

# RESEARCH artefact

School of Arts & Sciences, UNDA Sydney, 2018 Issue 1

## Welcome back

Welcome back *Artefact*! Our research magazine has been taking a little holiday since the departure of its long-time editor, Philip Dennett. So thanks Philip for three years of fantastic work, and best wishes for the future.

But *Artefact* is back in second semester 2018, this time edited by Anna Evangeli, who has a long-time association with our School's journalism program.

To the issue itself. We have a 'science' theme in our research interviews. Researcher and resident mathematician Alan McCarthy talks about doughnuts ... What do doughnuts have to do with maths? Find out on p4. Then read about PhD student Sa- fiya Okai-Ugbaje's research on mobile technology use in Nigeria's tertiary classrooms on p9.

Enjoy!

### Dr Christine de Matos

Senior Lecturer in History  
Associate Dean,  
Academic Development and Research



## Research in print

### Recent staff publications



adamhills.com.au

### Adam Hills: celebrity, disability and identity

Adam Hills is a comedian and presenter who achieved celebrity status in Australia in 2005.

Hills' early career in stand-up was based on 'positive' humour and an Australian larrikin persona. Although he initially attempted to include the fact that he was born with one foot into his act, Hills was deterred from doing so by other comedians and his manager, fuelling his own reservations about being classified as a 'disabled comedian'.

The terrorist attacks on 11 September 2001 in the USA signalled a shift

in Hills' comedy act and he began to include in his routines his lived experience with an artificial foot.

This article considers Hills' subsequent career as a useful entry point into understanding the specific barriers to celebrity status that an individual may encounter when their identity is considered to be a marker of difference to the established 'norm'.

L. St Guillaume & E. Finlay, "The complexity of Adam Hills: Celebrity and disability", *Celebrity Studies* 9, no. 1 (2018): 126-130.



THE UNIVERSITY OF  
NOTRE DAME  
AUSTRALIA

# Research in print

## Recent staff publications

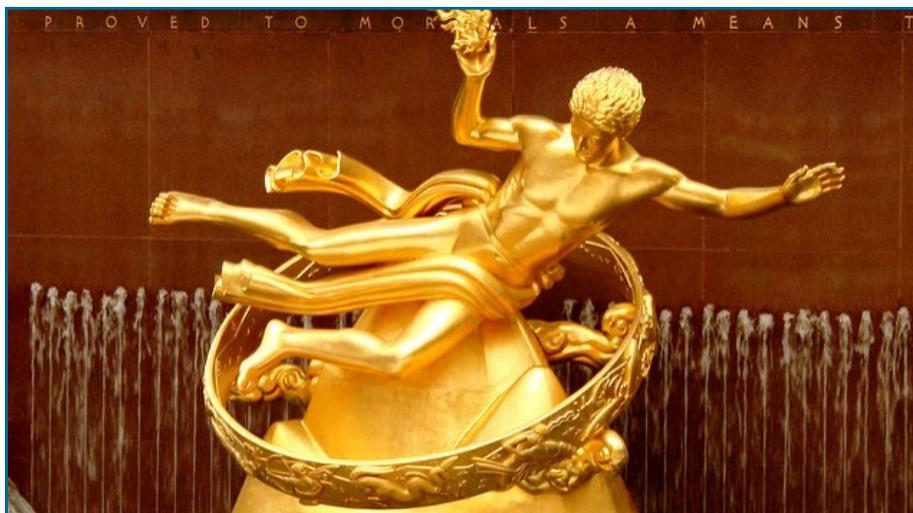
### Nauru, asylum seeking and disability

In Australia, the transfer of asylum seekers to Nauru for ‘processing’ and the harm experienced by refugees in this context has been analysed from various perspectives, including criticisms that this is a form of torture.

However, this has not been examined through a Southern Disability Theory (SDT) lens, which can be explicitly used to discuss the production of impairment in Nauru. Applying SDT in this context highlights the Global North and Global South inequalities operating on the bodies of those refugees seeking asylum who are initially unable to enter Australia. SDT also highlights Global North framings which do not include the production of impairment in theorising disabling conditions. This obscures the power relations underpinning the policies generating harm to those in Nauru which are made central through applying SDT. SDT thus provides a better framework for appreciating what is occurring in Nauru and the ongoing refugee transition undertaken to ‘claim’ asylum in Australia.

**L. St Guillaume & E. Finlay**, “Disabled mobility and the production of impairment: The case of Australia’s migration policy framework”, *Asia Pacific Viewpoint* 59, no. 1 (2018): 119-131.

### Beyond Prometheus to another view of creativity



Flickr/Will Powell

Looking past Greek mythology in the age of climate change.

In public discourse, climate change is understood to have – at best – a tangential relationship to creativity. In our habit of thinking, climate change is apprehended as a kind of epic ‘unmaking’ – a large-scale unravelling via which words, things, peoples, industries and ideas fall apart.

It is alternatively presented as a problem demanding a ‘creative’ response, an ‘innovative’ geo-engineering solution (cloud brightening, sulphurous explosions, solar shields rocketed into orbit beyond the earth’s atmosphere) designed to put nature back in its place as something humanity can control and manipulate.

What is seldom contemplated is that the same ‘fables of abundance’ and myths of ‘unlimited growth’ that have led to the potential destruction of the earth’s ecosystems have also given rise to the creative idea.

If a global response to climate change necessitates a more enlightened remaking of ideas, industries and communities, then one of the ideas that must be ‘remade’ is the Promethean idea of creativity itself.

**C. Nelson**, “Beyond Prometheus: Creativity, Discourse, Ideology and the Anthropocene”, *Knowledge Cultures* 6, no. 2 (2018): 111-131.

### Listening with recognition for social justice

Since the 1990s, recognition has become the dominant framework for theorising the emancipatory struggles of social movements against cultural injustice. Theoretical debates about the politics of recognition have provided a rich conceptual framework with which to articulate the harms produced by cultural domination, misrepresentation and disrespect as questions of justice. There are, however, ongoing challenges with translating

this richness into practice. Across its many different formulations, conceptions of recognition fail to address how recognition claims get heard. While there are recognised challenges to applying recognition in practice, I argue that social justice-oriented listening is a useful methodology to address these challenges. It provides a framework for understanding how recognition claims get heard, which challenges established relations of

power and privilege and thereby opens the possibility of responding to subjugated knowledge claims on their own terms. In this chapter, I apply social justice-oriented listening to examine the extent to which the recognition claims of the First Peoples Disability Network Australia (FPDN) have been heard.

**C. Thill**, “Listening with Recognition for Social Justice”. In *Ethical Responsiveness and the Politics of Difference*, ed by T. Dreher & A. Mondal, 57–73. Cham, Switzerland: Palgrave Macmillan, 2018.

# Research in print

## Recent staff publications

### Effects of compulsory income management on Indigenous people with a disability in the NT

There have been significant policy changes to income support payments for people with a disability and Indigenous people in Australia in the last decade.

These policy reforms intersect in the experience of Indigenous people with a partial capacity to work in the Northern Territory who are subject to compulsory income management if classified as long-term welfare payment recipients. This intersection is overlooked in existing research and government policy.

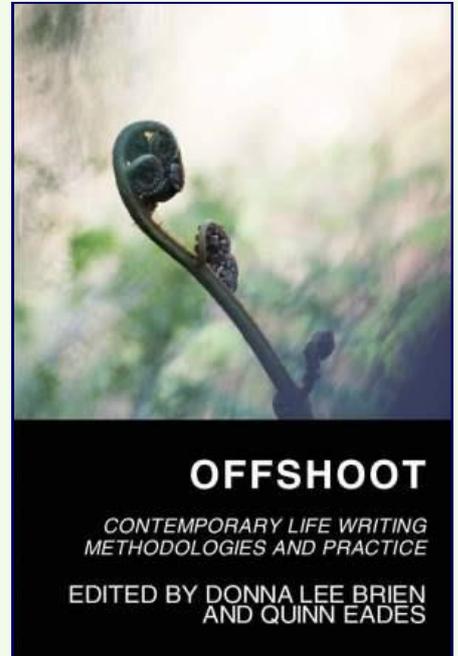
In this article, we apply intersectionality and Southern Disability Theory as frameworks to analyse how Indigenous people with a partial capacity to work in the Northern Territory are governed under compulsory income management.

### Truth and other lies about fiction and nonfiction writing

This chapter explores the function and modes of 'truth' in fiction and nonfiction writing.

It focuses on the ethical and aesthetic decisions that writers make, the devices they use and the challenges they face, focusing on fiction and nonfiction works by Australian writers Helen Garner, Mandy Sayer and Georgia Blain.

**C. Nelson**, "Strange Hybrids: Telling the Truth and Other Lies about Fiction and Life Writing". In *Offshoot: Contemporary Life Writing Methodologies and Practice*, edited by Donna Lee Brien and Quinn Eades, 47-59. Crawley: UWA Publishing, 2018.



UWA Publishing

The program is theoretically race and ability neutral. However, in practice it targets specific categories of people because it fails to address the structural and cultural barriers experienced by Indigenous people with a disability and reinscribes disa-

bling and colonising technologies of population control.

**L. St Guillaume & C. Thill**, "An intersection in population control: Welfare reform and Indigenous people with a partial capacity to work in the Northern Territory", *Disability and the Global South* 5, no.2 (2018):1508-1530.

A. Howard, 13 Sep 2018



### Say cheese ... smiles all round at our recent writing bootcamp

HDR and Honours students worked hard to get some writing done at the recent Arts and Sciences Writing Bootcamp, held 13-14 September.

Susanna Rizzo and Amy Howard organised the bootcamp, with staff popping in to offer help, advice and support. Karen McCluskey welcomed

the students each day, and Jane Stenning (Study Centre) gave some excellent tips on effective introductions and 'powering up' writing.

# Alan McCarthy

## Interview with a researcher

### Tell us briefly about your current projects and research focus

I'm working on two different projects. One is about four dimensional (flat) doughnuts, called tori in mathematics.

Imagine you had a sheet of paper. If you roll that up you've made a cylinder, which we would still call flat as I made it from a flat sheet of paper and I haven't torn or ripped the paper or done anything that can't be undone. I could then make a 3D doughnut by joining the ends of that cylinder. Unfortunately, this would make a really sharp corner in the paper and we would no longer call it 'flat'.

I can add a 4<sup>th</sup> dimension, which is like another imaginary direction. So you have up/down, left/right, forward/back and then some 'other direction'. And now if I join the ends of the cylinder and add no corners, it is still 'flat' in the same way that the surface of the Earth looks flat.

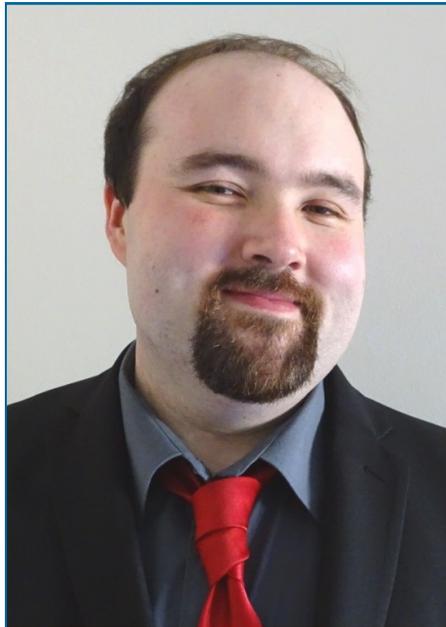
Mathematically speaking, we can prove these doughnuts exist and fall into one of three classes:

- where the doughnut has a circular hole in the middle and a circular ring
- either the ring or hole is circular but not both, or
- neither are circular.

### Mmm, doughnuts



If talk of doughnuts has whetted your appetite, here's a nice (non-technical) description of the 4D kind: <http://publish.ucc.ie/boolean/2014/00/mccarthy/15/en>



However, we can't write down any examples of that third class as there is an equation we can't solve (but which we can prove has a solution). My research is focused on coming up with a way of taking the doughnuts we already know and 'wiggling' them a bit (known as flowing) so they are no longer circular and so give us some examples in that third class.

My other project is also about the shape of objects, this time instead of studying the object itself, we study the shape a 'net' would take if it was wrapped tightly around the object (like a sausage hanging in a deli). The net is described in a much simpler way, mathematically speaking, than the object itself and allows us to discover interesting properties of the object that aren't obvious.

This sort of mathematics is used in wire-frames in movies and in architecture (for example the façade of the Eiffel tower pavilions) and is known as discrete differential geometry.

### What is cutting edge in your field and how does your work extend or relate to it?

A lot of work was done on doughnuts in the 1980s and then nothing until

about 2014. Now people are interested in applying some of the underlying theory of 'flowing' to other areas of geometry. The research I've done in understanding how to flow between different types of doughnuts could be extended to other types of objects.

Discrete differential geometry has attracted a lot of attention recently, especially given its applications to architecture and movie production.

A lot of work is going into finding discrete versions of objects that we are already familiar with. Along with my collaborator, Wolfgang Schief, we have come up with a discrete analogue of what are known as projective minimal surfaces (again in 4D).

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I always hope to spark some curiosity among the students to go and read about some of these things

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### How has your research influenced your teaching?

I love to bring some discussion of current research into my classes. It's amazing how often we can tie existing mathematics, which may be quite old, into current research. I always hope to spark some curiosity among the students to go and read about some of these things. Mentioning the word 'doughnuts' always perks up people's attention.

### Anything else to add?

I always like to finish with a joke: Why should you never trust someone who has graph paper? Because they're probably plotting something.

# Conference reports

## A tale of two (European) cities

Christine de Matos

In late 2017 and early 2018 I attended two European history conferences to present my research on occupied Germany.

The first was a relatively new one, the 2nd European Labour History Network Conference, which was held in Paris on 2-4 November 2017. This conference had a most interesting format, and the clue is in the name: *Network Conference*. Rather than discrete papers or panels, you participate as part of a particular research network. Examples of the networks included Free and Unfree Labour, Feminist Labour History and Imperial Labour History. Rather than 'panels', the joint sessions are known as 'workshops' (consistent with the labour theme, I suppose). I was part of the Military Labour History Network and presented the paper "Bringing military work home: domestic labour and power in occupied Germany and Japan". The purpose of the network is that the relationship should not be limited to the conference: members meet or converse in between conferences, organise joint panels to other conferences, and even publish together. It is a great concept, designed to



C. de Matos, 3 Apr 2018

Out and about: Belfast's Peace Wall, Catholic side.

sustain the momentum of research collaboration over time.

The highlight was the final day: for the first three days the conference was based at the Université Paris Nanterre, but finished on the grounds of the exquisite and historically rich Université Paris 1 Panthéon-Sorbonne. The Sorbonne was part of what was formerly known as the University of Paris, the second oldest medieval university in Europe. Founded in the 12<sup>th</sup> century (1150), it was originally associated with the cathedral school of Notre Dame de Paris. What an experience to sit in the Amphithéâtre Richelieu (built 1896), gaze at a statue of Descartes or Pascal, and wonder how many peoples past had sat right where I was now.

The second was the European Social Science History Conference, one for historians who use social science methods in their historical research. This conference was very large and fractured (around 25 concurrent panel sessions), and more established, though it was my first time attending. It was held in Queen's University, Belfast (Northern Ireland), 4-7 April 2018. For spring, it was positively freezing – on one day it topped a whole 3°C. I again participated with the Military

Labour History Network (showing the networking system works) after they invited me to be part of a panel on *Gender, Military Labour and War Labour*. My paper focused on the occupied Germany experience, "The Occupied Home: Domestic Work, Gender and Power in the Allied Occupation of Germany, 1945-1950s".

I was pleasantly surprised to see so many seasoned Australian historians there for a European conference – Joy Damousi, Melanie Oppenheimer, Anna Clark and Victoria Haskins, to name a few. A highlight was the conference dinner, held in the marvellous Belfast City Hall. The building was completed in 1906, not long after Queen Victoria gave Belfast official status as a city.

However, the really interesting part was getting out and seeing just how much Belfast remains divided along sectarian lines – including walls built during The Troubles that sit between the predominant Catholic and Protestant communities. At least the walls have some amazing murals.

These were two fascinating conferences held in deeply historical places. Now the hard part: turning those papers into a journal article or two.



Sorbonne, Latin Quarter, Paris.

C. de Matos, 4 Nov 2017

# Conference reports

## Writing retreats, workshops and wine

**Karen McCluskey**

In the past year, a couple of opportunities came my way that fundamentally shifted my attitude to producing scholarship.

After two highly productive and enjoyable events, I discovered that the experience of writing is so much more positive when it is done together.

The first event was the annual writing retreat organised by our research dean Christine de Matos, who kindly offered a venue: a small cabin in Bundanoon NSW that belongs to her family. Four of the Arts and Sciences staff spent three days at the end of semester fully engaged in writing, peppered by intermittent walks, coffees, meals and wine.

The beauty of the retreat was that there were few distractions: no internet, no telephone service, no cars, no doorknockers ... nothing (except a crow called Joe who had a broken wing and caused us some worry). During the retreat, research was out and writing was in. It is an important distinction and one that allowed us to empty our full brains and fill our empty pages.



K. McCluskey

Emptying full brains and filling empty pages in Bundanoon were (from left to right): Eil Finlay, Christine de Matos, Louise St Guillaume and Karen McCluskey.



A. Voigt

Rome's Villa Lante, a 16th century palazzo, which hosted the birth of a book.

There is no need to travel a distance for such positive results. With a group of people who share a similar motivation and mindset, a writing retreat can be anywhere (once a week at a café, once a semester in a booked room at the uni). Any way you do it, it is an easy way to get motivated, productive and social – and at the end of a long day of focused concentration, an excuse to have a glass of wine.

The second opportunity was a workshop I attended in Rome at the Villa Lante, a beautiful sixteenth-century palazzo that houses the Finnish Institute. Really a glorified writing retreat, this event was stimulating, critical and productive.

For a workshop to work, there must be a focus. In this case, a group of scholars from across the globe (Finland, Poland, US, UK, Australia) gathered for a single purpose: to produce a published volume on hagiography and lived religion in the Early Modern Period. Each participant contributed a chapter that explored a different aspect of the topic.

Over three days we discussed ideas, critiqued arguments, and nipped out

problems; we drank sparkling water, we ate Roman food, we drank Sicilian wine; we listened, and we collaborated. Ultimately, enveloped in the oppressive heat of an Italian summer, we created a book.

“

**Collaborative researchers are like grapes hanging in clusters on a vine: they flourish best together**

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What I learned through these opportunities is that collaborative researchers are like grapes hanging in clusters on a vine: they flourish best together – the former produces crucial research outputs, the latter an excellent bottle of Sicilian Primitivo.

# Conference reports

## Children's literature as houses of learning

Sarah Ayoub (PhD candidate)

*Australian Children's Literature Association for Research (ACLAR) Conference, Victoria University of Wellington, New Zealand, 12-14 July 2018.*

In July, Elspeth Gardiner (MPhil) and I headed to Wellington, New Zealand, to participate in the biennial conference for the Australian Children's Literature Association for Research, held at the Victoria University of Wellington.

This year's theme, "Houses of Learning", explored education in children's literature and children's literature as education. It was an insightful introduction for us as relatively new HDRs into the realms of children's literature research around the world and those who are undertaking it.

The conference covered significant ground and numerous genres in the field of children's literature, with presentations exploring translations, ideology, empathy and illness, other worlds and animal worlds, and comparisons between Australian and American texts and research.

Although it didn't directly relate to my research, one highlight was Dr Kristine Moruzi's presentation on educating children about health and charity,

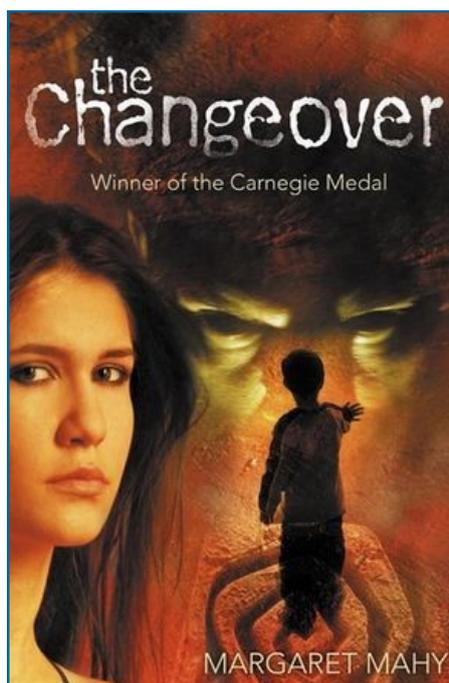
### HDR snapshot

#### Graduations 2018

Dr Metin Mustafa (PhD)  
Dr Sophie Boffa (PhD)  
Dr Jocelyn Hedley (PhD)  
Dr Seren Dalkirin (PhD)

#### Recent submissions

Chris Cook (PhD)  
Sarah Bell (Masters)



Award winning novel *The Changeover* was adapted for the screen.

which explored Canadian Red Cross efforts to convey messages about physical and mental health, as well as hygiene and charity, via magazines and newsletters between the two world wars.

I also enjoyed Joy Lawn's presentation on the representation of refugees and displaced people in recently-published children's and Young Adult (YA) fiction. Given my interest in Mingshui Cai's theory that YA and children's fiction is an ideological weapon in the culture war, I was glad to be exposed to texts I had not yet come across in my research and a presentation that showed the various techniques of exploring such an intense, socially-controversial topic in a children's narrative.

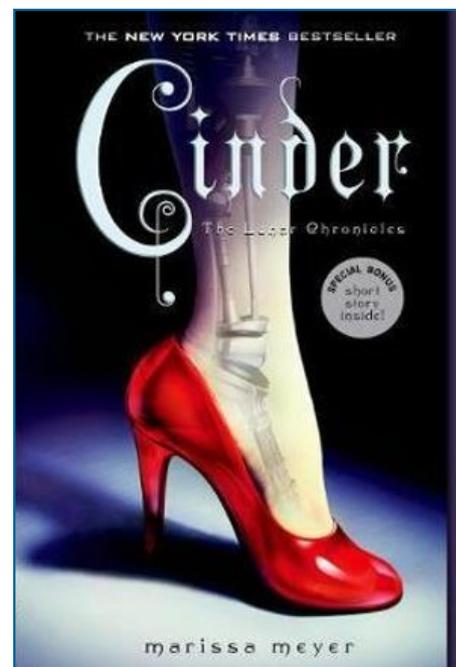
Of the number of keynotes, I was particularly enthralled by Miranda Harcourt's, which discussed the way that she and Stuart McKenzie approached adapting *The Changeover* to the screen, and the way that they, as co-directors, had to present the story in a new format.

Elspeth and I were on at the same

time and unfortunately missed one another's presentations. But lunch hour conversation indicated that her talk on gender narratives in Marissa Meyer's *Lunar Chronicles* for the segment on fairytales went extremely well. Her extensive knowledge of the subject was enhanced by the fact that she wore an Alice in Wonderland skirt to fit the theme. Elspeth will talk about the *Lunar Chronicles* series to anyone who will listen, and is a telling example of how great it is when work and passions align.

I was pleased with the way that my own presentation – discussing the resistance and pushback offered by girls of migrant identity in Australian YA narratives – went on the day. Giving the gist of my thesis draft chapters a test run in front of a far more learned audience was daunting. But the conversation that ensued during question time was both affirming and insightful, and I am glad that my first overseas conference had many a pleasant memory attached to it.

It helps, of course, that I took a sort of culinary tour of Wellington during my free time. When researching and writing, we all need food for thought, no?



*Cinder*, the first book in The Lunar Chronicles series.

# Conference reports

## School of Arts & Sciences hosts panel on social justice and sexual violence

### Denise Buiten

On 20 September 2018, the School of Arts and Sciences, in collaboration with the School of Education and the Institute for Ethics and Society, hosted a 'Panel Event on Social Justice and Sexual Violence'.

About 100 students and staff from across the University attended the event, including members of the Vice Chancellor's Advisory Committee for Addressing Sexual Assault and Sexual Harassment on Campus, and first year students from the Social Justice and Education programs.

Panellists included renowned speaker and advocate, Melinda Tankard Reist, who presented on the reach and impact of pornography and 'porn culture' on young people's understandings of sexuality, sexual consent and the eroticisation of sexual violence. Her talk sparked some rich debate on the extent to which highly commercialised porn and porn culture can be challenged.

Dr Bianca Fileborn, a prolific criminology researcher from University of New South Wales, gave an overview of the key known drivers of sexual violence, demonstrating these through her empirical research on sexual violence in pubs, clubs and music festivals.

Drawing attention to the ways in which sexual violence is expressed through a 'continuum of violence' from smaller acts of violation such as



From left to right, Melinda Tankard Reist, Denise Buiten and Bianca Fileborn.

street harassment to violent sexual assaults, Dr Fileborn encouraged the audience to consider the links between these acts, and the common messages about gender and violence that underpin them. Key known drivers for sexual violence, she said, include the cultural condoning of violence, rigid gender norms and ideals, and a lack of social and material support for victim-survivors.

Dr Denise Buiten, Social Justice Lecturer and organiser of the event, said that

the panel represented the start of a wider conversation within the UNDA community regarding the important issue of sexual violence.



Bianca Fileborn (L) and Melinda Tankard Reist (R).

UNSW

A. Cianfarani, 20 Sep 2018

melindatankardreist.com

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[christine.de.matos@nd.edu.au](mailto:christine.de.matos@nd.edu.au)

# Safiya Okai-Ugbaje

## Interview with an HDR student

### **Tell us briefly about your thesis**

My research focuses on the adoption and sustainability of mobile learning (m-learning) in higher education in developing countries, using Nigeria as a case study.

Nigeria, like most developing countries, is affected by many economic and infrastructural challenges, including inadequate electricity supply and limited ICT infrastructure. Yet, there is good telecommunication coverage and most people have mobile phones. So, the use of these devices, like in many other countries, have evolved from basic communication gadgets into service delivery platforms with tangible benefits.

Considering the deep penetration of mobile technology in Nigeria, I am intrigued at the possibility of taking advantage of innovations in mobile technology to implement m-learning affordably and sustainably in higher education.

### **What is the broader significance of your research?**

The limited infrastructure for dial-up internet connectivity and poor electricity supply in Nigeria has impacted negatively on the success of many e-learning initiatives across higher education institutions. So, the traditional face-to-face approach with limited use of technology is most prevalent in higher education teaching and learning. So, I am looking at how mobile devices can be used to complement the current didactic approach.

I believe m-learning would have enormous advantages in Nigerian higher education. Besides, increasing the use of technology in teaching and learning would expand access to education. Some people, particularly those in rural areas, cannot afford to go beyond secondary (high) school due to cost. Students also drop out from higher education because of financial difficulties.

M-learning might mitigate these chal-



lenges as students already have their own mobile devices (the main learning tool), unlike with e-learning where they may need to have their own PCs or travel to use one.

The ongoing sophistication of budget smartphones also offers the potential for less expensive means to support technology-enhanced learning in Nigeria compared to using laptop and desktop computers. Despite the cost of mobile subscriptions they are still more affordable and readily available than broadband internet.

### **What is your current focus?**

I conducted exploratory and experimental studies, and am now analysing and reporting my findings.

The exploratory study helped to determine the readiness and willingness for m-learning. My findings showed that despite most student participants lacking awareness of m-learning, they were willing to adopt it. While academics were willing and ready to embrace m-learning, they were concerned about their personal teaching beliefs and m-learning practices. The experimental study helped to determine if perceptions and attitudes towards m-learning in theory were the same in practice. Emergent data from the experimental study are yielding rich insights into how sustainable m-learning may be achieved in Nigeria.

### **What is the cutting edge in your field and how does your work extend/relate to it?**

Mobile devices and social media have become an integral part of today's college students' lives all over the world. Therefore, studies that consider these, and involve designing interventions that make learning with mobile devices beneficial to students' engagement and their overall academic experience, are a global trend. This corresponds with my research's major contribution – a framework for the sustainable implementation of m-learning in developing countries.

The framework has three components: pedagogy, device and stakeholders. Pedagogy is underpinned by theories that foster collaboration, engagement, and fun in the learning process. The aim is to achieve learning that can compete with students' heavy engagement with their devices while offering the appropriate challenge to stimulate meaningful learning and interaction. The other components address the need for interaction amongst stakeholders, especially educators and IT personnel, influenced by administrative management. This was a key requirement for sustainable m-learning even in the absence of advanced technology; it would lead to maximising available resources and designing versatile environments, leveraging the devices people own, thereby, making learning content accessible to all students regardless of device type.

### **What do you hope to do when you finish your degree?**

Before starting my PhD studies, I worked in the IT industry and as a university lecturer. While I hope to go back to working as an academic or take up any position relevant to my skills, I also hope to keep going as a researcher. Looking beyond m-learning after my PhD, I would like to explore the possibility of how developing countries like Nigeria can be actively driven by technology despite their unique challenges.

