), the broadcast (and podcast, of course) aims to provide an in-depth discussion of policy issues with experts from a variety of policy backgrounds. This year's program included discussions of cannabis legalization, the federal carbon tax and the renegotiation of the U.S.-Mexico-Canada Agreement (USMCA) and also featured conversations with students from other Munk School student initiatives.

In February 2019, Beyond the Headlines' 20 students organized a public panel discussion on "Policy, Politics and the Media" moderated by *The Agenda*'s Steve Paikin and featuring BNN Bloomberg's Amanda Lang, Andrew Parkin from the Mowat Centre, Sean Simpson of IPSOS, and the Globe and Mail's Adam Radwanski.

Gender, Diversity and Public Policy

When Mitzie Hunter, Member of Provincial Parliament for Scarborough–Guildwood, attended the Equity in Action conference in April 2019, she spoke about the importance of experiential learning to make the case for better policymaking. It's a point of view that the Gender, Diversity and Public Policy student initiative takes seriously with its programming. Led by three directors and 18 analysts, the initiative describes itself as the "voice of equity" at the Munk School, providing a platform for progressive public policy dialogue. Student-led events included a millennial women's policy meet-up, discussions on gender equity in STEM and housing accessibility from an Indigenous perspective, a gender-based analysis workshop, a human library, and anti-oppression training.





Public Good Initiative

When the Canadian National Institute for the Blind (CNIB) wanted to use digital technology more effectively to service visually-impaired community members, they turned to the Munk School's Public Good Initiative (PGI) for help.

In 2018–19, CNIB was one of 12 community-based organizations in the Greater Toronto Area that sought advice from the student-run initiative. The group's four directors and 47 MPP students offered policy consultations — including jurisdictional scans, interviews, surveys, focus groups and program evaluations — to their non-profit clients.

The clients weren't the only ones to benefit from the experience. "It broadens the students' sense of where and how they can have impact," said Andrew Parkin, PGI's faculty advisor. "There is a default tendency to think of the formal players in public policy as mostly governments, but services to help people are delivered by countless agencies, many of which are in the NGO sector."

Ford+Munk Conference: Tackling the Opioid Crisis

The opioid crisis has become a major public health concern in North America, with both Canada and the U.S. witnessing rising overdose rates over the past few years. This issue was the theme of the 10th annual Ford+Munk Conference, held in March 2019 at the Gerald R. Ford School of Public Policy at the University of Michigan. Over 20 Master of Public Policy students from the Munk School participated, along with Ford School students, in the case competition and explored the diverse ways in which pharmaceutical companies, treatment services, doctors, policymakers, and communities are implicated in the opioid crisis. Teams were asked to develop strategic policy solutions for limiting the supply and demand of opioids across both jurisdictions.





Affirming Blackness: Harvard Black Policy Conference

Ask MPP student Eunice Kays why the Harvard Kennedy School's annual Black Policy Conference is vital and she has a simple answer: "Cultivating a space where Black individuals can affirm their Blackness is absolutely necessary." It is the reason a diverse group of MGA and MPP students travelled to Harvard in April 2019 to participate in its 15th annual conference, "Affirming Blackness — Protest, Passion and Policy."



Not only did Munk School students attend the conference, they also managed panels. Kaidie Williams was responsible for a session on the implications of the UN's International Decade for People of African Descent. Sharnelle Morgan looked at creating enforceable laws to prevent discrimination and encourage full political participation for LGBTQ+ people and other marginalized groups — a panel on which MP Celina Caesar-Chavannes was a member.

The conference has also inspired the planning of a new fall initiative, the Black Toronto Policy Conference 2019, which is being co-organized by Munk School students and alumni as well as the Urban Policy Lab and the City of Toronto's Anti-Black Racism Unit.



Building Resilience

When hurricanes devastated the Caribbean in 2017, Kaidie Williams was just starting her Master of Public Policy (MPP) degree. Cut off from regular communication with her family, the international student from Dominica received an urgent text from her brother: send food. It was the toughest moment of her life. And yet she persevered, with help from friends she had already made in the program.

"My friends became my family," says the 2019 MPP graduate. "We shared joy, laughter and so many memories — all of which gave me strength. In group assignments and school initiatives, there was always someone to talk to and a shoulder to cry on."

After earning a degree in economics and international relations at the University of British Columbia, Williams decided to study at the Munk School. The hurricanes reinforced to her the importance of public policy. "We can cope with a lot of natural disasters through policy," she says. "I am really interested in creating a toolbox of skills that I can bring home to ensure that we build resilience in the Caribbean."

Williams spent her summer internship in the water resources section of Ontario's Ministry of Natural Resources and Forestry, which dovetailed with her interest in climate change policy. For her culminating capstone project, she investigated how the federal government could achieve its greenhouse gas emissions reduction targets without disproportionately affecting low- and middle-income households.

Despite the upheaval in her personal life, Williams made sure to participate in life beyond the classroom. She served as director of the student-run Gender, Diversity and Public Policy Initiative and as the co-manager of a panel at the Black Policy Conference at Harvard's Kennedy School. Both opportunities brought an equity lens to her studies and made her degree come to life.

"The MPP degree gave me a sense of awareness and political acuity," says Williams. "It improved my ability to communicate clearly and concisely." Kaidie received two awards at convocation, celebrating her exemplary leadership and scholarship.

Spectrum

Spectrum is a student-led initiative aimed at increasing professional and career development for LGBTQ+ students. Run by MPP and MGA students, Spectrum aims to foster an inclusive environment and ensure that LGBTQ+ students and their allies have the resources, information, and connections to maximize personal and professional success. This year they hosted a networking 'mixer' for MPP and MGA students and alumni and organized a talk by LGBTQ+ policy and advocacy leaders Rev. Dr. Cheri DiNovo and Dr. Nick J. Mulé on the past, present and future of LGBTQ+ issues in government.

Indigenous Affairs

Led by MPP and MGA students, the Indigenous Student Affairs Initiative (IASI) exists to foster discussion and awareness of Indigenous issues from a policy-focused lens; promote enrollment of Indigenous students at the Munk School; and build strategic partnerships with neighbouring communities, organizations and institutions. In consultation with an Advisory Board including Grand Chief Arlen Dumas (Assembly of Manitoba Chiefs), Professor Douglas Sanderson (Faculty of Law) and Professor Bob Rae, IASI works with Indigenous organizations on campus to learn how they can involve Indigenous students in the work and programs of the Munk School, and organizes events — such as one with Indigenous Knowledge Keeper Verne Ross and Professor Bob Rae on Indigenous child welfare policies, and another with award-winning Toronto Star journalist Tanya Talaga, author of Seven Fallen Feathers.

Welcome, Graduates!

On June 7, 2019, the Munk School of Global Affairs & Public Policy welcomed a total of 151 new Master of Global Affairs and Master of Public Policy graduates into our alumni community. At the reception, several outstanding students were honoured for their achievements in the MGA and MPP programs:

Emma Amaral George B. Kepes MGA Leadership Award Allison Wallis Peter Mansbridge Gold Medal Alexandre Parrott-Mautner Janice Stein MGA Leadership Award Kaidie Williams Janice Stein MPP Leadership Award Majenta Braumberger MPP Director's Award Kaidie Williams Institute for Research on Public Policy Award Ibrahim Sagheer Institute for Research on Public Policy Award











Munk One Program

When third-year English student Sayeh Yousefi was deciding where to attend university, one factor made the University of Toronto stand out from her other choices. When researching **Munk One**, the Munk School's first-year foundation program, Yousefi saw a perfect fit.

"Munk One really focuses on critical thinking and how to apply theory to real life. The focus isn't just on textbooks," says Yousefi, a Munk One alumna and one of U of T's four Loran scholars in 2016. "It's based on innovation and thinking outside of the box, which I thought was really interesting. Munk One is one of the reasons I chose U of T."

The smallest of U of T's eight first-year foundation programs, Munk One is an interdisciplinary seminar program that gives first-year students in the Faculty of Arts & Science the opportunity to brainstorm real solutions to global problems in a hands-on, interactive learning model.

With guidance from Munk School faculty like Teresa Kramarz, associate professor and director of the Munk One program; and Joseph Wong, Ralph



and Roz Halbert Professor of Innovation, students split into lab groups that focus on themes like environment, digital governance, and global health. Their goal is to find answers to a big question within their given theme, guided by the UN's Sustainable Development Goals. Once each group identifies a solution to their problem, they prepare a proposal to present in front of a panel of experts, Dragon's Den style.

"Munk One is one of the few truly interdisciplinary programs that forces students to consider challenges from a variety of points of view. Students are encouraged to engage in real-world problems in real-world ways," says Wong. "In these regards, the Munk One program equips future leaders with not only the intellectual heft,



munk school meets Nika Asgari Loran Scholar

She may only be in first year, but Munk One student Nika Asgari has a long track record of advocating for social justice, helping refugees and promoting multiculturalism. The Vancouver native is the daughter of Iranian refugees who fled to Canada in the 1980s. Their experience inspired her to help, whether it was raising money for disaster relief or teaching soccer to disadvantaged youth in her community. Asgari is the recipient of the McCall MacBain Loran Scholarship, a prestigious four-year award valued at more than \$100,000 which recognizes character, leadership and dedication to community service in young Canadians with high grades.



but also the empowerment to tackle our most pressing challenges."

Equipped with the empowerment Wong describes, Adam Sheikh, a Munk One alumnus, went on to start a student-run non-profit that helped launch a safety intervention for migrant workers in the Middle East. Sheikh also helps to run the Munk Social Incubator, a resource that teaches students how to take their global solutions from concept to implementation.

"In Munk One, we looked at how to break down an issue, how to look at its causes. We learned the research process and that we can't just jump to conclusions quickly," says Sheikh. "Munk One helped me realize that I could pursue anything. I can try to address any issue in the world and feel confident that regardless of whether I succeed or fail, I tried. I learned to be audacious." Sheikh and Yousefi are just two from Munk One's impressive list of students and alumni. Others include Edil Ga'al, a Munk One alumna who graduated from U of T with high distinction in 2018 and is on her way to the University of Oxford on a Rhodes Scholarship; Nika Asgari, a 2018 Loran Scholar and activist; and Jonah Toth, a third-year Peace, Conflict and Justice student who went on to start a youth empowerment organization called passion2action after his time in the Munk One program.

"Munk One students come from many different places around the world, with diverse experiences, skills, and disciplinary interests — but what stands out is their shared passion to be engaged hands-on with issues that matter to them," says Kramarz. "These issues mobilize them to take deep dives into academic research and action. This creates the basis for an immensely energizing first year of university."

Learn more about Munk One at **munkschool.utoronto.ca/one**.



munk school meets Edil Ga'al Rhodes Scholar

Munk One alumna Edil Ga'al was one of only 11 Canadian recipients this year of the Rhodes Scholarship, a prestigious all-expenses paid scholarship to study at the University of Oxford. After taking part in the global-issues focused Munk One program in first year, Ga'al went on to intern for an NGO in Uganda, study restorative justice in Rwanda and pursue African Studies while studying at Victoria College. With this scholarship, Ga'al joins an illustrious group of Rhodes Scholars from U of T, including Bob Rae and associate professor Diana Fu.

Peace, Conflict & Justice Program

In our interconnected world, it is more important than ever for students to understand the roots of peace and causes of conflict, and to find ways to work toward justice. The Trudeau Centre's multidisciplinary Peace, Conflict and Justice (PCJ) Program gives a select group of undergraduate students the opportunity to gain practical knowledge and international experience. Students in the PCJ program pursue either a major or specialist degree and participate in the study-abroad program to augment classroom work. The PCJ degree offers students the chance to conduct original research in the field and learn from some of the world's top researchers on the causes and resolution of violence.



The UN Peacekeeper Sexual Abuse Crisis: Is Canada Doing Enough?

In March 2019, Peace, Conflict and Justice students partnered with AIDS-Free World's Code Blue Campaign to host a panel on Canada's role in addressing sexual exploitation and abuse by UN peacekeeping personnel. The student-organized event focused on Canada's feminist foreign policy and its response to allegations of sexual abuse by the UN's civilian, military and police peacekeepers in the #MeToo era.

Innovating for Sustainable Development

This year's annual PCJ Student Conference focused on "Innovating for Sustainable Development." The conference brought together students, scholars, funders and practitioners to examine how we can employ new technologies and design programs to better address global development challenges. The event included a workshop pairing attendees with mentors — including leading practitioners from SickKids Hospital, Grand Challenges Canada, Mastercard Center for Inclusive Growth and more — to examine a challenge in international development by breaking it down and crafting potential solutions. The day was insightful, important and practical and all organized and run by students.

Women in House

Students from the MGA, MPP and PCJ programs took part in this year's Women in House initiative, a program that aims at promoting greater female representation in government. In a two day trip to Ottawa, students shadowed female politicians on Parliament Hill, toured the Supreme Court and had a reception with prominent cabinet ministers, parliamentarians, civil servants and journalists.



Fellowship in Global Journalism

The Fellowship in Global Journalism recruits professionals, scholars and other subjectmatter experts, and offers them training and mentorship to help them report effectively on their own specialties. Over the course of eight months, the 20 Global Journalism Fellows report on their own discipline for major media outlets, attend lectures from leading journalists and receive direct mentorship from a "bureau chief" — an experienced journalist who helps them hone their craft. In 2018-2019, Munk School Global Journalism Fellows produced more than 110 stories in major outlets in Canada and around the world.



Airbnb 'ghost hotels'

In April 2019, Global Journalism Fellows Lindsey Vodarek and Swathi Meenakshi Sadagopan partnered with the Toronto Star to write a multipart investigative series on the rise of Airbnb 'ghost hotels' and the effects on Toronto's rental market. Using data journalism, they uncovered the largest unregulated 'ghost hotels' in the city and exposed the detrimental impact of these unregulated shortterm rentals on Toronto's limited housing stock.

Master of Arts in European and Russian Affairs

Recognized as one of the best programs of its kind in North America, the Master of Arts degree at the Munk School's Centre for European, Russian, and Eurasian Studies (CERES) offers students the opportunity to engage in a program of comprehensive, rigorous and hands-on study. Students in the CERES MA program typically spend two semesters engaged in research or training internationally, with advisory, financial and logistical support from CERES.

In addition to a full roster of seminars and conferences, CERES students have access to regular events and discussions with leading thinkers from across Europe, Russia and Eurasia. CERES students are encouraged to develop their own projects and initiatives, host their own graduate student conference and contribute to Eurasiatique, an annual graduate student journal.





Reaching the Hard to Reach

In 2015, Professor Joseph Wong travelled to Brazil with a group of students to research Bolsa Familia, the country's welfare program. They were interested in the topic of reach — how places like Brazil succeed in delivering interventions to the poorest of the poor, the most isolated, and the most vulnerable.

Since that first trip, the **Reach Project**, a Munk School initiative led by Wong and supported by the Mastercard Center for Inclusive Growth, has expanded to produce nine more case studies, the most recent of which were presented at the second annual Reach Symposium in February 2019.

"I was asked if I ever thought the Reach Project would be where we are today and the honest answer is no. But I'm grateful we're here," said Wong, Ralph and Roz Halbert Professor of Innovation at the Munk School. "Since we started, we've recruited 64 student researchers from across the University of Toronto; undergraduate and graduate students from medicine and engineering, to the social sciences and humanities, all of whom are conducting world-class research. The amount of passion and sweat equity they put into the Reach Project is just extraordinary."

Held at Evergreen Brickworks, the symposium hosted an engaged audience of 120 professionals representing various sectors. The patrons — who included guests such as Vivek Goel, U of T's vicepresident of research and innovation and Jean-Nicolas Beuze, UNHCR representative in Canada — were the first to learn about the Reach Project's most recent findings.

Students presented examples of how Sri Lanka eliminated malaria, how Ethiopia addresses food insecurity with food and cash transfers, how Palestine implemented its cash transfer program to extremely vulnerable households, and how Tunisia's neighbourhood upgrading programs connect basic services to the hardest to reach. Each case study was the culmination of 16 months of rigorous analysis.

"Sometimes when you're conducting research, it's easy to feel like you're not making a lot of headway. But meeting professionals at the event who were interested in and asking questions about our work made me realize that conducting field research gave me a different perspective," said Cadhla Gray, a recent Master of Global Affairs graduate who, on behalf of her research team, presented insights into Tunisia's neighbourhood upgrading programs.

"It's exciting to see people in the audience who can make practical changes based on things that we uncovered in Tunisia."

Parag Mehta, executive director of the Mastercard Center for Inclusive Growth, echoed Gray's excitement. He said that learning about successful examples of reach served as motivation for symposium attendees.





"It can be really demoralizing if all we ever do is talk about the problems. So, when students share examples of Sri Lanka getting malaria to zero, or Palestine getting cash payments to people living in the most vulnerable communities, this is heartening for the rest of us," said Mehta. "People are feeling really energized and enthusiastic because of the students' presentations."

In addition to reviewing case studies and introducing this year's upcoming research topics, the symposium featured three panel discussions with themes informed by Reach Project findings. The panels covered issues such as the cost of reaching underserved communities, and featured an esteemed list of speakers including Tara Nathan, executive vice president for the humanitarian & development sector at Mastercard; and Margaret Biggs, former president of the Canadian International Development Agency and chairperson of the Board of Governors for the International Development Research Centre.

Wong said that aligning all sectors in meaningful dialogue is one of the Reach Project's core aims.

"One of the great opportunities that stems from the Reach Project is the chance to gather people from different sectors who are thinking about the same thing, but viewing it through different lenses. Seeing the panellists engage with each other and arrive at a unified set of principles is encouraging."

Learn more about the Reach Project at **reachprojectuoft.com**.

The Asian Institute

Asia is home to some of the world's fastest-growing economies and more than half of the world's population. Understanding Asia is key to understanding the world. The Asian Institute at the Munk School conducts cuttingedge interdisciplinary research and teaching on Asia and its global impact. Balancing regional specialization with pan-Asian and global approaches, the institute has more than 100 affiliated scholars whose work spans a range of disciplines in the humanities and social sciences.



Global Careers Through Asia

"Whether graduates seek careers in education, urban planning, art, business, or health care, their knowledge of Asia will benefit them and the institutions where they work," said Rachel Silvey, Richard Charles Lee Director of the Asian Institute at the outset of the Global Careers Through Asia Conference. "At the Asian Institute, our teaching programs train students to develop scholarly expertise of immediate relevance to their future global careers."

Organized by Co-Chairs Grace Chong and Richard Liu along with other members of the Contemporary Asian Studies Student Union, the conference offered students a glimpse into how Asia matters for their future career trajectories and the chance to interact with professionals working in fields connected to Asia. This year's program included a strong emphasis on alumni representation and helping students transition from academia to the workforce.

Learn more about the Asian Institute at **munkschool.utoronto.ca/ai**.



Improving Services in Myanmar

Professor **Jacques Bertrand**, Director of the Asian Institute's Centre for Southeast Asian Studies, is leading a team of collaborators in researching decentralization and public service delivery in ethnic minority areas of Myanmar. The work is funded through a prestigious 3-year grant, administered by IDRC and Global Affairs Canada's Knowledge for Democracy in Myanmar (K4DM) initiative, and builds on Professor Bertrand's previous research into the evolution of the cease fire and peace negotiations with ethnic minority groups since Myanmar began its political and economic reforms in 2011. With a particular focus on gender, the team is conducting fieldwork related to health, education and security reform — three areas that are key to the government's plans to decentralize service delivery.

Hacking Public Policy

What would it mean for a government to be truly accountable to its citizens? How do we build services that are open, transparent and accountable to all?

According to **Audrey Tang**, Taiwan's first Digital Minister, the key lies in a commitment to radical transparency. Tang visited the Munk School in November 2018 as part of the Asian Institute's Global Taiwan Speaker Series and spoke about her efforts to design a new approach for civic engagement.

Tang, the world's only transgender minister, is a self-described "white-hat hacker" who is leading the way in making the Taiwanese government more open and accountable to its citizens. Tang first became involved with politics through her work with g0v (pronounced "gov zero"), a community of hackers and tech experts bent on radically reshaping policymaking.

Since being appointed to lead Taiwan's Digital Ministry in 2016, Tang has continued her interaction with g0v and led the creation of initiatives

The Future is Asian

The 21st century is Asia's to shape, argued bestselling author, speaker and strategist **Parag Khanna** at a joint event held by the Asian Institute and Rotman School of Management in February 2019.

Khanna believes that we are currently in the midst of a major cultural shift, but that "The Asian Century" is far greater than just China. It includes vast networks being constructed through trade, finance, infrastructure and diplomacy; from Saudi Arabia to Japan, Russia to Australia and Turkey to Indonesia, the multi-civilizational structure links 5 billion people and represents 40% of global GDP. Through an engaging talk and Q&A session, Khanna illustrated how the expansive system being built through initiatives like the Belt and Road is stimulating growth, innovating and paving the way for Asianization globally.



such as the Public Digital Innovation Space, an innovation lab designed to foster crossdepartmental collaboration. By engaging directly with citizens and finding new ways to break down barriers within the public service, Tang's Digital Ministry is leading the way in rethinking how policies are made and how the Taiwanese government provides public services.



A New Era of China-Canada-U.S. Relations

The Asian Institute hosted a panel discussion in April 2019 to examine the changing dynamic between China, Canada and the United States in the wake of a growing trade war, the arrest of Huawei's Meng Wanzhou and the escalation of tensions between the three countries. Asian Institute China experts Lynette Ong and Diana Fu were joined by **Dr. Cheng Li**, Distinguished Fellow at the Munk School of Global Affairs & Public Policy, Director and Senior Fellow at the Brookings Institution's John L. Thornton China Center and member of the Council on Foreign Relations.

Research Excellence

Experiential Learning

The Asian Institute offers students the opportunity to learn and conduct research abroad through its flagship experiential learning programs the Richard Charles Lee Insights Through Asia Challenge and the Big Ideas Competition: Exploring Global Taiwan — and through experiences such as the International Course Module.

The Richard Charles Lee Insights Through Asia Challenge (ITAC) offers students an extraordinary opportunity to pursue academic field research in Asia. Open to undergraduate and graduate students from all disciplines, ITAC equips students with the mentorship and skills needed to produce high-quality academic research and gives them the freedom to use a wide variety of mediums to convey their findings.

Road to Colombo: Documenting Climate Migration in Sri Lanka

Ben Sprenger (a third-year Mechanical Engineering student and Reach Project researcher) and Jillian Sprenger, (a fourth year Global Health student, Munk One alumna and Reach Project researcher) travelled to Colombo, Sri Lanka, to investigate migration as a way of coping with a rapidly changing climate. Following a lengthy literature review, the pair conducted interviews with subject matter experts (researchers, NGO leaders and environmental activists) and with individuals who had migrated (or had a family member who had migrated) due to climactic events. Their research revealed the significant challenges associated



with migration and building climate resilience at community level. They disseminated their findings through a documentary film.

The Global Taiwan Studies Initative's **Big Ideas Competition: Exploring Global Taiwan** is an experiential research program that supports selected undergraduate and graduate research teams from across the humanities, social sciences and sciences in their projects related to Taiwan. Through research and travel, the competition offers students the chance to extend their knowledge of Taiwan beyond the classroom.

Roadside Geology of Taiwan

For her Big Ideas research project, Earth Sciences student Stephanie Chen conducted a close-up field survey of the geology of various regions of Taiwan. She collected rock samples, compared them to the literature and identified discrepancies and areas for further research. Stephanie produced a guide book, "Roadside Geology of Taiwan: A Field Guide."

International Course Module: Myanmar

In November 2018, Contemporary Asian Studies students Angela Hou, Julia Tops and Jin Wang took part in the **International Course Module trip to Myanmar**. The trip took them on a week-long journey in Yangon, where they met with former diplomats, NGOs and grassroots organizations working at the forefront of community-based political participation. "Being immersed in the physical site of Myanmar allowed me to access many nuanced lessons and experiences unavailable in conventional textbooks," said undergraduate student Angela Hou.



Centre for European, Russian, and Eurasian Studies

The Centre for European, Russian, and Eurasian Studies (CERES) is at the forefront of research, teaching and policy conversations on EU member countries, as well as countries in Central and Eastern Europe and the former Soviet Union. The centre draws on expertise from more than 15 departments as it promotes interdisciplinary work in the social sciences and humanities, and supports the exchange of ideas and scholars across the Atlantic through a range of academic and institutional partnerships.

Learn more about CERES at munkschool.utoronto.ca/ceres.

International Student Experience: Georgia

"I think it's easy to lose sight in a classroom of the very tangible constraints facing countries in transition such as Georgia," says fourth year student Sanjana Shah, whose double major is in history and philosophy with a minor in political science. "The [International Course Module] was a unique, on-theground, holistic exposure to Georgia as a country, a culture and an economy. It allowed me to put my research into a broader context."

Shah was part of a seven-student trip to Georgia in the International Course Modules program, which provides undergraduate students with a handson learning experience abroad. The visit to the



post-Soviet state was an opportunity for Associate Professor Robert Austin of the Centre for European, Russian, and Eurasian Studies to introduce his students to the people and institutions who are making a difference in Georgia's journey into its uncertain future.



munk school meets Lauren Hogan MA CERES Grad '19

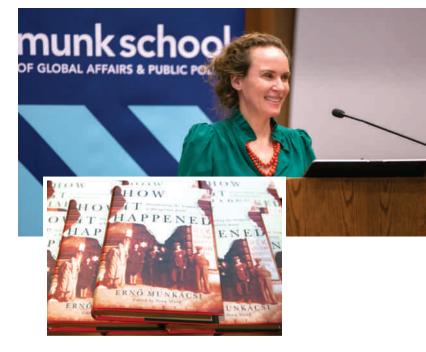
"As a grad student at CERES, I had a wealth of opportunities afforded to me and the support to help me take advantage of them. In two years, I've not only finished my Master's degree but have also learned to speak Russian, lived in Moscow, worked in Brussels, and conducted research in Athens. With this knowledge and experience, I am excited and ready to start a career with the federal government!"

How it Happened: Documenting the Tragedy of Hungarian Jewry

In December 2018, the Hungarian Studies Program at the Munk School's Centre for European, Russian, and Eurasian Studies, in conjunction with the Anne Tanenbaum Centre for Jewish Studies, hosted a book launch for *How It Happened: Documenting the Tragedy of Hungarian Jewry*. Written by Ernő Munkácsi, translated by Péter Balikó Lengyel, and edited by Nina Munk, the book is a detailed, firsthand account of the atrocities committed against Hungarian Jews during the Holocaust.

Ernő Munkácsi's work was one of the first published histories of the Holocaust in Hungary. His account — at once personal and thoroughly documented — provides a unique glimpse into the "choiceless choices" faced by the Judenrat (Central Jewish Council), an administrative council set up by the Nazis that "inadvertently facilitated the Nazis' wholesale extermination of Hungarian Jews."

"My father was lucky enough to escape Budapest in June 1944, as the cattle cars rolled from Hungary to Auschwitz at peak capacity, so I've been hearing about the Holocaust since I was a child," said editor Nina Munk, whose father Peter Munk was Ernő Munkácsi's first cousin (once removed). "And yet, diving deeply into Munkácsi's book made me realize how little I really knew about what happened in Hungary in 1944."



"How It Happened is not only an important historical record of the Holocaust in Hungary; it is a riveting first-hand account of the atrocity that deserves to be appreciated by a wide audience," said Munk. "By translating the book into English — and by adding an introduction, a biographical essay about the author, extensive annotations, photographs, and maps — we aimed to make this rare eyewitness account of the "last chapter of the Holocaust" accessible to an entirely new generation."

How it Happened: Documenting the Tragedy of Hungarian Jewry, by Ernő Munkácsi, translated by Péter Balikó Lengyel, edited by Nina Munk (McGill-Queen's, 2018). With an introduction by Ferenc Laczó, annotations by Ferenc Laczó and László Csosz, and a brief biography of Munkácsi by Susan Papp. Available from McGill-Queen's University Press at www.mqup.ca.

Nordic Cool

On November 27, CERES' **Nordic Studies Initiative** partnered with Harbourfront Centre to present "Up the Happy," a panel discussion as part of Norden: The Festival of Cool. Hosted by the Munk School's Francisco Beltran, the event featured speakers from Finland, Denmark/ Greenland, the United Kingdom and Canada on the Nordic Model's lessons for social infrastructure, healthcare, happiness and hygge.



Student Experience in Hungary

In December 2018, Professor Robert Austin accompanied six CERES MA candidates on a field research trip to Hungary. The students travelled to Budapest to engage in fieldwork, meet with key political leaders and academics and learn more about the current political situation, as part of Professor Austin's research course on issues in contemporary Hungary. For many, it was their first opportunity to conduct research abroad.

While in Budapest, they toured the Hungarian Parliament, met with Dr. Jenő Megyesy, senior advisor to Prime Minister Viktor Orbán, and spoke with Canadian Ambassador to Hungary, Isabelle Poupart.

The Future of the European Union

The creation of the European Union (EU) is regarded as a great achievement of post-WWII Europe. It introduced the free movement of people, goods and services; a transnational rule of law; a monetary union and the integration of post-communist states into a democratic polity.

Despite these gains, the union faces deep internal and external challenges. How, then, does the EU survive? This was the question of the inaugural **Daniel and Elisabeth Damov Lecture in European Affairs**, where Christian Lequesne, a Professor of Political Science at Sciences Po, gave a sold-out lecture entitled "Resilience in Politics: Why the European Union Survives Its Crises."

For Lequesne, 60 years of success has engendered a "form of collective amnesia in Europe" that has led to a disconnect between politicians and voters and a crisis of legitimacy for the EU. Lequesne argued that the EU has been great at making policies but less great at making politics. Why let the Eurosceptics dominate the debate about the Union's future, he asked. Moreover, given the challenges the world faces, EU citizens need to be reminded that the EU is the best way to ensure stability and security. Apathy, he argued, is fodder for the enemies of democracy.



"The trip provided an unparalled opportunity to understand the current political situation in Hungary," said student Tess Megginson. "We are thankful for the help from the Hungarian academic community, Tom and Irene Mihalik, the thoughtful guidance of Professor Austin, and to all the people who took time to meet with [us] during this unforgettable experience."



Where is the EU headed? Europe after the Elections

Volker Bouffier, the Prime Minister of the German state of Hesse, addressed a packed room of diplomats, policymakers and academics at the Munk School's Campbell Conference Facility in July 2019 on the future of transatlantic relations. Following PM Bouffier's address, an expert panel of German and Canadian scholars — Brigitta Wolff, President, Goethe Universität Frankfurt; Munk School Interim Director Randall Hansen; CERES-affiliated faculty Carolina de Miguel Moyer and Alexander Reisenbichler, Research Coordinator, Joint Initiative in German and European Studies — discussed the challenges currently facing the EU: from climate change to migration, from digitalization to Brexit.

Research Excellence

Centre for the Study of Global Japan

The Centre for the Study of Global Japan facilitates research, teaching, and public outreach on Japanese politics and diplomacy by developing research networks, convening lectures and workshops, hosting guest researchers, and nurturing opportunities for faculty and student exchanges between Canada and Japan.

Learn more about the Centre for the Study of Global Japan at munkschool.utoronto.ca/csgj.

Democracy in Asia

In February 2019, the Centre for the Study of Global Japan brought together 12 leading academics on Asian policies and politics to participate in a symposium on Democracy in Asia. In two indepth sessions, panelists debated the challenge of maintaining domestic and international stability when countries are facing competing political imperatives generated by globalizing capitalism and the diffusion of systemic power. They looked at the state of democracy in Japan, the Philippines, Indonesia, China and Korea, and in the face of economic volatility, globalization, and regional tensions.

Japan Now Lecture Series

Throughout the course of last year, the Centre for the Study of Global Japan hosted four lectures in the Japan Now series, which invites preeminent scholars of Japan and East Asia to examine vital questions about Japan's role in the region and the world. Chaired by the Centre's Interim Director Louis W. Pauly — and in one instance by Munk School Interim Director Randall Hansen — a distinguished set of academics, authors and panelists investigated Japan's cultural specificities, its fluctuating economic health, its immigration policies in the face of an aging population, and its role on the global governance of non-proliferation and outer space.



Kakehashi Project

The word "kakehashi" means "bridge" in Japanese, and the Kakehashi exchange program — supported by the Ministry of Foreign Affairs of Japan and facilitated by the Centre for the Study of Global Japan and the Asia Pacific Foundation of Canada — aims to build connections between the participants and increase their understanding of each other's cultures, peoples and politics. In February 2019, 17 undergraduate and graduate students travelled to Japan as part of the Kakehashi Project to deepen the friendship between Canada and Japan. Participating students from the Master of Global Affairs, Munk One and Political Science degree programs lived with Japanese families during their stay, attended university lectures, met with heads of industry and government, and visited rural communities and World Heritage sites.

Trudeau Centre for Peace, Conflict and Justice

The Trudeau Centre for Peace, Conflict and Justice attracts leading scholars from Canada and around the world. Through an undergraduate major or specialist degree in Peace, Conflict and Justice (PCJ) studies, the Trudeau Centre offers students opportunities to study abroad, undertake original research, and learn from leading experts on conflict, violence, justice and resolution. Students in the PCJ program have gone on to take positions with prominent international organizations such as the United Nations, work on social justice issues through nongovernmental organizations, and pursue graduate degrees in law and social sciences.

Learn more about the Trudeau Centre at **munkschool.utoronto.ca/trudeaucentre**.

The Past and Future of Carbon Politics

How will global politics be affected by our move away from fossil fuels toward cleaner energy? This was the focus of the 30th annual Frank W. Woods Lecture, delivered by **Michael L. Ross**, Professor in Political Science at UCLA and a leading expert on energy politics. Professor Ross's lecture provided a fascinating tour of fossil fuels and politics over the last century, and important insight into how the turn toward alternative energies could reshape global politics in unexpected ways.



munk school meets Paola Salardi Director, Trudeau Centre for Peace, Conflict and Justice

Paola Salardi became the new Director of the Trudeau Centre for Peace, Conflict and Justice in 2018. An applied economist with a focus on the economics of conflict, economic development and inequality, Salardi's research has focused on the short and long-term consequences of conflict on welfare; the changing role of women in post-conflict countries; the role of institutions in shaping the presence of violence; and on inequality and women's empowerment. Salardi's work has spanned inequality and discrimination in Brazil; violence and school performance in Mexico; violence, education and women's empowerment in Timor-Leste, and humanitarian responses to crises in Kenya, Nepal and the Philippines. Alongside her academic work, Salardi has also worked at the Inter-American Development Bank and as a consultant with UN Women.

Centre for the Study of the United States

The Centre for the Study of the United States (CSUS) represents the largest group of U.S.-focused scholars in Canada, as well as the greatest concentration of U.S. expertise in Canada's history. With more than 60 faculty affiliates, the centre has an unprecedented strength in U.S. expertise and in American Studies, both institutionally and nationally. CSUS and the American Studies program bridge the social sciences and humanities in three major areas of activity: undergraduate teaching, research, and programming for the university community and beyond.



Learn more about CSUS at munkschool.utoronto.ca/csus.

Trump and the Media

During the first week of class, **Sam Tanenhaus** began his University of Toronto course by surveying the room. "How many of you are either from the United States, or know people living in the United States?" he asked. Several hands went up. "Now, how many of you know people who voted for Donald Trump?" About three dozen hands again.



"I said, 'Congratulations, there are more people in this room, right now, who have a connection to Trump, than the entire newsroom of the New York Times. Because if I asked them the same question, I'd be lucky to see five hands. You've already got an advantage over a lot of American media.'

Tanenhaus surely knows. He is former editor-in-chief of the New York Times Sunday Book Review and Week in Review, and is now a contributing columnist for Bloomberg View, as well as U.S. writer-at-large for the British monthly, Prospect. His resume includes bylines at The New Yorker, Vanity Fair, and The Atlantic. Tanenhaus is currently working on a biography of William F. Buckley Jr., perhaps the "most influential and successful intellectual architect" of the American conservative movement.

In the fall of 2018, Tanenaus was a visiting professor at St. Michael's College, an invitation co-sponsored by the Dean of the Faculty of Arts & Science and the Munk School. During his time at U of T, he taught two undergraduate courses: a fourth-year seminar on how governments, political parties, news agencies and other organizations use the media to influence public discourse, and a third-year course offered jointly by St. Michael's and the Munk School's Centre for the Study of the United States called "Trump and the Media".

With such a title, it's obvious that the course would partly be shaped by current news. But Tanenhaus didn't simply wish to defend the fourth estate repeatedly criticized by the sitting U.S. president. He also looked carefully at the mistakes they have made, and examined what this fraught relationship says about the fractured, divided nature of American society. It's the perfect lens to analyze the growing gap — economic, cultural, social — between big cities like New York and Los Angeles and the American heartland. Or the disparity between different generations, from those who remember Watergate and the Nixon administration's war on the media, to those raised in the era of reality television — best embodied, perhaps, by Trump's own show, The Apprentice.

It's likely one of the reasons why students were particularly interested in the course — because it's also about them. "When you're my age, you really do need to hear from young people," Tanenhaus



explains. "It's not about dispensing one's own ostensible wisdom, it's really quite the opposite. If you want to be an active and useful writer, you have to know what's going on, and you get it more from the younger generation than from almost anyone else."

The course's first assignment, "Tweet like Trump," asked students to follow an immediate, more "aggressive" line of argument designed for the age of social media. Another asked them to persuade someone who doesn't share their opinion. "It's important to hear other people talk. Especially now, when you can enter echo chambers and never leave. I want students to understand that you can actually take whatever belief you now subscribe to, and turn it upside down — and see that there's some sense to it, some reason for it, too." For Tanenhaus, it's a kind of empathy that's sorely missing today — in journalism and beyond.



munk school meets

Nicholas Sammond

Director of the Centre for the Study of the United States

Nic Sammond joined the Munk School in 2018 as the Director for the Centre for the Study of the United States. Professor Sammond studies the cultural history and political economy of popular film and media, and also serves as Associate Professor with the University of Toronto's Cinema Studies Institute.

Professor Sammond regularly teaches courses on film and media history, animation, film and cultural practice, comedy and media and childhood. At the graduate level, he teaches courses on cinema and culture, media and racial formation, media archaeology and film theory. His latest book, *Birth of an Industry: Blackface Minstrelsy and the Rise of American Animation* (Duke University Press, 2015), explores the historical relationship between blackface minstrelsy and the origins of the American animation industry.

Research Excellence

The Citizen Lab

The Citizen Lab is an interdisciplinary laboratory based at the Munk School that focuses on research, development and high-level strategic policy and legal engagement at the intersection of information and communication technologies, global security and human rights. Their mission is to produce evidencebased research on cyber security issues that are associated with human rights concerns.

Some examples of Citizen Lab's extraordinary research, collaborations and exposés over the past year include:



Stalkerware

In the spring of 2019, Citizen Lab published a two-part series on technology-facilitated violence, abuse and harassment. The first in that series, "The Predator in Your Pocket," was a multidisciplinary assessment of "stalkerware" — a class of mobile application which allows for the surreptitious remote monitoring of a device and that facilitates intimate partner violence, abuse and harassment. Reflecting the collaborative nature of the Lab, the report analyzed technological, marketing and policy aspects of some of the most popular stalkerware apps.

The report concluded that there are significant and disturbing failures by the companies studied to obtain the consent of the users being surveilled, a lack of business practices designed to protect individuals from unlawful surveillance and gaps in

WhatsApp Vulnerability

Also in the spring of 2019, Citizen Lab made international headlines when they worked in conjunction with WhatsApp to identify a vulnerability in the hugely popular messaging platform owned by Facebook. The weakness in the app allowed spyware the enforcement of Canadian privacy legislation that could mitigate these risks. It concluded with a series of recommendations for the companies involved, Canadian privacy regulators, law enforcement, mobile app stores and mobile operating system developers.

The second report in that series, "Installing Fear," was an in-depth legal and policy analysis of technology-facilitated intimate partner violence under Canadian law. It concludes that the creation, use and sale of these apps can potentially violate numerous criminal, civil, privacy and regulatory laws in Canada. App stores and web platforms also have a role to play as intermediaries and the report recommends these actors clarify their relevant policies and revise developer terms of agreement to limit the potential for harm.

to be installed on a phone simply by calling it on WhatsApp. Citizen Lab has long been concerned with the proliferation and abuse of commercial spyware, which their research shows is a multibillion dollar and largely unregulated industry with the potential to cause significant harm. In this instance, collaboration with Citizen Lab enabled WhatsApp to quickly push out a patch to its 1.5 billion users — a story that generated approximately 3,600 articles, broadcast pieces and wire service shares, including a story on the front page of the Financial Times.

The surveillance technology behind the WhatsApp breach was from the Israeli-based NSO Group, whose international efforts to infiltrate technologies Citizen Lab has been tracking for years. Throughout 2018-19, Citizen Lab was monitoring and updating the case of Mexican journalist Javier Valdez Cárdenas, who was killed in May 2017 for his work investigating Mexican cartels. Since his



assassination, a total of 25 individuals in Mexico, including Cárdenas' boss and wife, are known to have been abusively targeted with NSO Group's Pegasus spyware. Citizen Lab has linked the infection attempts to a group they call RECKLESS-1 — and has also linked RECKLESS-1 to the Mexican government.

Censorship on Chinese social media apps

As part of ongoing efforts to research censorship on Chinese social media apps, Citizen Lab released "(Can't) Picture This: An Analysis of Image Filtering on WeChat Moments." The report found that WeChat uses two different mechanisms to filter images: an Optical Character Recognition (OCR)based approach that searches images for sensitive text and a visual-based approach that visually compares an uploaded image against a list of blacklisted ones. Images that are censored relate to politically sensitive topics and events, including references to the death of Liu Xiaobo, China's only Nobel Peace Prize winner and perhaps its most famous political prisoner. The report additionally included techniques to potentially help users evade filtering.

Citizen Lab becomes a target

Citizen Lab's dogged research into power surveillance technologies and commercial spyware may have turned them into a target in January 2019, when two staff members of the lab were contacted by separate individuals purporting to show an interest in their personal and professional lives. During these meetings, it became clear that these individuals were misrepresenting their identities and that this was part of a malicious effort intended to gather information about the Citizen Lab and its staff. The interactions turned to Citizen Lab's research on commercial spyware and specifically NSO Group. The Lab has no evidence that NSO Group itself was responsible for the outreach.

In one of these cases, the meeting with one of the individuals was observed by an Associated Press

reporter. Media reporting following this encounter indicated that this individual worked for an Israelibased private intelligence firm that had previously engaged in work to discredit other individuals and organizations.

Citizen Lab founder and Director Ron Deibert told the Associated Press, "We condemn these sinister, underhanded activities in the strongest possible terms. Such a deceitful attack on an academic group like the Citizen Lab is an attack on academic freedom everywhere."

The AP exposé resulted in more than 2,000 media articles, including significant international coverage in the New York Times and other major outlets.

Learn more about Citizen Lab at **citizenlab.ca**.

Research Excellence



Reducing Inequality

In April 2019, Associate Professor **Wilson Prichard** was invited to address the United Nations Economic and Social Council and the Policy Lab of Global Affairs Canada on the issue of building fair, equitable and accountable tax systems that contribute to reducing inequality and poverty around the world.

Prichard, who serves as Research Director for the International Centre for Tax and Development, highlighted some of the organizing principles and key challenges that characterize efforts to expand tax equity, and offered three guiding principles for what is meant by equity in taxation.

First, national systems of taxation should reduce poverty — the poor should get out of the system more than they pay in, in order to directly support reductions in poverty. Second, tax systems should tax the rich more heavily than the poor as a share of income, in order to support redistribution, and also counteract the accumulation of extreme wealth - and extreme power — among a small segment of the population. Third, tax systems should be horizontally equitable — that is, people in similar circumstances should bear equivalent tax burdens. Prichard went on to explore the reality that, while these principles are widely accepted, tax systems across the world — but particularly in lower and middle income countries — often fall far short of them in practice.

Building a Better City

Questions of how to finance and govern municipal policies and programs are at the heart of city growth and management. The Institute on Municipal Finance & Governance (IMFG) focuses on the fiscal health and governance challenges facing large cities and city-regions. The Institute's mandate is to conduct independent research, spark and inform public debate, and engage the academic and policy communities around important issues of municipal finance and governance.



In Canada and abroad, cities are central to the economic prosperity and social vitality of countries. Ensuring that cities are fiscally healthy and governed effectively is critical to a country's success.

This year, IMFG publications examined issues surrounding transit financing, smart cities, development charges and diversity in the infrastructure industry — to name a few. It welcomed new Toronto City Manager Chris Murray for the 7th annual IMFG Toronto City Manager's Address. Meanwhile, IMFG Director Enid Slack brought her expertise on municipal amalgamations and the funding of municipal services and infrastructure to conferences and workshops in Chile, South Africa, Malaysia, the U.S. and China.

Learn more about IMFG at munkschool.utoronto.ca/imfg.

Urban Policy Lab

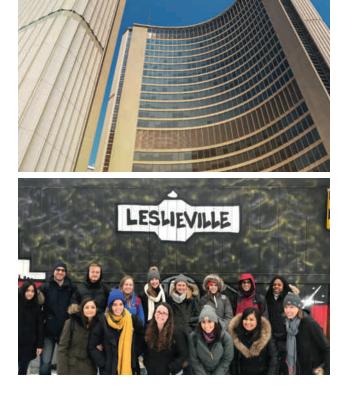
The Urban Policy Lab is a training ground for urban policy professionals and a focal point for the Munk School's urban initiatives, collaborative research and civic education projects. According to the lab's founder and director Gabriel Eidelman, the goal of the Urban Policy Lab is "to spark creative collaborations between academic researchers and urban policy practitioners, and to inspire and prepare students to pursue policy careers focused on cities."

Integral to the work of the Urban Policy Lab is the involvement of its student leadership team. Each year, 2nd year Master of Public Policy students are selected as graduate fellows to coordinate the Lab's extracurricular programming and contribute to its research and civic education projects. Fellows are also offered experiential learning opportunities through placements at partner organizations such as the City of Toronto's Poverty Reduction Strategy Office and Evergreen, a national charity focused on urban sustainability.

Learn more at urbanpolicylab.ca

Vote Compass

In October 2018, the Urban Policy Lab partnered with Vox Pop Labs and the CBC to incorporate data from the Council Scorecard — which tracks municipal voting records — into Vote Compass, an app that allows voters to see how their views align with those of running candidates. By corroborating the public statements of incumbent municipal councilors against their voting records, voters could compare their past actions to their promises for the future.



Munk in the City

Prompted by the 2018 Toronto municipal election, the Urban Policy Lab launched Munk in the City, which moved MPP and MGA students out of the classroom and into each of the city's newly redefined 25 wards, to explore lived realities and pressing policy needs across the city. Students walked the streets and talked to local residents and businesses, and posted over 200 creative dispatches — blog posts, photo essays and videos — that captured the main concerns of each unique neighbourhood.

Urban Policy Career & Skills Development Day

In January 2019, the Urban Policy Lab hosted the Urban Policy Career and Skills Development Day, bringing together nearly 100 first and second-year MPP students for a series of interactive panels and small-group workshops. Sessions for first-year MPP students highlighted career opportunities in urban policy and helped prepare students for internship opportunities related to the municipal sector. For second-year students, workshops focused on specialized topics, such as infrastructure planning, regional growth management and municipal budgeting, delivered by urban policy practitioners (and in many cases, MPP alumni) working at all levels of government.

Research Excellence

In Conversation: Cities and Climate Change

In November 2018, the Environmental Governance Lab (EGL) kicked off its "In Conversation With" Speaker Series with an event featuring former Toronto Mayor David Miller on the role that cities can play in addressing climate change.

Speaking with Sara Hughes, Assistant Professor of Political Science and EGL-affiliated faculty, Miller noted that megacities like Toronto have a critical role to play in reducing greenhouse gas emissions. He cited the expansion of rapid transit systems, waste management and the installation of



energy-saving heating systems in public housing as examples of tangible steps that cities can implement directly.

Miller, who currently serves as Regional Director for C40, a network of the world's megacities committed to addressing climate change, argues that it is important for cities to set robust climate agendas and move toward decarbonisation. "We can solve climate change today," he said. "We lack only the political will."

Listen to the conversation with David Miller and other Environmental Governance Lab podcasts at: **munkschool.utoronto.ca/egl**.



APSIA Deans Meet at Munk

On January 10-11, 2019, the Munk School hosted 46 representatives from 41 schools in 12 countries for the annual deans/directors meeting of the Association of Professional Schools of International Affairs (APSIA). The two-day event included discussions of innovation, faculty diversity and fundraising.

One of the highlights of the meeting was a lively discussion with then-Deputy Foreign Minister of Canada Ian Shugart (now Clerk of the Privy Council), moderated by Randall Hansen, interim director of the Munk School. Mr. Shugart discussed the shifting rules-based international order and speculated about what those changes mean for APSIA schools. He urged all of the assembled schools to give students the tools to navigate the digital world, to be good citizens, and to challenge the status quo without cynicism.

The Munk School of Global Affairs & Public Policy became a member of APSIA in 2015, joining a network of the world's leading international affairs schools from across North America, Europe, Asia, Latin America and the Middle East.



Policing Under Arrest

"We know everything that's going on in our community," one recently-arrested suspect told Munk School researchers in a Cleveland, Ohio jail. "We can give [the police] ideas, to help them help us."

The **Global Justice Lab** is a multidisciplinary research laboratory focusing on justice systems under stress worldwide, whether that stress comes from new political demands, organizational dilemmas, competition from other public and private sector players, shifting public expectations, or changing patterns of crime and violence.

Global Justice Lab researchers Ron Levi, Todd Foglesong, Holly Campeau and Claire Wilmot spoke with 60 detainees in a Cleveland city jail shortly after their arrest in order to understand their experiences and perceptions of police, as well as their ideas about how to improve relations between residents and police officers. The U.S. Department of Justice has publicly declared that the excessive use of police force in Cleveland constitutes an ongoing risk to the public and its police officers.

While most suspects expressed disappointment with police, their focus was not only their arrest but also on the things that they perceived police were not doing in their community — stopping violence, reducing crime, listening to community members' needs, treating people with respect. "As long as I'm being respected, I will respect you," said one detainee. "I will respect any individual but just wearing a uniform doesn't get you respect."

And while some arrested suspects had such bitter experiences that they felt that "nothing could be done," the majority had constructive ideas about policing and how to improve it.

A number of detainees suggested more policing as well as real engagement with their communities as a way forward. "I shouldn't have to see my police in uniform every time. I should be able to go shoot a hoop or at least have a personal conversation with them," suggested one detainee. "You wouldn't even know a Cleveland police officer outside his uniform... that's how unfamiliar they are. They have different districts and different wards, but each district should have a convention, just something to bring the community and the police together because they have to trust each other."

Learn more about the Global Justice Lab at **munkschool.utoronto.ca/gjl**.

Global Migration



This year, the Global Migration Lab hosted a speaker series to examine issues of global migration governance, politics and policies.

Presented with support from Immigration, Refugees & Citizenship Canada and the Canada Research Chair in Global Migration, the series offered accessible, policy-focused conversations with leading experts, civil society and practitioners. The events covered some of the most hotly debated and complicated issues of our time — sanctuary cities, transit states, cooperation in an era of nationalism and incarceration and deterrence policies — and also took a closer look at Canada's engagement on issues such as the regional migration crisis in Central America and how faith groups and public opinion shape federal immigration policy.

Policymakers, academics, researchers and practitioners discussed the complex intricacies and lived realities of international migration policies and practices.

In April 2019, the Lab hosted members of the Syria Civil Defense — more commonly known as the White Helmets. The group is made up of thousands of volunteers across Syria who are first on the scene when disaster strikes in rebel-held regions of the country. The work is dangerous, often involving navigating the aftermath of barrel bombs and combing through the rubble to find survivors and retrieve the dead.

"The 'civil' part of the civil defence was quite important," White Helmets volunteer Muneer Mustafa told a packed room. "These are volunteers from all walks of life: doctors and pharmacists, but also carpenters and regular folk who felt it incumbent upon themselves to step up and give these services where they're needed, where they were not available."

The White Helmets are also targets — painted by President Bashar al-Assad's regime and its Russian counterparts as enemies of the state and attacked by the Islamic State, which, until recently, occupied parts of the country. The group says they have saved more than 100,000 people but that over 250 volunteers have also been killed since 2013.

"The Syrian civil war, and the displacement crisis as a result, touches on all of the aspects of our research," said Craig Damian Smith, the Global Migration Lab's associate director.

From populist governments using the refugee crisis as a political leg up, to how the international community will tackle displacement crises in the future, Smith said the Syrian civil war has wideranging and long-lasting implications for the international community. "How the international community responds to the political pressure, to the dwindling humanitarian aid and the informal ways that states around the region would like to compel people to go home — to go back to Syria — will have significant impacts on the future of international protection and the international refugee regime."

"This is a defining issue of our time," Smith said. "Hearing from people who are humanizing what can be quite abstract stories is crucially important."

Learn more about the Global Migration Lab at **munkschool.utoronto.ca/migration**.



Muslims, Migration and Canadian Democracy

Minutes before attacking two mosques and killing 50 worshipers in Christchurch, New Zealand in March 2019, the shooter released a 73-page manifesto outlining his anti-immigration and white supremacist agenda. World leaders condemned the attack, but they continue to face serious questions about their immigration and security policies at home. Weeks later, at a Munk School event on "Muslims and the Future of Canadian Democracy" hosted by the Islam and Global Affairs Initiative, professors Aisha Ahmed and Chris Cochrane, award-winning journalist Doug Saunders and immigration and refugee lawyer Naseem



Mithoowani, grappled with a series of challenging questions: has the debate around migration become irreversibly securitized? Can researchers and policymakers reasonably and responsibly debate immigration policies without fuelling antiimmigrant and anti-Muslim extremism? What does the evidence say about the effects of migration on the future of democracy?

Spectrum of Migrant Exclusions

While scholars of migration studies have long examined the social barriers and structural constraints that result in the "differential inclusion" of migrants, recent global shifts in immigration politics have made these discussions all the more urgent. In October 2018, the Asian Institute and Global Migration Lab co-hosted "Spectrum of Migrant Exclusions," bringing together leading migration scholars to offer insights on the current global context. The panellists challenged the notion of the migration-to-settlement narrative as normative, pointing to the growing vulnerability of noncitizens to deportation and detention; separation of families at the borders and failures to provide children with essential services; and the denial of basic rights and protections to migrant contract workers as evidence of a new paradigm of migrant exclusion.

Research Excellence



Innovation, Equity and the Future

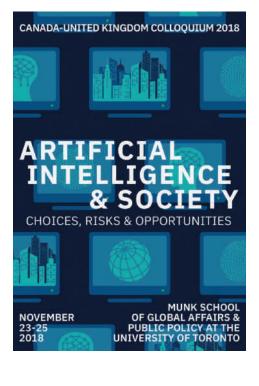
Munk Chair of Innovation Studies Dan Breznitz to co-direct prestigious new CIFAR program

Munk Chair of Innovation Studies Dan Breznitz will co-direct a new program on Innovation, Equity and the Future of Prosperity at CIFAR, a leading Canadian organization working to tackle some of the world's most pressing challenges. "Through CIFAR, University of Toronto researchers have been able to engage with a global network of scholars across disciplines and borders to tackle complex challenges," said Vivek Goel, U of T's vice-president of research and innovation. "This highlights the international demand for U of T's expertise in a range of areas."

Breznitz, along with co-directors Susan Helper, an economist with the National Bureau of Economic Research at Case Western Reserve University, and Tel Aviv University political scientist Amoz Zehavi, believe that the CIFAR program will allow them to examine innovation in a new light.

According to Breznitz, who also co-directs the Munk School's Innovation Policy Lab, the benefits that come with innovation — such as economic growth and personal well-being — are not always distributed equally. He and his colleagues hope to combine research on innovation technology and distribution to create an action plan that leads to meaningful change.

Learn more about the Innovation Policy Lab at **munkschool.utoronto.ca/ipl**.



Artificial Intelligence & Society

The **Canada-U.K. Colloquium** is an annual event that brings together British and Canadian parliamentarians, public officials, academics, journalists, business leaders and young scholars to explore the advantages to be drawn from a close and dynamic relationship between the two countries and facilitate in-depth discussion of critical and timely public policy issues faced by both. The 2018 colloquium, co-hosted by the Munk School of Global Affairs & Public Policy, looked at "Artificial Intelligence & Society: Choices, Risks & Opportunities." Discussions centred around the development and application of Deep Learning, implications of big data and privacy, and the use of AI in defence, security and policing, with special attention paid to science & AI, implications for the labour market and social inequality, legal liability, new regulations, and ethical considerations.

FutureSkills

The world of work is being dramatically changed by digitization, artificial intelligence, big data, automation, and the rise of disruptive communication technologies. This new world is often called Industry 4.0, and there is a growing consensus that we need to change the skills we teach to the workforce of the future so that they can meet — and thrive in — these new parameters of work.

FutureSkills is a research initiative — based at the Munk School and involving U of T academics from the fields of economics, political science and developmental psychology — which aims to give governments, industry and worker-focused organizations in Canada the tools they need to prepare for and react to the disruptions that technology will continue to bring to labour.

With the support of multi-year funding from the Social Sciences and Humanities Research Council,



Professor Linda White and other FutureSkills researchers are compiling both Canadian and international sources of labour-related data and exploring how global forces are transforming labourrelated education, with a particular emphasis on access to skills development amongst traditionally marginalized groups.

Learn more about FutureSkills at **futureskillscanada.com**.



The Future of North American Trade

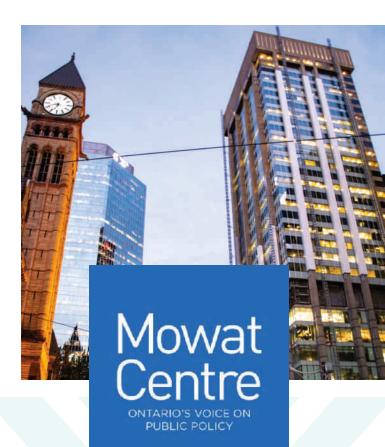
"What is the Future of North American Trade?" This was the focus of the **North American Colloquium**, a conference held at the Munk School in November 2018 and organized in collaboration with the National Autonomous University of Mexico and Gerald R. Ford School of Public Policy at University of Michigan. The Colloquium featured a keynote address from **Jesus Séade**, lead NAFTA negotiator for the Mexican government and current Deputy Foreign Minister, as well as a range of expert policymakers, scholars and practitioners from all three jurisdictions. The goal? To provide a forum that strengthens trilateral cooperation between Canada, Mexico and the U.S. and bring together experts and decision-makers to look back, and ahead, at North American trade.

Research Excellence

The Mowat Centre

For more than 10 years, the Mowat Centre made its mark on policymaking and informed public discussion in Ontario, across Canada and internationally. An independent public policy think tank housed at the School of Public Policy and Governance and later the Munk School of Global Affairs & Public Policy, the Centre published nearly 200 reports and countless articles addressing the central challenges facing governments. It advanced innovative approaches to improving programs and services within the context of constrained budgets, and championed the use of evidence in the development of more effective public policies.

The Mowat Centre repositioned Ontario as a forceful and constructive voice in the federation, one that balances a concern with fairness for the province with the need to strengthen collaboration among the federation's 14 partner governments. The Centre ceased operations on June 30, 2019, but its reports and publications will continue to be available on the Munk School's website. View them at **munkschool.utoronto.ca/mowatcentre**.



Uber vs. Public Transit?

In November 2018, **Jonathan Hall**, Assistant Professor at the Munk School, co-authored an article in the Journal of Urban Economics on the impact of Uber on public transit systems. Rather than introducing unwelcome competition for metropolitan transit systems, the authors found that Uber compliments them, offering increased reach and flexibility to public transit and resulting in a rise in ridership of up to 5% after two years.



Global Ideas

It started with a toilet. Bushra Rahman was a Grade 11 student studying math and science at Bloor Collegiate when her teachers encouraged her to take part in the Munk School's **Global Ideas Institute** (GII), an experiential program that equips hundreds of high school students each year with the tools, knowledge and guidance to address pressing global challenges.

Each month, students from 25 Toronto-area schools get together to learn from faculty and collaborate with groups of like-minded teens to find innovative solutions to real-world challenges — in Bushra's year, it was building a better toilet for the millions of people living with poor water and sanitation worldwide through the "Reinventing the Toilet Challenge."

Each year has a different theme, Bushra explains, and students taking part in the GII program attend monthly lectures, workshops and do group work to learn about a specific global issue and propose solutions to address it. At the end of the school year, GII participants take part in a symposium where each group pitches their idea to a panel of experts, with the goal of proposing a scalable solution for the real world.

The GII experience left an indelible mark on Bushra. She went on to study engineering at the University of



Waterloo, and later switched to international development studies in order to help improve the lives of underdeveloped and hard-to-reach communities. "My high school experience was very focused on math and science," says Rahman. "GII allowed me to see that I could actually have an impact on real-world problems."

Today, she has come full-circle. Bushra recently completed her first year in the Munk School's Master of Global Affairs program and has a leadership role with the Global Ideas Institute.

It was incredibly rewarding, she says, to see students approach this year's theme — reducing plastic waste — with the same level of excitement that she felt while in the program. "Seeing the next generation of high schoolers participate in GII appeals to me, since it's something I really enjoyed when I was in the program," she says. "GII helped me develop important skills and feel as though I was able to make a difference in the world."

Learn more about the Global Ideas Institute at **munkschool.utoronto.ca/gii**.



munk school meets

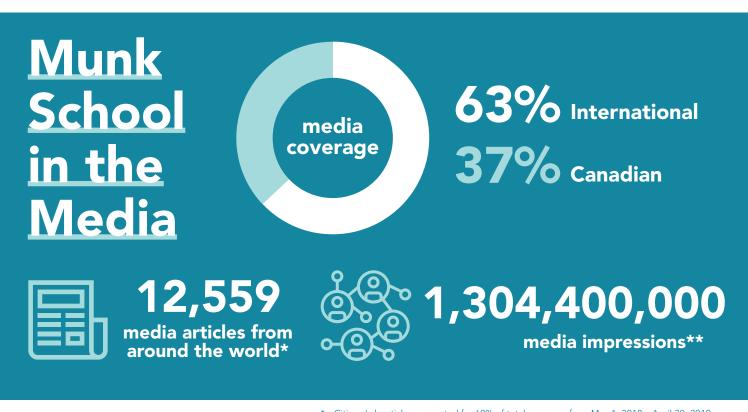
Claire Wilmot Janice Stein MGA Alumni Award 2019

Claire Wilmot has made the most of her time since graduating from the Master of Global Affairs program in 2016. As a Research Officer with the Munk School's Global Justice Lab, she worked with the Rule of Law Advisor in Nigeria's Office of the Vice President to create a prisoner monitoring system; researched court backlogs on sexual violence in Pakistan; and conducted interviews with arrested suspects in Calgary, Cleveland and Baltimore. As a consultant, Claire helped to produce trainings for prosecutors and investigators with the Wayamo Foundation, and developed a tool to compare all 9 hybrid courts for the Hybrid Justice Project at the London School of Economics. She has become an authoritative voice on justice issues in Canada and West Africa, and her writing has been featured by the Toronto Star, the Atlantic and the Council on Foreign Relations.

Public Engagement

The Munk School of Global Affairs & Public Policy is an engaged community of scholars and practitioners who are committed to excellence in teaching and research, and to advancing important conversations.

Munk School experts are frequently sought to provide comment and context in Canadian and international media. From NAFTA negotiations to NSO spyware, from strained Canada–China relations to the resettlement of refugees and asylum seekers, our faculty and researchers are helping to shape the conversations on the issues that matter most.



Citizen Lab's **Research Featured** on 60 Minutes

In March 2019, Citizen Lab Director Ron Deibert appeared on CBS investigative news program 60 Minutes with colleague Bill Marczak to discuss their research into Israeli spyware software company NSO Group.

NSO Group's Pegasus software can be used by intelligence and law enforcement organizations to hack into the phones of terrorists and criminals. "The problem is, there are not proper controls around how this technology is being used," Ron Deibert told 60 Minutes' Lesley Stahl.

Citizen Lab's research has exposed serious human rights concerns around the software's unethical use by governments spying on their citizens — including surveillance of murdered journalist and critic of the Saudi Arabian government, Jamal Khashoggi.

Munk School Online

Q 2,686,122 page views for Munk School websites[†]

860,334 unique visitors⁺

Facebook likes on Facebook likes on Munk School accounts[†]

> 79,389 **Twitter followers on** Munk School accounts⁺

10,023 Subscribers to the Munk School's News & Views e-newsletter





Shaping the Conversation

Lynette Ong was among the Munk School's most-cited faculty members in the media for the 2018-2019 academic year. Ong, an Associate Professor at the Munk School's Asian Institute and in the Department of Political Science, had op-eds and interviews in the New York Times, Foreign Policy, BBC, Associated Press, the Guardian, the Globe and Mail and many more. Whether she was discussing Canada-China relations, the protests in Hong Kong or the political implications of thugs-for-hire, her insights have helped shape the conversation on contemporary China and its place in the world.

† These outreach metrics do not include platforms from the Digital Public Square (DPS) project that have spun off as successful independent initiatives outside of the University of Toronto. Look out for three new platforms DPS will be launching in the coming year.

Munk School Events

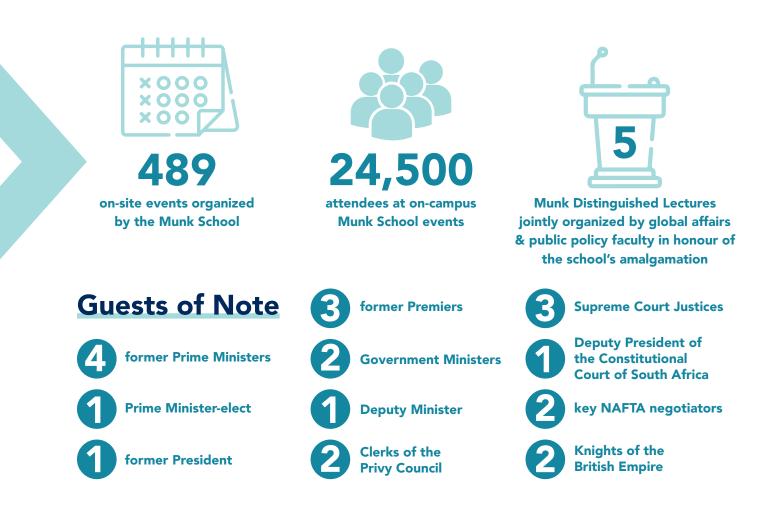












Toronto International Film Festival Speaker Series

In September 2018, Professor Joseph Wong interviewed filmmaker Emilio Estevez and members of the cast of the film *The Public* as part of the Toronto International Film Festival (TIFF) Speaker Series. *The Public* focuses on the leader of a group of homeless Cincinnati residents who occupy a public library during a bitter cold front. As the non-violent sit-in spirals out of control, Estevez uses the confrontation to explore the dehumanization of homeless populations and the militarization of America's police.

For the past seven years, the Munk School has been proud to partner with TIFF for the speaker series,



which pairs Munk School experts with filmmakers, actors and writers for post-screening discussions. The 2018 series also featured professors Randall Hansen, Janice Stein, Teresa Kramarz and Robert Austin discussing the cultural and political significance of some of the festival's most compelling films.

Public Engagement

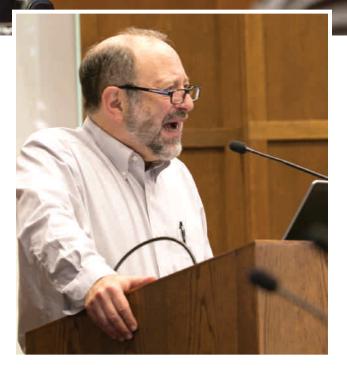
Munk Distinguished Lecture Series

In honour of the amalgamation of the Munk School of Global Affairs with the School of Public Policy and Governance, we held a series of Munk Distinguished Lectures in Global Affairs & Public Policy this year. The lectures were each jointly organized by faculty from global affairs and public policy and included:

James Bessen on 'Goliath's Advantage: Why Big Firms are Getting Bigger and What that Means For Wages, Productivity, and Inequality'

Timothy Garton Ash on 'White Eagle, Red Background: A Centenary of Polish Independence'

Sir Lawrence Freedman on 'Trump, Brexit and the New World Order'



Dr. Stephen Lucas on 'Governing Minerals for Renewable Energy'

Former Estonian President Toomas Ilves on 'How to Digitalize a Country'

Ignacio Sanchez-Cuenca on 'Spain: A Wounded Country After Economic, Political and Territorial Crises'

Shalini Randeria on 'Population Panic, Ethnonationalism and the Anti-Feminist Backlash'



White Eagle, Red Background: A Centenary of Polish Independence

Distinguished Fellow **Timothy Garton Ash** returned to the Munk School in September 2018 to deliver "White Eagle, Red Background," a lecture marking a centenary of Polish independence.

Tracing Poland's turbulent last century — the establishment of an independent state, Nazi invasion, Soviet rule, the Solidarity movement and the 'return to Europe' with the creation of the Third Polish Republic — Garton Ash described the country's history as a struggle for freedom. German and Russian arrows bloodied Poland, the white eagle, represented in the white and red of the contemporary Polish flag.



In conversation with Piótr Wrobel, Konstanty Reynert Chair of Polish History and affiliated faculty with the Munk School's Centre for European, Russian, and Eurasian Studies, Garton Ash framed Poland's current struggle as an effort to come to grips with its history. As Poland grapples with its place in Europe and the legacy of the past century, it must reflect on its own identity. Ultimately, said Garton Ash, "Truth is strong and it will prevail."

Public Engagement



Women & Leadership

How is the world different when women take the lead? What are the unique challenges they face in the world of policy and politics? How can we strive for better leadership by bringing more diverse and inclusive perspectives to the table? These are some of the questions raised as part of the Women and Leadership Series, sponsored by the David Peterson Public Leadership Program.

"The goal of the series is to invite women to share their experiences and explain how the obstacles they confronted shaped their approach to leadership," explains Mel Cappe, professor at the Munk School of Global Affairs & Public Policy. "It's about appreciating the value of diversity and inclusion — you can change the nature of your work and the policy outcomes you're working towards by taking into account different perspectives and learning from them."

Since 2014, the **Women and Leadership Series** has hosted speakers from a variety of professional backgrounds, fields, and political leanings distinguished guests including Louise Arbour, Margaret Biggs, Kim Campbell, Christine Hogan, Katie Telford, Karina Gould and Cindy Blackstock.

In January 2019, former B.C. premier Christy Clark insisted that inclusivity and gender parity can allow people to reach their full potential, and urged young women to take action if they want to make the world a better place.

Speaking at the Munk School in February 2019, the Right Honourable Beverley McLachlin, former Chief Justice of Canada, the first female and longest serving Chief Justice in Canadian history, described how unconscious bias stops women on the lower rungs of power and prevents them from accessing positions of leadership. As Chief Justice, she said, "I came to realize that the most important contribution I made was that I, as a woman, was there."

The lecture series has inspired students to embrace a multiplicity of different voices to bring about change.

"In each lecture, I have come away with the reaffirmation that women and our unique skill sets and talents will be at the centre of how we, as a society, will address the major issues of our time," said Kelly Husack, a Master of Public Policy student who attended several lectures in the series.

"These lectures provide a space that normalizes female leadership and recognizes its unique



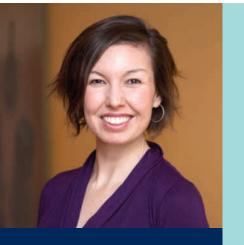
qualities as valuable across sectors." Husack will always remember the piece of advice Clark gave to audience members in January: "Have the courage to take risks. Fail. Find your own path. And forgive people who have done you wrong."



Canada-China-U.S. Relations: What Happens Next?

In April 2019, former Australian Prime Minister **Kevin Rudd** came to the University of Toronto for a joint Munk School and Rotman School of Management lecture on "Canada-China-U.S. Relations: What Happens Next?"

Rudd, a fluent Mandarin speaker who serves as the current President of the Asia Society Policy Institute and as a Senior Fellow at Harvard Kennedy School's Belfer Center for Science and International Affairs, touched on China's economic and political aspirations, trade negotiations and recent political tensions with Canada over the arrest of Huawei executive Meng Wanzhou.



munk school ` meets

Gillian Mathurin

Director, Strategic Communications and Public Engagement

Gillian Mathurin joined the Munk School in August 2018 as the Director, Strategic Communications and Public Engagement, leading the school's communications and events teams. Ms. Mathurin has nearly 15 years' experience in non-profit policy, advocacy and communications, most recently at AIDS-Free World and the Stephen Lewis Foundation. As AIDS-Free World's Director of Communications, she worked on issues of sexual violence, HIV and discrimination, and was instrumental in launching the Code Blue Campaign to end impunity for sexual violence by UN peacekeeping personnel. At the Stephen Lewis Foundation, she worked to raise the profile of grassroots organizations turning the tide of HIV and AIDS in Africa and helped launch the Grandmothers to Grandmothers Campaign.

Public Engagement

Globalization's Wrong Turn

Harvard's Dani Rodrik delivers annual Cadario Lecture

On April 18, Dani Rodrik, the Ford Foundation Professor of International Political Economy at Harvard's John F. Kennedy School of Government, delivered the 2019 **Cadario Lecture**, titled "Globalization's Wrong Turn: What's wrong with it, and can it be fixed?"

Rodrik outlined his famous "trilemma" — the idea that it is impossible to maintain economic hyperglobalization, national sovereignty and democracy simultaneously. Arguing that the push toward hyperglobalization has resulted in greater domestic disintegration and led to our current populist backlash, Rodrik called on governments to mend their domestic economic and political systems as the best way to serve the world economy.

"For at least the past two decades, Dani Rodrik has been doing important work on the tradeoffs inherent in an agenda of globalization," said Carolyn Tuohy, professor emeritus and founding fellow in public policy. "Throughout, he has called attention to the continuing central role of policymaking within nation-states in wrestling with these



trade-offs to reap the benefits of globalization in ways that allow for the building of inclusive and resilient societies."

Named for Paul Cadario, a former senior manager at the World Bank and a distinguished fellow at the Munk School of Global Affairs & Public Policy, the annual lecture series has previously featured luminaries such as Robert Putnam and Pippa Norris (Harvard), Atif Mian (Princeton) and Deirdre McCloskey (University of Illinois, Chicago).

"I'm delighted that Dani Rodrik joins an eminent group of public policy scholars and practitioners who've given the annual Cadario Lecture," said Paul Cadario. "They share their ideas not just with students and faculty, but also with an informed public audience, and increase the visibility of public policy at the Munk School and at the University of Toronto."



Data Security and Public Policy

"What would I have done differently at Blackberry?" mused **John Chen**, Executive Chairman and CEO of Blackberry Limited at a joint Munk School and Rotman School of Management event in January 2019. "I would have gotten rid of the cellphone much earlier." A distinguished business leader with more than 30 years of engineering and management experience, Chen was hand-picked in 2013 to revitalize the Canadian tech giant.

"Blackberry is known for security, technology, data transfer," said Chen. "We know that there is a world that needs security — needs privacy. We pivoted away from selling the hardware but still sell the software. We kept everything but the actual physical phone."

In a wide-ranging conversation with Munk School Senior Fellow John Kelleher, Partner and inhouse CEO/CXO at McKinsey & Company, Chen outlined his vision for Blackberry's future and his reflections on AI, data security and an evershifting technological landscape.

Crashed: How a Decade of Financial Crises Changed the World

U.K.-born academic Adam Tooze was the winner of the 2019 **Lionel Gelber Prize** for his book *Crashed: How a Decade of Financial Crises Changed the World* (Viking, 2018). The prize is awarded annually to the best English language book on international affairs by the Lionel Gelber Foundation, the Munk School of Global Affairs & Public Policy and Foreign Policy magazine.

"The global financial crisis of 2007-2009 undermined global capitalism, exposed the failures of banks to manage their risks, almost broke the Eurozone and played a role in the Ukrainian conflict, Brexit and the election of Donald Trump," said jury chair Professor Janice Stein. "In a bold work of extraordinary range and ambition, Adam Tooze has written the standard work on the crisis and its aftermath. This is a big picture book, covering developments in the United States, China and Europe, but Tooze never loses sight of the role of key individuals and the political context in which vital economic decisions were taken."

Tooze delivered the Gelber Prize lecture to a packed crowd at the Munk School in April 2019, followed by a conversation with Interim Director Randall Hansen. "This book is, quite simply, magisterial," said Hansen. "*Crashed* demonstrates a mastery of the most complex details of macroeconomics and finance. It shows how close the world came to total economic collapse." Adam Tooze is the author of *The Deluge* (winner of the Los Angeles Times Book Prize) and *The Wages of Destruction* (winner of the Wolfson History and Longman-History Today prizes). He is the Kathryn and Shelby-Cullom Davis Professor of History at Columbia University where he directs the European Institute. He previously taught at Yale and the University of Cambridge. He writes for the Financial Times, the Guardian, and the Wall Street Journal.

Learn more about the Lionel Gelber Prize at **munkschool.utoronto.ca/gelber**.



Public Engagement

Munk Series Shows Current Affairs Through Global Perspectives

When Robert Austin travelled to Albania in the 1990s, little was known about the country perhaps this was the very reason why, as a student, he took an interest in the former socialist republic in the first place. "I went to Albania when nobody else did, and I felt that I owed it to them to try to tell their story," he explains. He's been doing just that ever since, whether through his work as a Tirana-based correspondent for Radio Free Europe/Radio Liberty after the fall of communism in Eastern Europe, or by teaching in the Munk School's European Studies program at the Centre for European, Russian, and Eurasian Studies.

Austin's decades-long interest in the Balkans is evident in his new book, *Making and Remaking the Balkans: Nations and States since 1878.* "I have spent my whole career talking to people and this book is the product of thousands of conversations in the Balkans," he says. "I have written lots of academic articles and books, but I wanted to write something that was totally accessible. I wanted my mother to read it and get it. Plus, I have been teaching Balkan history for years, and I wanted a





book that I could use in class — there wasn't one, so I wrote it." *Making and Remaking the Balkans* examines the region's troubled history through field observations, secondary research and testimonies from those who experienced first-hand a century of momentous change, from the violent fragmentation of Yugoslavia in the early 1990s to the uneasy transition to democracy and eventual membership in the European Union. Austin's passion for reportage runs through the book, coupled with the historian's keen attention to detail — highlighting key moments in the past that help us better understand the present. He's written the book he wished he'd found on the library shelves when he was a student.

Making and Remaking the Balkans is part of the Munk Series on Global Affairs, established with a donation from Ken Alexander and Sharyn Langdon and published by the University of Toronto Press. The Series is a curated selection of titles that focus on big ideas informed by the research conducted at the Munk School of Global Affairs & Public Policy, including innovation, security, justice and the economy, examined through a global and interdisciplinary lens. The goal is to provide readers with strong narratives and unique perspectives on current affairs, while at the same time meeting the highest standard of scholarship. The books are also applicable for use in undergraduate and graduate courses.

In Making a Global City: How One Toronto School Embraced Diversity, Robert Vipond invites us to analyze Toronto's multicultural history through the prism of the Clinton Street Public School, showing how successive waves of immigration shaped Canadian society and contributed to the creation of a truly globalized community.

More recently, Robert Calderisi examined the curious exception that is La Belle Province in Quebec in a Global Light: Reaching for the Common Ground. Calderisi's book offers an indepth survey of Quebec's current social and economic landscape, tracing its evolution over the last thirty years and highlighting its strengths and contradictions — efforts to strike a delicate balance between economic prosperity and social protection, or to define national values without sacrificing a tradition of openness.

The Munk Series on Global Affairs reflects a shared commitment: to bring a multiplicity of voices together and invite them to tell us something about the world we live in. For Robert Austin, this means hoping that the book stirs up debate and gets translated, so that the real characters who made the history of the Balkans come to life can join the conversation from afar.



No Planet B

The Hon. Catherine McKenna, Canada's Minister of Environment and Climate Change, returned to the Munk School in April 2019 to deliver a talk entitled "No Planet B: Hope in a Fragile World." McKenna, who formerly served as both Munk School professor and board member of the Trudeau Centre for Peace, Conflict and Justice, challenged the crowd to come together to act on climate change. "Our precious but resilient planet needs to be saved," said McKenna. "It will take courage, it will take ambition, and even more importantly, it will take Canadians coming together for a cleaner future. The fate of the world is ours to shape."



The Crisis in Journalism

What is truth? Why have we lost faith in journalism? How do we fix it? These were just some of the questions posed by veteran TV journalist **Peter Mansbridge**, a Munk Distinguished Fellow and the long-time host of CBC's flagship news program, *The National*, at a student-focused event called "The Crisis in Journalism: The Trust Factor." Throughout the interactive discussion, Mansbridge challenged students to think critically about how they consume news and the vital importance of journalism in sustaining a healthy democracy.



Public Engagement

Canadian Cyber Dialogue

In December 2018, the National Bank of Canada sponsored the first of two Canadian Cyber Dialogue conferences. Convened under Chatham House rule, the Munk School's Citizen Lab convened 71 participants from government, private sector, civil society and academia to discuss pressing cyber security issues in Canada. Discussions ranged from how to combat disinformation to cyber security foreign policy, and from preparedness to public-private cooperation in cyber security. The second Canadian Cyber Dialogue will take place in December 2019.





World Ordering

In March 2019, Professor Emanuel Adler launched his new book, *World Ordering: A Social Theory of Cognitive Evolution* (Cambridge University Press) with a panel discussion featuring Michael Barnett, University Professor of International Affairs and Political Science, George Washington University, and Jutta Brunée, Professor of Law and Political Science at the University of Toronto.

World Ordering is a "long-awaited, stunning book," wrote Peter Katzenstein, Walter S. Carpenter Jr. Professor of International Studies at Cornell University, in a review. "Emanuel Adler articulates his theory of cognitive evolution, expanding and deepening theoretical insights he has developed over a life-time of path-breaking scholarship. Its jacket should scream 'must-read.'"

World Ordering: A Social Theory of Cognitive Evolution by Emanuel Adler. (Cambridge University Press, 2019). Available at: www.cambridge.org.

Remaking Policy

In 2018, Professor Emeritus and Founding Fellow in Public Policy **Carolyn Hughes Tuohy** published a book entitled *Remaking Policy: Scale, Pace, and Political Strategy in Health Care Reform* (University of Toronto Press). Focusing on health care policy but with an eye to the policy process at large, Tuohy argues for a more nuanced conception of the dynamics of policy change — one that distinguishes between opportunities for change and the magnitude of the changes that then occur. Four possible strategies emerge: large-scale and fast-paced, large-scale and slow-paced, small-scale and rapid, and small-scale and gradual. As Tuohy demonstrates, these strategies are determined not by political and institutional conditions, but by the ways in which political actors read those conditions to assess their prospects for success in the present and over time.



Supporting Excellence



Through the generosity of our donors, the Munk School is able to give students extraordinary opportunities, on campus and abroad.

Mary Louise & Ronald Laidlaw Martin Graduate Scholarship in Public Policy

Throughout their lives, Mary and Ronald Martin were known as community leaders and for their warmth, generosity and belief in the power of education to help solve the world's most pressing problems. The Martins, their four children and six grandchildren all attended the University of Toronto and maintained a powerful connection with the institution through their sons John and Peter Martin, both of whom teach at U of T. As part of their legacy, the Martins bequeathed four new graduate scholarships to the University of Toronto, including the Mary Louise & Ronald Laidlaw Martin Graduate Scholarship in Public **Policy**. The awards will be matched by the Faculty of Arts & Science and will be awarded annually to students in the Master of Public Policy program. The inaugural recipient will be selected in Fall 2019.

The creation of the Martin Scholarships was "an act of unusual generosity," said Randall Hansen, the Munk School's interim director. "The scholarships will underpin our ability to attract the very best students from all backgrounds and all walks of life," says Hansen. "We, and our students, owe Mary and Ron Martin a great debt."

MGA Alumni Challenge

The **MGA Challenge** was initiated in Fall 2018 by Paul Cadario, Munk Distinguished Fellow. First announced at the annual MGA Alumni Reunion, the Challenge asks Master of Global Affairs graduates to support current and future MGA students through a gift amount honouring their graduating year (ie. \$2016.00). All gifts were matched by Paul Cadario. The award, which will be made in Fall 2019, is based on financial need and aims to support greater diversity and inclusivity in the MGA program.

Power Corporation of Canada MGA Scholarship

The Power Corporation of Canada scholarships were awarded to four Master of Global Affairs students in 2018-19: Lorena Camargo, Kirsten McRae, Sorena Zahiri and Vijai Singh. The recipients reflected the wide range of academic interests and professional experience that the MGA program itself attracts. Lorena has a B.A. in International Relations and Latin American Studies from U of T, and experience as a surveyor in York Region and with international aid actors, Indigenous communities and government ministries in Colombia. Kirsten joined the Munk School with a B.A. in Journalism from Howard University and had worked as an account manager in New York City and a teacher in Japan. Vijai and Sorena both completed B.A.s in Political Science before pursuing an MGA at the Munk School. In a letter of thanks to the Power Corporation upon receipt of the scholarship, Sorena said, "For as long as I can recall, I have been fascinated by politics and public service. [T]o truly understand politics and to better serve our communities, it is requisite to adopt a global perspective. [M]y ultimate goal is to serve Canada on the global stage and to one day help Canada's diplomatic efforts."

Supporting Excellence

Rewarding Excellence

University Professors

The University of Toronto's Academic Board of the Governing Council has named professors **Anita McGahan** and **James Retallack** the rank of 'University Professor,' the institution's highest and most distinguished rank.

Anita McGahan, a leading authority on industry evolution and the evolution of competitive advantage, is Professor of Strategic Management and the George E. Connell Chair in Organizations & Society at the Rotman School of Management and is crossappointed to the Munk School. She also serves as a Faculty Lead for the Reach Project and is affiliated faculty with the Innovation Policy Lab.

James Retallack, Professor of History and affiliated faculty with the Munk School's Centre for European, Russian, and Eurasian Studies (CERES), has been called "one of the most profound scholars of Imperial Germany writing in either English or German."

Munk School Founding Director Janice Gross Stein, the Asian Institute's Tania Li, and CERES' Lynne Viola have also been awarded the rank of University Professor.



A Knight to Remember

Adding to their already long list of accomplishments, **Ron Levi** and **Paul Cohen** can now call themselves knights of the French Republic.

At a ceremony in April 2019 at the Munk School, the two associate professors were named *Chevalier* (knight) *dans l'Ordre des Palmes académiques* an honour granted to those who have made major contributions to French education and culture.

The title was first created by Napoleon I in 1808, becoming a decoration in 1866 under Napoleon III. It is France's oldest non-military decoration, France's Consul General Marc Trouyet told ceremony attendees.

"It is indeed a privilege to honour two such distinguished professors for their ability to liaise to and with France, its history and society," said Trouyet.

Levi is an associate professor of global affairs and sociology, the director of global strategy at the Munk School and the George Ignatieff Chair of Peace and Conflict Studies. Levi was awarded the distinction for his body of scholarship and was instrumental in the creation of the dual degree between the Munk School and France's eminent Sciences Po (Paris Institute of Political Studies). Levi explains that ideas and ideals of France — what he called a "Global France" — have informed much of his intellectual work in sociology and international law, and were an integral part of his own upbringing since childhood.

For Paul Cohen, whose mother's family is French, France is "a place where I still have deep connections — both family and friends and professional connections — and it's a place I feel engaged with as a citizen."

Cohen is an associate professor of history who helped to launch the Centre for the Study of France and the Francophone World at the Munk School, where he was director until 2017.

"On behalf of the entire university, I would like to congratulate Ron Levi and Paul Cohen on receiving this extremely prestigious recognition," said U of T President Meric Gertler. "Through their excellence in research, teaching and public engagement, they embody many of our goals and values as a world-leading institution, helping to forge strong international partnerships and serving as a model of global citizenship."

Supporting Excellence

Critical Thinking

Lynne Viola, a Professor in the Department of History and affiliated faculty member in the Munk School's Centre for European, Russian, and Eurasian Studies, received two distinguished prizes this year: the Molson Prize and the Killam Prize. Viola, a University Professor, is a celebrated historian and one of the world's leading scholars on Stalinist Russia.

The Henry Pentland Molson Prize is a \$50,000 award given annually by the Canada Council for the Arts to two distinguished scholars who have made significant contributions to the humanities and social sciences.

Viola's lifetime contributions were also recognized with a Killam Prize, a \$100,000 award given to scholars in engineering, natural sciences and social sciences whose research has changed the landscape of their fields.



"I consider teaching to be the most important contribution I can make to the intellectual heritage of Canada," Viola told U of T News. "My hope is that my students leave my courses with a critical approach to history and politics, one that they can use as they navigate their lives and work. A major aim of the humanities is to create critically-thinking citizens capable of sustaining our democratic institutions."

Yaprak Baltacioğlu Named Chancellor of Carleton University

Munk School of Global Affairs & Public Policy's Professor Baltacioğlu has been named as Carleton University's 12th Chancellor. Baltacioğlu will continue to teach at the Munk School, sharing unique insights from her distinguished career in public service.

Baltacioğlu has almost 30 years of experience within the federal government: as a respected negotiator of collective bargaining for 200,000 public service employees, an administrator of the federal stimulus package following the 2008 crisis, and a leader of international climate change negotiations — to name but a few of her key roles in federal policy. She has worked as Secretary of the Treasury Board, Deputy Minister of Transport, Infrastructure and Communities, Deputy Minister of the Department of Agriculture and



Agri-Food and at the Privy Council Office. She has received numerous awards and honours, including as one of Canada's Top 100 Most Powerful Women by the Women's Executive Network and as a recipient of the Queen Elizabeth II Diamond and Jubilee medals and the 125th anniversary of the Confederation of Canada medal.

Understanding China

It has been a banner year for **Diana Fu**, Associate Professor of Political Science and affiliated faculty at the Munk School's Asian Institute. Fu hosted a multipart documentary series for TVO called *China: Here and Now*, which looks at the cultural, economic, and political implications of China's growing global influence. She was also recently selected as one of twenty China specalists — the only Canadian scholar selected — for the National Committee on U.S.-China Relations' Public Intellectuals Program.

Fu's book, Mobilizing without the Masses: Contention and Control in China (Cambridge University Press) won the 2019 Best Book award from the International Political Sociology section (IPS) of the International Studies Association. Her 2017 article "Fragmented Control," for Governance, won the 2019 Distinguished Scholarly Article Award from the American Sociological Association's Labour Movements section.



Ron Deibert receives honorary degree



Ron Deibert, professor of Political Science at U of T and director of the Munk School's Citizen Lab, was awarded an honorary Doctor of Laws at the University of Guelph's 2019 Convocation Ceremony.

"Professor Deibert is the world's leading scholar on cyber security and, under his direction, Citizen Lab is at the forefront of cyber security research," said Randall Hansen, interim director of the Munk School of Global Affairs & Public Policy. "His work is both of the highest scholarly quality and driven by an abiding concern for individual rights and the sanctity of the private sphere." Citizen Lab focuses on research, development, and high-level strategic policy and legal engagement at the intersection of information and communication technologies, human rights and global security. Under Deibert's direction, Citizen Lab conducts award-winning research that has been profiled in the New York Times, Forbes, Vanity Fair and on 60 *Minutes*.

"I am honoured to receive this award. But I feel the honour must also be given to the research group of which I am part — the Citizen Lab," said Deibert. "I am part of a dedicated and very talented team and my accomplishments are theirs too."



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REACH PROJECT	GLOBAL JUSTICE LAB		CENTRAL ASIA		SOUTHEAST ASIAN STUDIES
POLICY READY INITIATIVE	GLOBAL IDEAS INSTITUTE		PETRO JACYK PROGRAM FOR THE STUDY OF		COLLABORATIVE MASTER'S SPECIALIZATION IN CONTEMPORARY EAST AND
ONTARIO 360	GLOBAL ECONOMIC POLICY LAB	COLLABORATIVE GRADUATE SPECIALIZATION IN ETHNIC AND PLURALISM STUDIES	NORDIC STUDIES		COLLABORATIVE DOCTORAL SPECIALIZATION IN SOUTH ASIAN STUDIES
MUNK CHINA INITIATIVES	G/ AND GZU RESEARCH GROUPS	R.F. HARNEY PROGRAM IN ETHNIC, IMMIGRATION AND PLURALISM STUDIES	HELLENIC STUDIES	AND JUSTICE PROGRAM	MASTER'S SPECIALIZATION IN SOUTH ASIAN STUDIES
MOWAT CENTRE		Certificate program for professionals	EUROPEAN STUDIES (Major and Minor)	JUSTICE	COLLABORATIVE
THE LIONEL GELBER PRIZE		FELLOWSHIP IN GLOBAL JOURNALISM	HUNGARIAN STUDIES (Major and Minor)	FOR PEACE, CONFLICT AND	DR. DAVID CHU PROGRAM
	ENVIRONMENTAL	POLICY		TRUDEAU CENTRE	ASIAN STUDIES
ISLAM AND GLOBAL AFFAIRS INITIATIVE	DIGITAL PUBLIC SQUARE	UNDERGRADUATE MAJOR IN PUBLIC	MASTER OF ARTS IN EUROPEAN AND RUSSIAN AFFAIRS	AMERICAN STUDIES (Major and Minor)	CENTRE FOR SOUTH
INSTITUTE ON MUNICIPAL FINANCE AND GOVERNANCE	THE CITIZEN LAB	MUNK ONE First-year undergraduate foundation program	OF FRANCE AND THE FRANCOPHONE WORLD	UNITED STATES	CENTRE FOR SOUTHEAST ASIAN STUDIES
INNOVATION POLICY LAB	APPLIED MORAL PSYCHOLOGY LAB	MASTER OF PUBLIC POLICY	EURASIAN STUDIES	CENTRE FOR THE	CENTRE FOR THE STUDY OF KOREA
HALBERT EXCHANGE PROGRAM	ACELAB	MASTER OF GLOBAL AFFAIRS	CENTRE FOR EUROPEAN, RUSSIAN, AND	CENTRE FOR THE STUDY OF GLOBAL JAPAN	ASIAN INSTITUTE
	& PUBLIC POLICY	AFFAIRS	OL OF GLOBAL	MUNK SCHOOL	

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