



COMMUNITY UNIVERSITY RESEARCH ALLIANCES (CURA) MID-TERM REPORT

As a condition of their grants, holders of Community University Research Alliances (CURA's) are expected to provide an initial Milestone Report, annual financial reports, a Mid-term Report and a Final Research Report. In addition to providing information on the overall performance of the CURA program (as per the program's performance evaluation framework), these reports will also provide an opportunity for CURA teams to report on the progress, outputs and outcomes of their activities as per the performance indicators they have identified at the formal application stage.

The Mid-term Report asks grant holders to report on the activities delivered in the **first 30 months** of the project.

Specifically, the purpose of the Mid-term Report is to:

- update key information provided in the formal application stage and in the Milestone report;
- help the evaluation committee to determine which activities are on, ahead or behind schedule and establish the status of planned activities, outputs and generally to assess progress achieved during the first half of your CURA grant in relation to the objectives cited in your Milestone Report and originally outlined in your application;
- understand how the CURA may have evolved, or overcome challenges and readjusted plans to maintain objectives.

Given the importance of the Mid-term Report, the Council expects that the Principal Investigator will ensure that core members of the CURA team review the Mid-term Report *at the draft stage* and that all members of the CURA team endorse the report's content and commitments. Please ensure that the report is read and signed by a representative from a partner organization (at least 2 partners).

The narrative section of the report (Part B), should be no more than 20 pages in length (excluding appended documents).

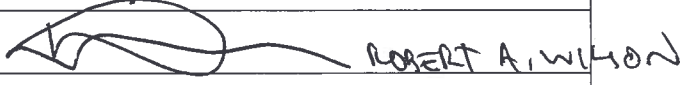



Note: SSHRC is well aware of the diversity of models of CURA, of the varying ways in which answers to the questions in this report can be provided. As such, if you find that the reports asks for something that you have provided in a previous or subsequent report section, or that is clearly stated in an appended document, you may choose to provide a detailed reference in lieu of a response. It is your responsibility to ensure that SSHRC staff and adjudicators are able to easily locate the referenced information.

When and how to submit: The submission deadline for this report is August 31, 2012 by e-mail to Gianni Rossi: gianni.rossi@sshrc-crsh.gc.ca or mail:

CURA program
Partnerships Portfolio
SSHRC
350 Albert Street
P.O. Box 1610
Ottawa ON K1P 6G4

CURA MID-TERM REPORT

Living Archives on Eugenics in Western Canada

Identification		
File number	Title of CURA : Living Archives on Eugenics in Western Canada	
833-2009-1007		
Report completed by: Moyra L. Lang (project coordinator) and Robert A. Wilson (project director)		
Family Name: Lang	Given Name: Moyra	Initials: L
Primary Telephone number (with extension if applicable) 1-780-248-1211		Primary E-mail: moyra@ualberta.ca
Date Submitted (dd/mm/yy) <i>24th August, 2012</i>	Signature:  ROBERT A. WILSON	
Partner Contact Signatures (min. 2 max. 5)		
Family/Given Name: <i>Natasha Nunn</i> Organization: <i>Silversky Solutions inc.</i>	Signature: 	
Family/Given Name: <i>Nicola Fairbrother</i> Organization: <i>Neighborhood Bridges</i>	Signature: 	
Family/Given Name: <i>Bruce Lubitsky</i> Organization: <i>ALBANY ASSOCIATION FOR COMMUNITY LIVING</i>	Signature: 	
Family/Given Name: Organization:	Signature:	
Family/Given Name: Organization:	Signature:	
Family/Given Name: Organization:	Signature:	

PART A

COMMUNITY-UNIVERSITY ALLIANCE

- Using the table below, identify any CURA team members (community and university researchers, community partners, students, knowledge users, etc.) that have joined the project *since the time of application*.

Name (last, first, title)	Affiliation (organization, province/state, country)	Role in CURA (partner, collaborator)	Other information about this person you to communicate to SSHRC
Lombardo, Paul, Professor	Georgia State University Atlanta United States	Co-applicant	In response to SSHRC reviewer feedback, we sought to strengthen the project by recruiting established historians of eugenics to the team; Professor Lombardo is one of four such historians. His book <i>Three Generations, No Imbeciles: Eugenics, the Supreme Court and Buck v. Bell</i> (2008) was recognized at the 2009 Library of Virginia Literary Awards; it also earned him designation as a 2009 Georgia Author of the Year. Professor Lombardo is also the editor of <i>A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era</i> (2010). He served on the Editorial Advisory Panel at the Cold Spring Harbor (NY) Laboratory's DNA Learning

			Center that assembled the digital Image Archive on American Eugenics Movement, and was a consultant and contributor to DNA Interactive: Chronicle, a website that explores the history of eugenics alongside the history of genetics. He is also antecedently familiar with Alberta's history of sterilization in virtue of providing an expert witness report to legal cases in Alberta in the 1990s.
Ladd-Taylor, Molly, Professor	York University Toronto Canada	Co-applicant	In response to SSHRC reviewer feedback, we sought to strengthen the project by recruiting established historians of eugenics to the team; Professor Ladd-Taylor is one of four such historians. A specialist in midwestern US eugenics, Professor Ladd-Taylor's involvement in the CURA will allow for the extension of this work into the Canadian context. Her publications include: "The 'Sociological Advantages' of Sterilization: Fiscal Politics and Feeble-minded Women in Interwar Minnesota," (2004); <i>Women, Health and Nation: Canada and the United States Since 1945</i> co-ed. with G. Feldberg, A. Li, K. McPherson (McGill-Queen's University Press, 2003); and "Eugenics, Sterilization and Modern Marriage: the Strange Career of Paul Popenoe," <i>Gender & History</i> 13 (August 2001): 298-327.
Ferguson, Christine, Professor	University of Glasgow Glasgow Scotland	Co-applicant	Professor Ferguson has published articles and book chapters on such topics as eugenic spiritualism; her most recent book is <i>Determined Spirits: Eugenics, Heredity, and Racial Regeneration in Anglo-American Spiritualist Writing, 1848-1930</i> . (Edinburgh Critical Studies in Victorian Culture. Edinburgh University Press, 2012). Her current funded research focuses on the role of nineteenth-century spiritualist fiction and journalism in disseminating eugenic ideas about racial hygiene, hereditary fitness, and species improvement. Professor Ferguson had participated with team members in pre-project activities that led up to the CURA when she was a faculty member at the University of Alberta, and is thus already familiar with much about the project and those involved in it.
Faulkner, Joanne, Dr.	University of New South Wales Sydney Australia	Co-applicant	Professor Faulkner was a Killam Postdoctoral Fellow at the University of Alberta in 2007-08, a time during which she became involved in pre-project activities. Outstandingly for a junior scholar, she has already published three books, most recently <i>The Importance of Being Innocent: Why We Worry About Children</i> (Cambridge University Press). Dr. Faulkner is a recent recipient of a prestigious DECRA fellowship from the Australian Research Council, and we expect that she will liaise with Professor John Sutton, also in Sydney, who specialises on collective memory. Her expertise on childhood, indigenous Australians, and colonial cultures is most relevant for thinking about Canadian eugenics in a broader frame of reference.
Kaler, Amy, Professor	University of Alberta Edmonton Alberta	Co-applicant	Professor Kaler's research interests include power, identity, culture, structure and individual agency. These interests translate into questions such as "How do people perceive the options available to them in their lives, and how do they choose among these options?" "How do people integrate new things, be they technologies, ideas, or resources, into their lives?" "How do people pursue their own goals, while coping with the constraints of the social structures they live in?" "What stories do people make up to account for their own lives, the lives of other people around them, and the changing times they live in?". Professor Kaler explores these questions through studying the organization of fertility, sexuality, and human reproduction, and she currently holds a SSHRC individual grant on these themes.
Supina III, Nick, Mr.	Community Visual Artist	Collaborator	Mr. Supina has been a professional artist for more than 30 years, and his work has featured both on television and in the print media. Mr. Supina always paints with a social justice theme, often depicting the plight of misunderstood children and adults who suffer from invisible learning disabilities. Nick painted <i>Portrait of Leilani Muir</i> , which was purchased by, and is held at, the University of Alberta (2005), as well as other paintings with project-relevant themes. His work has featured at project conferences and meetings, and Mr. Supina has also presented at university classes on project themes.

Weindling, Paul, Professor	Oxford Brookes University Oxford England	Co-Applicant	In response to SSHRC reviewer feedback, we sought to strengthen the project by recruiting established historians of eugenics to the team; Professor Weindling is one of four such historians. He is a Wellcome Trust Research Professor in the History of Medicine at Oxford Brookes University and an internationally renowned expert on the history of eugenics, public health organizations, and twentieth century disease patterns. Professor Weindling's research covers evolution and society, and human experimentation post-1800, with special interests in eugenics, human experiments, corporate philanthropies like the Rockefeller Foundation, and medical refugees. He currently leads the AHRC funded research project into "Victims of Human Experiments under National Socialism" and is a member of the Work Group on the History of Race and Eugenics (HRE).
Stern, Alexandra, Professor	University of Michigan Ann Arbor United States	Co-Applicant (pending)	In response to SSHRC reviewer feedback, we sought to strengthen the project by recruiting established historians of eugenics to the team; Professor Stern is one of four such historians. Her work focuses on the history of medicine, including eugenics, medical genetics, epidemics, children's health and tropical medicine. Professor Stern's forthcoming book, <i>Genetic Counseling in Modern America: Gender, Race, Risk and Biomedicine in the Twentieth Century</i> (Johns Hopkins University Press) examines how the medical, social and cultural landscape of reproductive and genetic technologies has changed since the 1950s and what these mean for Americans navigating genetic medicine today. Her earlier book <i>Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America</i> , (University of California Press, 2005) won the 2006 American Public Health Association's Arthur Visellear Prize for outstanding contribution to the scholarship on the history of public health.

2a. To what extent has the CURA research partnership achieved a balanced governance structure, facilitating the maximum participation and contribution of team members and partners?

Not at all	Moderately	Significantly
<input type="checkbox"/>	√	<input type="checkbox"/>

2b. Please describe concrete actions undertaken to facilitate the involvement and contribution of team members and partners.

Team work is undertaken primarily via "theme teams", each headed by a team leader; the project began with four such teams and now has two additional teams as the project has taken shape. Bi-annual team meetings, held face-to-face each October and now via video-conferencing each May, facilitate the integration of project work across theme teams. The Governing Board, which is made up of the principal investigator, the team leaders, and two community members who are sterilization survivors, have met monthly for the past six months via Skype in response to the felt need for more regular project direction and integration. All meetings enable decision sharing and facilitate connections between teams.

Email lists were set up early on for all teams to share information and communications, and our Technical Team devoted considerable time to adapting a software program called Alfresco that has a section for each team and a main area for everyone. Documents, image files, links, and discussions can be shared, edited, and printed in Alfresco, and the use of Alfresco promotes both within- and between-team integration. Student research assistants, summer interns, graduate students, and community members have also been added to relevant projects. This summer project RAs have been sharing Living Archives events videos and working on captioning to support closed captioning and translations of these videos. Alfresco has a calendar, wiki, blog, discussions area, links, and is searchable using people's names or data tags.

Inclusion of community members is a key aspect of the CURA, especially community members who have been marginalized directly or indirectly by the history of eugenics. The history of eugenics

presents multiple examples of the exclusion of people with disabilities, especially those with cognitive or intellectual disabilities. To work towards meaningful inclusion, all forms of communication are easy to read and understand, and we have devoted time to facilitating the basic computer skills of community members on the governing board who lack these as a result of their history of institutionalization. Team meetings and events are also held in wheel chair accessible space, and a concerted effort is made to have all written materials available beforehand and in screen readable formats.

We have also made use of community-service learning at the University of Alberta to meet some partner needs by pairing them with students in individual courses. Courses in which we have done this include Philosophy 217 (Biology, Society, and Values), HuCo 530 (Project Design and Management in Humanities Computing), and Women's Studies 201 (Introduction to Women's Studies). This is one way in which Living Archives has contributed directly to community partners, and developed deeper working relationships with those partners.

3a. Has the CURA developed new approaches that are responsive to the communities' research questions/needs?

- Yes (go to 3b.)
 No

3b. Explain these new approaches and how they were developed.

One of the chief innovations in the Living Archives project is to seek ways to encourage Canadians and others to reflect on the connections between their own local history of eugenics and contemporary and ongoing effects, particularly for people living with disabilities. Whether through class instruction, community-based "philosopher cafes", larger-scale public events, web-casting, blog-posting, or more intimate, smaller meetings, simply presenting the largely unknown history of eugenics in Western Canada typically facilitates this broader form of community engagement and reflection, whether it be about the nature of the history itself (were women especially targeted by Alberta's sterilization law?), about widely accepted contemporary practices (is prenatal testing for genetic diseases a form of eugenics?), or about future uses of technology (if we can transform the body to make it better or "transhuman", should we?). Since a major reason for the involvement of our disability-focused community partners in the Living Archives project was to encourage Canadians to reflect more on such questions and their relevance for persons with disabilities, the various ways in which we have encouraged this reflection are responses to a perceived community need.

A key component to our activities is the recording of sterilization survivor narratives. After much planning, we have recently recorded our first such narratives through the agency of community partner team leader Nicola Fairbrother. This involves working with some people who have intellectual disabilities, some who have traumatic histories of eugenic institutionalization, some whose wrongful classification (as morons or imbeciles) has had live-long effects, and some people who fall into two or more of these categories. We believe we are the first research group to work on developing a systematic and representative archive of the experiences of eugenic sterilization survivors in Canada, and perhaps in the world.

The process of narrative construction is one that includes eugenic survivors and others interviewed in the editing process of their video-recordings, something we learned the value of via our connection, facilitated by SSHRC, with the CURA-funded project headed by Steve High at Concordia University, Montreal Life Stories. These editing sessions are also being recorded so we can include footage of the feedback/editing sessions in the public video.

These sessions have been powerful for all members involved. Interviewee's feel more empowered to have a say about what is kept and what is edited out. These editing sessions are social and include food and drinks. Team members learn from the feedback and develop interviews accordingly – learning to provoke discussion or narrative rather than ask questions and merely get responses.

The CURA team is helping to build a sense of community and citizenship among eugenics survivors through events, gatherings, and such interview sessions. Eugenics survivors usually live in isolation from one another and often are ashamed of their past. While being sensitive to, and respectful of, individual variation here, Living Archives has sought to connect people with similar histories and to help them use their involvement in the project as a form of self-empowerment.

4. Which of the following obstacles have you encountered with your CURA project? (check all that apply)

- Student recruitment
- Availability of/access to data
- Insufficient complementary funding
- Ethics approval
- Insufficient institutional support
- Obtaining licences, permits, visas
- Partnership negotiation
- Physical / material resources (e.g., office space)
- Lack of qualified personnel
- Research Time Stipend (SSHRC)
- Insufficient SSHRC funding
- Team collaboration
- Other(s) - Please specify: _____

4b. How have you dealt with or overcome these obstacles?

(i) The availability of records has been an on-going issue for the Living Archives project due to FOIP and health information privacy constraints in combination with archival resourcing challenges. We continue to work with our partners Field Law and with the Legal Archives Society of Alberta (LASA) to address the legal issues, and have partnered with various archives in an effort to reduce the staffing burdens. Both LASA and the Law Society of Alberta recognize that there is a need to address a broader cluster of issues about public disclosure regarding the history of eugenics and institutionalization and see the Living Archives project as a key partner in addressing these. We expect that this work will lead to better collection and archiving strategies through active cooperation with government agencies to ensure that historically valuable perspectives are adequately represented in the historical record.

(ii) We have established partnerships with two Alberta-based archives and are working with their archivists to develop access agreements as well as collections strategies that will ensure that we maintain a public record on issues pertaining to disability and reproductive rights. Chronic cutbacks to archives have reduced staff, particularly at the Provincial Archives of Alberta and the University of Alberta Archives, and our project has provided human resources to help address some of the time shortages. Archiving support from our major institutional partner, the University of Alberta, has been ambivalent, but we are looking forward to working more closely with them, given signs of more receptivity from the University of Alberta libraries to working together on both existing materials and with respect to materials we are acquiring for the Living Archives project.

(iii) Team collaboration has at times been difficult, for various reasons. The most extreme of these difficulties led to the departure of Professor Claudia Malacrida from the team during the summer of 2011 and the subsequent transfer of her responsibilities for interviewing and narrative construction to community team leader Nicola Fairbrother and the reconceptualization of the scope of the interviews that we would conduct. Ms. Fairbrother's interviews are now being conducted via an ethics approval gained by the principal investigator, with this work being managed directly in Edmonton, rather than through the University of Lethbridge, whose partnership with the project terminated with the resignation of Professor Malacrida.

In addition, not all team members contribute as they initially indicated they would, and often even soliciting minimal feedback on proposals, project data, and plans has been difficult and frustrating for the project coordinator. Some individuals (e.g., Erika Dyck) have been more actively involved in the project to date but will become less over the next few years, so while others (e.g., Nicola Fairbrother, new team members) will become more involved as digital tools are developed and documents digitalized and we look to frame the work on eugenics in Western Canada in broader terms (e.g., internationally).

The addition of monthly governing board meetings since February 2012 has helped facilitate communication and encourage more participation from team members. The principal investigator and project coordinator have devoted more time to explaining just what reporting commitments SSHRC has of CURA projects, and what constraints there are on the use of SSHRC funds, a past source of some team tensions.

5. At this time, what is the likelihood that the community and university institutions involved in the CURA will continue conducting research projects together once the CURA is complete?

Unlikely	Possibly	Likely	Definitely	Unknown
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESEARCH TRAINING AND DEVELOPMENT

1. Students and Postdoctoral Researchers: Indicate the total number of students and postdoctoral researchers (both paid and unpaid) that have been participating in the CURA to date. Elaborate on the nature and quality of these training experiences in section III of Part B. (Please note that total figures will be required in your Final Research Report).

STUDENTS		
Paid	# Canadian	# Foreign
Undergraduate	28	
Masters	9	
Doctoral	12	
Postdoctoral		
Unpaid	# Canadian	# Foreign
Undergraduate	3	
Masters		
Doctoral	1	1
Postdoctoral		

2. Using the template below, append a list of thesis or postdoctoral research projects that have been or will be produced following the students or researchers' involvement in the CURA research activities (include list of completion dates and/or anticipated completion dates as well as the project titles).

Student Name	Thesis title	Program and University	Thesis supervisor	Expected completion
Erna Kurbegovic	Comparison of Social Movements and Diverging Governmental Regulations Regarding Eugenics in the Provinces of Alberta and Manitoba	Dept. of History, University of Calgary (Ph.D. student)	Dr. Frank Stahnisch	June 2015

Amy Samson	Femininity, Reproductive Rights, and Professionalization: The Role of Community Health Agencies in the Operation of Alberta's Sexual Sterilization Act, 1928-1972.	Dept. of History, University of Saskatchewan (Ph.D. student)	Dr. Erika Dyck	Spring 2013
Joshua St. Pierre	Speech, Disability and the Embodiment of Rationality.	Dept. of Philosophy, University of Alberta (Masters Student)	Dr. Rob Wilson	Summer 2013
Marc Workman	Eugenic Nations and Eugenic Notions: Factoring the Construction of Disability into Historical and Contemporary Ethical Debates	Dept. of Philosophy, University of Alberta (Ph.D. student)	Dr. Rob Wilson	Summer 2015
Sheila Gibbons	The True [Political] Mothers of Tomorrow: Farm Women and the Organization of Eugenic Feminism in Alberta	Dept. of History, University of Saskatchewan (Masters student)	Dr. Erika Dyck	August 2012
Ben McMahan	Saving Face: Shame and Bodily Abnormality	Dept. of Philosophy, University of Alberta (Masters student)	Dr. Rob Wilson	April 2012
Balreen Gosal	Experiences of parents with children with disabilities and Medical Eugenics	Community Rehabilitation and Disability Studies, U. of Calgary (Masters student)	Dr. Anne Hughson	December 2013
Leslie Baker	Segregation and Eugenics: Institutionalizing Feeble-mindedness in Nova Scotia	Dept. of History, University of Saskatchewan (Ph.D. student)	Dr. Erika Dyck	Summer 2013

3. What type of research skills have students acquired through the CURA?

- √ Data collection
- √ Data entry
- √ Data analysis
- √ Computer skills (use of specialized software)
- √ Proposal writing / preparation
- √ Research planning
- √ Report writing
- √ Publication experience
- √ Opportunity for thesis work
- √ Other(s) - Please specify: conference presentations, international networking, editing experience, public outreach, working with vulnerable populations and learning about accessibility issues (and ableism), conducting qualitative interviews, annotated bibliography, analysis of peer review and grey literature, development of ethics proposal (Calgary)

4. Non-Students: Indicate the number of non-student staff (excluding postdoctoral researchers) that have been hired by the CURA to date. (Please note that total figures will be required in your Final Research Report).

Role	#
Technician	2

Consultant	0
Administrative Support Staff	0
Others: Please specify: _____	0

5. Indicate the total number of courses (university or other) in which CURA research mechanisms, processes or results have been presented (to date):

15 courses currently being offered at the University of Alberta, University of Calgary and the University of Saskatchewan are currently research and information relating to the Living Archives on Eugenics in Western Canada CURA.

6. Indicate the total number and append a list of new courses, programs or streams of study that are being offered by institutions affiliated with the CURA as a result of the CURA's activities and accomplishments (to date):

A total of 4 NEW courses are being offered as a result of the CURA's activities: 2 at the University of Saskatchewan (HIST 398.3 + HIST 484.3) and 2 at the University of Calgary (CORE tba + HIST 591). See Appendix E – CURA Courses, for a full list of all related courses and their summaries.

RESEARCH AND KNOWLEDGE PRODUCTION

1. Using the template below, provide a brief overview of the way in which the research team is organized (e.g., units, clusters, themes, teams, departments), as well as a detailed description of planned research projects.

Project unit/Team	Project lead, affiliation	Specific project-level research objectives	Expected deliverables + projected delivery dates
Traditional Archives +	Dr. Erika Dyck, Co-applicant	Traditional academic research using paper-based archives on the history of eugenics, and improving the quality and access to such materials	Creation of bibliographies, historical content for website, archival identification, research monographs, conference organization, special issue of peer-review journal, M.A. and Ph.D. dissertations, curriculum module input. Core work completed.
Surviving a Eugenic Past	Nicola Fairbrother, Co-applicant	Interviews with sterilization survivors and others, delivering video narratives & input into the broader living archives resources	10-20 full interviews, together with 5-10 minute versions and other video packaging for both research and public outreach, Summer 2013.
Reproductive Choice in an Albeist World	Bruce Uditsky, Co-applicant	Recording individual narratives & promoting community dialogue on eugenics, inclusion, & social policies affecting people with disabilities	5-10 interviews with individuals about reproductive choice and disability; organization of a 1-day conference, April 2013, associated with the AACL annual family conference.
Post-Eugenic Futures	Dr. Gregor Wolbring, Co-applicant	Exploring issues at the interface of disability, technology, reproduction, and human enhancement	Special issue of the International Journal of Disability, Community, and Rehabilitation, « What sorts of people should there be? and associated virtual conference », Winter 2013.
Technical Team	Natasha Nunn, Collaborator	Constructing a digital platform for research and public outreach, and facilitating project technical management	Completion of database (Fall 2012) and of PRODS structuring public interface & access (Summer 2013); fine-tuning of research tools (Summer 2013).
Eugenic Frames	Dr. Rob Wilson, Principal Investigator	Providing an integrated conceptual framework for reflection on what eugenics is, past and present, and on the	Newly-formed team that is still articulating plans for Years 3 and 4, but would expect to hold a conference by Summer 2013 and complete an edited

		place of Western Canadian eugenics in Canada and the rest of the world.	volume with a major university press during 2013-14.
--	--	---	--

At this point, we have approved budgets for each team for Year 3, but not beyond the end of that year (January 2013), leaving decisions here for our October 2012 team meeting. In general terms, we expect both the Technical Team and the newly-created Eugenic Frames team to require more of the project resources in Years 4 and 5.

- 2. Research Publications: Indicate the total number of peer-reviewed and non peer-reviewed research publications that have been completed by the CURA to date. (Please note that detailed information on each publication is required in your Final Research Report, which you can begin to fill in immediately by going to https://webapps.nserc.ca/sshrc/logon_e.htm).**

Publication Type	# Submitted		# Accepted for publication		# Published	
	# Peer-reviewed	# Non Peer-reviewed	# Peer-reviewed	# Non Peer-reviewed	# Peer-reviewed	# Non Peer-reviewed
Book	1				1	
Book Chapter	1		3		10	
Research Journal Article	6		7		44	5

- 3. Append a list of publications sorted by peer reviewed and non peer-reviewed publications and clearly indicate the type of publication (e.g., book, book chapter, article) and their status (i.e., submitted; accepted for publication; published).**

Appendix A is a list of Team Members/Researchers Publications and Presentations & Events
Appendix B is a list of CURA Students and Interns Presentations and Publications and Events

- 4. List the measures taken to promote free access to research results as per the SSHRC 'Open access' policy http://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/open_access-libre_acces/index-eng.aspx**

Research papers from the History of Medicine Days 2010 are available through Open Access at the University of Calgary, as is the *International Journal of Disability, Community, and Rehabilitation* of which we will published a special issue this coming year. Many of our presentations are in public forums and have been recorded, and a central long-term goal of our project is to present our findings in this manner. We continue to work via our technical team to ensure this goal is met.

DISSEMINATION OF RESEARCH RESULTS

- 1. Indicate the total number of staff (student and non-student) that were hired for knowledge mobilization purposes to date (e.g., research coordinator, staff for dissemination activities, webmaster, etc.)?**

Four staff have been hired for knowledge mobilization purposes: **Natasha Nunn**, (non-student) Technical Management; **Ben McMahan** (previous Masters student now finished), database and technical support; **Colette Leung** (Masters student) creating 'public research objects of discovery (PRODs); **Moyra Lang**,(non-student) project coordinator, coordination and dissemination of research, activities, announcements and community connections. All team members are involved in the dissemination of knowledge through their publications, presentations, teachings, and community activities. We have organized co-sponsored events, and participated in and promoted panel discussions and video-discussion groups.

2. Use the table below to indicate the number of knowledge dissemination mechanisms/tools/vehicles the team has already developed (D) or plans to develop (P). Also indicate whether the events are aimed at primarily academic or primarily non-academic audiences, or both.

Contribution Type	# Aimed at academic audiences		# Aimed at non-academic audiences		# Aimed at both academic & non-academic audiences	
	D	P	D	P	D	P
Advisory services	2					
Article in popular media	4	1			1	
Article in Professional or trade journal	3	14				
Conference paper	47	3	2	2	15	
Conference proceedings	4	3				
Consultancy						
Creative work			1	1	3	1
Database/dataset/archive	1	1	1	1	1	2
Development of policies and programs			1		1	
Educational aid	1					5
Medias (e.g., interview, etc.)	2	1	1		3	
Newsletter/press release/pamphlet			2	2	6	
Public lecture or address	2	2			3	
Radio broadcast					2	
Reports	5	4				
Social Media (Facebook, Twitter etc.)					5	
Television broadcast						
Textbook		2				1
Thesis		4				
Web site	1	1		1	1	1
Other(s) - Please specify: events video & interviews. Book chapter	1					1

3. Use the table below to indicate the number of knowledge-dissemination events that have already been held (H) or that you plan to hold (P). Also indicate whether the events are aimed at primarily academic audiences or primarily non-academic audiences, or both.

Event Type	# Aimed at academic audiences		# Aimed at non-academic audiences		# Aimed at both academic and non-academic audiences	
	H	P	H	P	H	P
Workshop	3	4	2	21	6	1
Conference	2	2				2
Congress						
Symposium		1				
Meeting				2		
Webinars or web based meetings	1				1	
Other(s) - film & video; art shows; play					5	3

4. **Knowledge Mobilization Audiences: Who are the main audiences of the CURA's knowledge mobilization efforts? Please check all that apply, then priority rank the top three identified audiences (#1, #2 and #3).**

Audience	Rank
<input checked="" type="checkbox"/> Academic and Other Experts	3
<input type="checkbox"/> Administrators	
<input checked="" type="checkbox"/> Community Groups	
<input checked="" type="checkbox"/> Community Leaders	
<input type="checkbox"/> Decision-Makers	
<input checked="" type="checkbox"/> Federal Government	
<input checked="" type="checkbox"/> General Public	1
<input type="checkbox"/> International Intergovernmental Body	
<input checked="" type="checkbox"/> International Organization	
<input checked="" type="checkbox"/> International Research Communities	
<input checked="" type="checkbox"/> Learned Societies (discipline-based)	2
<input checked="" type="checkbox"/> Libraries, Museums, Archives	
<input checked="" type="checkbox"/> Municipal Government	
<input checked="" type="checkbox"/> Non-Profit Organizations	
<input checked="" type="checkbox"/> Policy-Makers	
<input type="checkbox"/> Private Sector	
<input checked="" type="checkbox"/> Professionals/Practitioners	
<input checked="" type="checkbox"/> Provincial Government	
<input checked="" type="checkbox"/> Students: Undergraduate – Graduate	
<input type="checkbox"/> Unions	
<input checked="" type="checkbox"/> Universities	
<input type="checkbox"/> Foreign Government	
<input checked="" type="checkbox"/> Informed Public	
<input checked="" type="checkbox"/> Media	

5. **Given the top three ranked audiences above, please rate each audience's level of influence on the social, cultural and / or economic development of the communities with which the CURA is involved.**

Audiences	Low Degree of Influence	Moderate Degree of Influence	High Degree of Influence	Unknown
#1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
#3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part B - Section 1. One Page Summary

Eugenics was articulated in the late 19th-century as an international social movement based on the idea that many socially detrimental traits stemmed from "feeble-mindedness", which was heritable, and thus could be eliminated through state-enforced control and regulation of human reproduction. Institutionalization and eugenic sterilization became two key means through which eugenic goals were sought, and eugenics often appealed to racist and ethnocentric conceptions of people with aboriginal ancestry and immigrants whose ancestry did not trace to Great Britain or France. Eugenic legislation was in place in Canada in both Alberta (1928-1972) and in British Columbia (1933-1973). As the province in

which the vast majority of Canadian eugenic sterilizations were performed, Alberta occupies a particular place in this neglected aspect of Canadian history. Alberta’s eugenic sterilization program continued until the repeal of the Sexual Sterilization Act of Alberta in 1972, and many sterilization survivors still live in the province.

The *Living Archives on Eugenics in Western Canada* focuses on eugenic sterilization and associated institutionalization in Alberta. An understanding of why and of how eugenics operated as it did in Western Canada is relevant to all Canadians who embrace human diversity and strive to build inclusive communities. The project is especially interested in engaging Canadian citizens in broader reflection about the legacy of eugenics for those from marginalized groups, such as people with intellectual and other disabilities, and those historically regarded as being drawn from “inferior stock”.

In addition to enhancing archival collections and improving their accessibility to scholars, *Living Archives* aims to record oral histories, build an interactive digital interface that increases community engagement, and maximize the outreach of the project via in-person delivery, curriculum bundling, and public dialogues on relevant contemporary issues. *Living Archives* will:

- (a) create and develop innovative academic resources for scholars across academic fields, including history, sociology, philosophy, medicine, law, and education;
- (b) actively involve community organizations and vulnerable individuals whose stories have most often been left out of the Canadian collective memory; and
- (c) highlight the contemporary significance of a neglected part of Canadian history via curriculum bundling, public dialogues, and barrier-free digital accessibility.

As transformative scientific and medical technologies expand their reach in the 21st-century, traditional questions about how we should lead our lives, and what kind of society we want to leave future generations take on urgency. *Living Archives* considers such questions in ways that take us from the present to the future with an eye on the past. Through alliances with vulnerable individuals and major developmental disability and self-advocacy organizations, we will create *living archives*—including paper archives, digitalized finding aids, curriculum bundling, video narratives, and various forms of in-person delivery—dedicated to the history of eugenics in Western Canada. These resources will facilitate the exploration of a difficult aspect of Canadian history. This history has special relevance for those living with disability or the perception of disability today.

Part B-Section 1.

Outline the community-university alliance (partnerships)

Alberta Association of Community Living (AACL)	Neighborhood Bridges	Field Law
Canadian Association for Community Living (CACL)	Maa & Paa Theatre	Edmonton Public Library
Provincial Archives of Alberta	Legal Archives Society of Alberta (LASA)	Silversky Solutions
Allan Garber at Parlee McLaws LLP Lawyers	Leilani Muir	Judy Lytton
University of Alberta	University of Calgary – Community Rehabilitation and Disability Studies Program	University of Guelph
University of Saskatchewan, College of Arts and Science	Vice-President Research & Innovation, York University	Alberta Public Interest Research Group (APIRG)

NeWest Press	American Association of People with Disabilities (AAPD)	Community Service-Learning Program, Faculty of Arts
John Dossetor Health Ethics Centre, University of Alberta	Department of Philosophy, University of Alberta	Faculty of Extension University of Alberta
Humanities Computing (Huco) University of Alberta	TaPoR (Text Analysis Portal for Research), Department of Linguistics, University of Alberta	Arts Research Centre (ARC) University of Alberta
Community Health Services, University of Calgary	University of Saskatchewan, Department of History	Vice-President Research, University of Saskatchewan
Vice-President Research, University of Alberta	Office of the Dean, Faculty of Arts, University of Alberta	Nicholas Supina III

Part B - Section II. Community-University Alliance

Provide a brief overview of the CURA’s objectives, identifying any changes from those identified in the formal application;

Integrating traditional archival work with community organizations that emphasize the value of inclusiveness, *Living Archives* achieves two important goals:

- Identify and develop resources on the history of eugenics in Western Canada that will be of lasting value, both to scholars and the general public;
- Engage scholars, community organizations, and members of the public in discussions about aspects of the past that can inform current practices and policies, especially those involving the social uses of scientific and biomedical technologies. In the longer term, *Living Archives* will establish Canadian leadership on issues concerning technology, human variation, and community.

The project has no major change in its goals and objectives.

Include a description of any changes to management structure and Advisory Boards(s) including the names and responsibilities of additional members.

The CURA uses a “theme team” approach to delivering project goals, with the original four teams being joined by two additional teams in response to perceived project needs. The names and focus of some of these teams have also changed. The original theme teams were: Traditional Archives+, Reproductive Choice in an Ableist World, Surviving a Eugenics Past, and Post-Eugenics Futures; they are joined now by our Technical Team, added in the first year of the project, and by Eugenics Frames, added in the last six months. The principal investigator, **Rob Wilson**, heads this last team, and along with the project coordinator, **Moyra Lang**, actively monitors the activity of all six teams. We expect the Technical Team to play a key role in the next year of the project as we move from a brochure website to one that houses the resources currently under development, and for Eugenic Frames to play a central role in dissemination as we look to more explicitly link project work with that in the broader international community.

Theme	Leadership	Team Members	Core Activities
Traditional Archives +	Erika Dyck	Geoffrey Reaume, Kathryn Harvey, Raymond Frogner, Frank Stahnisch, Geoffrey Rockwell, Molly Ladd-Taylor, Paul Lombardo, Paul Weindling	Traditional academic research using paper-based archives on the history of eugenics, and improving the quality and access to such material

<i>Surviving a Eugenic Past</i>	Nicola Fairbrother	Judy Lytton, Leilani Muir, Glenn Griener, Kyle Whitfield, Joanne Faulkner, John Sutton, Nick Supina III, Molly Ladd-Taylor, Amy Kaler	Developing inclusive collective remembering about Canadian eugenics and its legacy; delivering video narratives & input into curriculum materials
<i>Reproductive Choice in an Ableist World</i>	Bruce Uditsky	Anne Hughson, Heidi Janz, Judy Lytton, Lene Koch, Amy Kaler, Leilani Muir, Christine Ferguson, Nick Supina III, Dick Sobsey	Recording individual narratives and promoting community dialogue on eugenics, inclusion, & social policies affecting people with disabilities
<i>Post-Eugenic Futures</i>	Gregor Wolbring	Anne Hughson, Geoffrey Reaume, Dick Sobsey, Heidi Janz, Amy Kaler, Doug Wahlsten, Frank Stahnisch, Mike Billinger	Exploring issues at the interface of disability, technology, reproduction, and human enhancement
<i>Technical Team</i>	Natasha Nunn	Geoffrey Rockwell, Harvey Quamen, Michael Billinger, , Glenn Griener, Kathryn Harvey, Kyle Whitfield, Raymond Frogner	Constructing a digital platform for research and public outreach, and facilitating project management
<i>Eugenic Frames</i>	Rob Wilson	Molly Ladd-Taylor, Michael Billinger, Paul Weindling, Lene Koch, Paul Lombardo, Doug Wahlsten, Kyle Whitfield, Alexandra Stern, Joanne Faulkner	Providing resources for reflection on what eugenics was and is, and on the place of eugenics in Western Canada in Canada and the rest of the world

The governing board consists of the theme team leaders plus **Leilani Muir** and **Judy Lytton**, community members who are sterilization survivors. The governing board is interdisciplinary and community-oriented. On the academic side, it includes: **Erika Dyck** (History, University of Saskatchewan); **Gregor Wolbring** (Community Rehabilitation and Disability Studies, University of Calgary); **Rob Wilson**, (Philosophy, University of Alberta). On the community side, we have community leaders; **Nicola Fairbrother** and **Bruce Uditsky**, each with distinguished careers in developmental disability, family life, and community inclusion, and **Natasha Nunn** who brings her expertise in technical management.

The governing board meets monthly to discuss team suggestions, concerns, ideas and make decisions regarding budgets, deadlines, and direction. Each theme team leader is responsible for disseminating decisions to their team members and for bringing ideas, concerns and suggestions to the governing board. The regular meetings constitute a change in the initial management structure. The governing board uses both Skype and face-to-face meetings. These regular meetings assist with building communication between teams and individuals.

The project coordinator, **Moyra Lang** was hired in July 2010 and works closely with the principal investigator out of the University of Alberta. Moyra attends governing board meetings to take notes and contribute to discussions.

In addition to the governing board meetings, the software program Alfresco has been set up and is being utilized by team members, interns, students and community partners to share documents and files, creating a space to work cooperatively on the project. Alfresco has been under-utilized to date by the team in general, but research assistants and student researchers have begun making great use of the program.

There have been two principal changes to the governing board, beyond that which reflects the addition of two new theme teams. First, with the retirement of Professor **Dick Sobsey** and his increased family responsibilities, he no longer plays a leadership role in the project, having formerly led a theme team with Professor **Gregor Wolbring**. Second, Professor **Claudia Malacrida** (Sociology, University of Lethbridge) resigned from the CURA in May 2011. Malacrida led a theme team originally called "Collective Memories of Eugenics" that focused on conducting interviews with eugenic survivors in Western Canada. This resignation resulted in team restructuring, with these interviews now being conducted by **Nicola Fairbrother's** team, with additional interviews focused on family life for those with intellectual disability in the light of a eugenic past being planned by **Bruce Uditsky's** team. Thus, the scope of interviews has broadened to include perspectives from individuals living with disabilities, even if they are not themselves sterilization survivors.

Discuss the current and anticipated impacts of CURA involvement on community organizations and partners.

The CURA involvement with community organizations such as Alberta Association for Community Living, Neighborhood Bridges, and the Self Advocacy Federation has facilitated the building of connections between individuals and organizations. Eugenic survivors and persons living with disabilities are often isolated. Unlike other CURA projects who have already established communities to work with, the *Living Archives* team has discovered that there is not an existing community of eugenics survivors. Most individuals who lived in institutions and were sterilized live isolated from others who have had similar experiences. The guilt and shame of being forced into an institution has kept many survivors apart. Together, the CURA team and community organizations have begun to build community between eugenic survivors in an attempt to share information and resources, and build some sense of community and citizenship among these individuals and between them and the broader Canadian community.

Community organizations have reported that the primary benefits of CURA involvement are 1) increased understanding of the history of oppression of people with disabilities; 2) new tools (e.g., videos and programs in development) for training staff and clients, and educating the public; 3) comparative histories between now and during the periods where eugenics was practiced; 4) increased skills in interviewing; 5) increased skills in accessing academic resources; 6) increased partnerships around other community learning and activities.

Explain the effectiveness of the CURA's governance structure in managing key aspects of partnership collaboration (e.g., implementing written agreements or protocols; facilitating equal partnerships; defining research questions; allocating resources, etc.).

The governing board manages decisions using consensus as a preferred method, and by majority vote when necessary. Governing board meetings are open to the public to ensure a high level of transparency to communities of vulnerable individuals. The governance structure serves the project effectively as demonstrated by the multiple layers of work being coordinated by the team leaders, students, and their team members. Communication is coordinated through the governing board members to the team leaders to the team members, partners, and students.

An example of the effectiveness of this governing structure concerns responses to the coordination of data project activities via the development of a customized Alfresco project management site, and a nearly-completed database structure, both built by our Technical Team, that will house all the data for the interactive digital research products. The Technical Team itself was created by the governing board in response to perceived project needs during the first year of the project, and this team's activities play a critical integrative role in project work, and will be important for the long-term effectiveness of both project research and public dissemination.

Something similar could be said about the creation of the other new theme team, Eugenic Frames, which will oversee the finalizing of many of the project's deliverables. Through our presence at a number of international conferences and meetings during our second year, we found an increasing need for a place in the project where more of a "bird's eye" view of eugenics in Western Canada could be developed, and activities that were starting to have a life of their own (e.g., the development of curriculum modules on eugenics via our innovative summer intern program) could be coordinated.

The Governing Board coordinates deadlines for each aspect of the various layers and if any delays are encountered the deadlines are negotiated and/ or more assistance is arranged to meet the goal. Regular communication and follow up reports have been key aspects to effective management of partnership collaboration to date. Accessibility remains very important as a disproportionate number of students, team members and community partners have special needs. A key aspect of collaboration is ensuring that the space is wheelchair accessible and that all reports, agendas, minutes, or handouts are available screen readable formats.

Explain the effectiveness of the means undertaken to ensure the full integration of all team members and partners as well as the full integration of research activities. The effectiveness of mechanisms for cross-fertilisation and exchanges between units should also be discussed.

Some degree of integrity to project activities is enhanced by having nearly all team members participated in two theme teams, even if each person usually gives more time to one than the other. This structure facilitates exchange between teams.

Each theme team has their own list server and a special team section is set up in Alfresco dedicated to their work. In Alfresco there is also a general section for all team members, so articles, ideas, and resources can be distributed and shared. Regular announcements of meetings and events are sent out on a list server and/or by post (when requested). Mail-outs are done to ensure individuals without access to a computer can also participate. All meeting spaces and events have been held at wheel chair accessible space and handouts or reports have been made available before gatherings in screen readable formats.

Theme team leaders are responsible for integrating team members, however not all team members actively contribute, sometimes to the frustration of team leaders. Some team members have contributed more at the beginning of the project, while others will be contributing towards the final stages of the project. Bi-annual CURA Team meetings in May and October of each year so the whole team including students and partners can gather and report on activities and coordinate upcoming activities. Verbal and written reports are given. Student presentations, typically deriving from the work of summer interns, are a highlight at the October meetings, and many of the partners attend.

Discuss any changes to the roles and responsibilities of team members, collaborators and partners, and the identification of additional members, collaborators and partners not previously mentioned.

The resignation of **Claudia Malacrida** led to adjusted roles for our two community partner leaders, **Nicola Fairbrother** and **Bruce Uditsky**, with each expanding their project roles by taking up leadership in

interviewing eugenics survivors and persons living with disabilities. This change created an opportunity for the project to consolidate some tentative plans to broaden the range of those around whom it sought to develop narrative histories. This should aid the broader project goal of raising awareness and encouraging thought about the relationships between Canada's eugenic history and the ongoing struggles of people with disabilities in Canadian society. **Jordan Miller**, an Edmonton photographer and videographer with experience in working with Nicola Fairbrother, has been hired to record and edit all interviews. Jordan has worked with the Self Advocacy Federation and with Neighborhood Bridges on promotional videos and joins the CURA teams conducting interviews. Jordan has also video-taped past CURA events (Alberta Eugenics Awareness Week – AEAW – 2011) and developed a 20-minute highlight video of that week's activities that can be viewed here: <http://vimeo.com/39613954>

The creation of the newest team, Eugenic Frames, has brought team members with specialized expertise in international eugenics and disability studies. Eugenic Frames Team will synchronize much of the work already done and focus on the integration of finalized aspects of the project. Professor **Rob Wilson** leads this team, whose creation brings with it the with addition of Professor **Alexandra Stern** (University of Michigan) to the team, complementing the existing expertise of internationally-recognized authorities on eugenics already on the team, such as **Paul Weindling** (Oxford Brookes University) and **Paul Lombardo** (Georgia State University).

Explain any delays encountered and their impact on anticipated results and project completion date (please identify any significant changes made to the project schedule, providing reasons for these changes).

The interviews were delayed by Professor Malacrida's resignation, cautious efforts by the governing board to explore a range of actions in the wake of that resignation, and medical leaves taken by both the principal investigator and one of the team leaders now responsible for conducting project interviews. Several interviews have been conducted and are in the editing stages, and we expect several others to be completed during this project year. We do not anticipate there being a long-term impact on the project's completion date, and think that the project is now more strongly positioned with respect to fulfilling its commitment to the oral history component than it was a year ago.

Finding a long-term digital repository for the archive has been delayed due to staff retirement at the University of Alberta and other staff changes. Recent meetings indicate that the University of Alberta and the library's Education & Research Archive (ERA) will become the repository for digital and paper materials. Details should be worked out before July 2013.

Section III. Research Training and Development

Explain the degree of research staff (including student) participation in, and diversity of, opportunities to build their knowledge, expertise and research skills.

At even this relatively early stage in the production of project deliverables, faculty and students associated with the project have been very active in building and utilising their knowledge and expertise. The most general development in faculty research skills, expertise, and knowledge stems from the interdisciplinary nature of the project, with philosophers drawing on more historically-anchored data than they would otherwise encounter, historians grappling more fully with ongoing community-based effects of the phenomena they explore, and social scientists having to confront the lived reality behind the quantitative data they analyze. The nature of the project encourages this kind of growth among academic team members through regular team meetings and discussions, as well as public events and other dissemination activities.

Especially notable already are the effects of the project on student research training and development, following an early decision taken by the principal investigator to introduce summer internships during the first year of the project at both the University of Alberta (led by Rob Wilson, Moyra Lang, and SSHRC doctoral student **Marc Workman**) and at the University of Saskatchewan (led by Erika Dyck and her SSHRC doctoral student **Amy Samson**). Over 30 students held summer internships during 2010 and 2011, with a break being taken in 2012 while we focus on attending to other project activities, many of which are a direct legacy of the work of summer interns in the preceding two years.

Summer internships involved meeting weekly with 6-9 students, providing opportunities for them to meet with project partners, and having them work on individual and joint projects that have contributed both to overall project objectives and to their own learning trajectories in significant ways. Interns were encouraged to present the results of their internships at our October team meetings, holding practice presentation sessions and often continuing with work on their projects not only beyond the summer but beyond these presentations.

Student interns and research assistants have had organized meetings with numerous community organizations and tours of the Provincial Archives. Guest speakers have been brought in for students, including: **Allan Garber**, a lawyer who has represented over a hundred eugenics survivors; **Leilani Muir** and **Judy Lytton**, both eugenics survivors; and CURA team members Dr. **Joanne Faulkner** and Dr. **Molly Ladd-Taylor** have given talks using Skype. Research assistants, student interns and graduate students working with the project have produced 75 presentations and 21 publications – see Appendix B (Student Presentations and Publications).

In addition, eight (8) Community Service Learning (CSL) students at the University of Alberta worked on the project by contributing to community organizations for 20 hours a term for the Fall 2011 term and the Winter 2011 term. These CSL students provided support to community organizations, their staff and clients by doing tasks that include: food bank donation pick up; client support; assisting staff in day-to-day office tasks; performing administrative tasks; and conducting an accessibility audit of the University of Alberta, North campus.

Apart from presentations at regular team meetings, the project also held a workshop in January 2010 that focused on interviewing protocols and some of the intricacies of constructing oral histories with vulnerable individuals. This workshop was attended by approximately 20 people, including those joining by video-conferencing from the University of Calgary.

In partnership with Edmonton-based Trudeau Scholar Danielle Peers, Dr. **Gregor Wolbring** (University of Calgary) visited the University of Alberta in February 2012 as a guest speaker and gave two talks “What Can One Do With Ableism?” and “Ableism, Obsolescence & Body Technology” a seminar for graduate students. Team members: **Rob Wilson, Moyra Lang, Nicola Fairbrother, Leilani Muir, Kathryn Harvey** and **Anne Pasek** presented at a panel discussion at the Montreal Life Stories (MLS) Conference “Beyond Testimony and Trauma: Oral History in the Aftermath of Mass Violence” in Montreal in March 2012. Other events that were organized and held at the University and in the community are listed in Appendix C (LAE Events Past and Upcoming 2012).

Opportunities to build knowledge expertise and research skills have been extensive. Several social events have led to the discussions and creation of new ideas for future presentation and events. Traditional and non-traditional research skills and experiences have been shared by researchers, students and community members.

Provide a description of the experience, knowledge and skills acquired by students and community-based representatives participating in the CURA (to date). Explain how the involvement of participants in the research activities of the CURA has improved their collaborative and applied research skills.

The knowledge and skills that have been acquired by students and community-based representatives include:

- presentation skills via opportunities to participate in numerous CURA events at the university and in communities such as Edmonton, Calgary, Banff, and communities in Saskatchewan;
- increased understanding of the history of eugenics and disability;
- an introduction to archival research and the development of associated skills;
- insights into individual eugenic survivors by interaction and by hearing personal narratives;
- knowledge of the ethics of university research focusing on vulnerable populations;
- enhanced skills in working collaboratively;
- skills for communicating in large groups and in public venues;
- programming and other digitally-based skills;
- know-how in working jointly with people from diverse educational and experiential backgrounds;
- technical skills via the use of Alfresco, List Servers, blog posts, Eugenics MindMap and TimeLine
- appreciation of how university and community work can be integrated in ways that improve the lives of community members;
- enhanced sense of how to create accessible resources and platforms;
- research skills for online journal, book, and subject searches;

Involving undergraduate and graduate students with professors, professionals, survivors, community advocates, politicians, parents, and people with cognitive, physical, or mental health disabilities has promoted the sharing of knowledge and experiences, enriched research methods, and reinforced decision-making and problem-solving capacities. Students experienced diverse opportunities to develop learning and work skills by meeting with community advocates, individuals, and organisations. The experiences were positive for both the community members and the students; they gained insights to what the other was working on and they reported feeling more comfortable questioning and sharing ideas and comments. Feedback and evaluations from CURA events include:

"For me, doing this historical work and digging around in the archives was exciting and sobering"

"I hope that this is not the final stop in my journey of learning about eugenics"

"I think that it is important for students to understand more about their own heritage, good and bad."

"If there is one thing that this internship has taught me, it is humility"

"...the meetings were very effective. I appreciated the opportunity to listen to and learn from different individuals from the community whose personal/professional history was somehow connected to eugenics."

"I very much appreciated the moments of spontaneous discussion that occurred as a result of us sharing our research"

"It was a great experience to learn about the kinds of organizations and partners that made up the project, and how they managed to organize and communicate amongst themselves. Additionally, I always find it valuable to learn more about the different kinds of organizations that exist in a given community, and the work that they do."

Discuss the outcomes of plans to train students and monitor their research activities.

Our introduction of the summer internship program has shaped the future direction of the project. We plan to return to some version of the internship in Years 4 and 5 of the project, perhaps including a more extensive summer school in Year 5. The experience of many interns has been instrumental in their decisions about further work as undergraduates, as graduate students, and beyond their degrees, and nearly all maintain an ongoing relationship with the project.

Graduate student training has been advanced in a variety of ways:

- research assistantships (Amy Samson, Marc Workman, Ben McMahan, Erna Kurbegovic, Sheila Gibbons, Colette Leung)
- summer internships (Amy Dyrbyre, Megan Bertagnolli, Joshua St. Pierre)
- community-service learning opportunities (Megan Sellmer, Amy Dyrbyre)
- funding for conference presentation (Marc Workman, Joshua St. Pierre, Amy Samson, Megan Bertagnolli, Colette Leung, Anne Pasek)
- facilitation of publication (Joshua St. Pierre, Amy Samson, Colette Leung)

Although these outcomes often rely primarily on the activity of individual team members, the project provides a systematic suite of resources that optimize the effects of such individual actions.

Section IV. Research and Knowledge Production

Provide a clear description of what has been completed to date in terms of research activities and what remains to be completed throughout the tenure of the CURA grant. Include details such as: a) a brief description of the main research activities; b) a brief description of research methodologies; c) a schedule with the completion date of these research activities; d) the targeted deliverables and dates of delivery; e) the expenditures (total per unit, if applicable). The use of a calendar outlining the research activities with the information above is strongly recommended.

In our grant application, we provided the following idealised activity and deliverable timeline for the project, dividing these between public outreach and traditional archival materials:

Year	Materials suitable for public outreach	Traditional archival materials
2010 2011	Continue working with community partners to identify unique records, materials, and perspectives on the history of eugenics in Western Canada. Engage all project members in workshops on the ethics of collecting information for this project and seek ethics approval from relevant institutions. Develop a detailed strategy for front-end digital research tools for public outreach. Extend web presence.	Continue working with community partners to identify current archival collections of relevance to this project and develop a comprehensive description of existing resources and their access limitations. Develop a detailed strategy for back-end digital research tools for scholarly access. Get team members and their graduate students into relevant archives.
2011 2012	Start front-end digitalization and video-documentation of narrative histories on eugenic institutionalization and sterilization. Begin curriculum development using these materials and public outreach activities. Recruit undergraduates into project as summer trainees. Initiate workshops & public dialogues.	Develop and implement protocol for new archival materials as well as new media for historical resources, including web-based materials. Implement a digitalization strategy for improving access to public documents or materials that are not subject to sensitive and ethical restrictions.
2012 2013	Full development of curriculum materials. Continue workshops, school/community in-services, and public forums utilizing video narratives and curriculum initiatives.	Digitalisation of materials deemed 'non-sensitive'. Further development of web-based resource guides and new materials.
2013	Fine-tuning & presentation of curriculum units to	Continued digitization and creation of new

2014	school boards and teachers. Disseminate informational & support workshops for educators & community service staff.	materials. Publications from scholarly members that offer research results from the new resources.
2014 2015	Full establishment of living archives in various formats: paper, digital, curriculum bundling, video narratives, in-person delivery.	Full establishment of living archives in various formats: paper, digital, curriculum bundling, video narratives, in-person delivery.

At this point in the project and in general terms, we have adhered to this timeline and would expect to continue to do so for the remainder of the project, with the following exceptions:

- We began our summer intern program during our first year, investing more heavily in student training from the outset of the project;
- Front-end development of the public interface has been substantial but also will require more resources during Years 3-4, in part because of some of the innovations deriving from the summer intern projects (e.g., the Eugenics MindMap)
- Curriculum development will require more attention during Years 3 and 4 as we explore the prospects for a more complete curriculum that goes beyond online modules
- Digitalization of materials has taken on a secondary role to establishing traditional archival access to key documents on the history of eugenics in Alberta
- Public outreach activities have occupied more time and energy than we had anticipated, but we see these as setting the context for other project deliverables in future years and expect them to be less resource-demanding in Years 3 and 4. See Appendix C for details.

As of June 2012 the CURA team has identified numerous unique records, materials, and perspectives on the history of eugenics in Western Canada. Through the exploration of traditional archives, legal documents, and private historic materials, the team has built an electronic custom database of information about people, places, dates, and publications that pertain to the history of eugenics. An electronic catalogue of existing resources has been developed. The *Living Archives on Eugenics in Western Canada* brochure website (<http://eugenicsarchive.ca/>) was established and is updated regularly with events and new resources.

CURA team members and students have used a variety of qualitative research methodologies. The collection of personal narratives from eugenics survivors and people with disabilities and/or their parents is an ethnographic and phenomenological research approach. The interviewers and videographers have also employed a grounded theory approach in terms of employing Memoing; they record their thoughts and ideas immediately after conducting an interview as well as throughout the editing process. These notes are used to examine what worked and what might need improving. The Memoing process has sometimes been verbal with conversations taking place (instead of written reflections) between the interviewer and the videographer, and in some cases with the interviewee participating. Dr. **Gregor Wolbring** is conducting research using the online survey platform survey monkey to reach various groups. Dr. **Erika Dyck** has used archival research methods to examine and collect materials and data that existed on the history of eugenics.

Identify the top five (5) key achievements of the CURA to date, as related to the CURA program objectives (when applicable).

- 1) Mentorship of students through summer internship programs that have had unanticipated benefits through engagement with community partners and demonstrations of the power of activist public history;

- 2) Dissemination of the results of scholarly research on this topic through conference presentations, special issues of journals, and a book that is in press, all of which have led to the project being recognized as a major hub for innovative work on the history of eugenics and its contemporary relevance;
- 3) Development of research tools, such as the Eugenics MindMap, the Eugenics Timeline, and curriculum modules, that are now close to completed and that arose via summer internships and community-service learning engagement;
- 4) Curation of the Collective Memory Project: Responses to Eugenics in Alberta, an art show curated by summer intern Anne Pasek and held at the University of Alberta, October-November 2011;
- 5) Staging of the 9 events that constituted Alberta Eugenics Awareness Week 2011, as well as the public recognition of the history of eugenics in Alberta in the form of a public proclamation from the Mayor of Edmonton of AEA Week. See <http://vimeo.com/39613954>

In terms of explicit CURA objectives, these achievements can be classified as follows:

Foster innovative research, training and the creation of new knowledge in areas of importance for the social, cultural or economic development of Canadian communities: Sponsorship of, and participation in national conferences on disability studies (May 2011), international conferences on eugenics, neuroscience, and psychiatry (June 2011), the history, philosophy, and social studies of biology (July 2011), the study of eugenics (November 2011); the editorship of special journal issues (Erika Dyck, Gregor Wolbring) dedicated to project work; summer internship programs (2010, 2011).

Promote sharing of knowledge, research and expertise between universities and organizations in the community: Oral history construction led by community partners with vulnerable individuals, such as sterilization survivors; holding and filming public events centred on eugenics and its impact; creation of the Eugenics MindMap and the Eugenics Timeline research tools; The Collective Memory Project.

Enrich research, teaching methods and curricula in universities: Utilisation of community-service learning, both as a community partner and a university user; innovative use of blog-posts centred on video clips for classroom discussion.

Improve community decision-making and problem-solving capacity: Forum held as part of Alberta Eugenics Awareness Week 2011 in Edmonton on the attempt to revoke the Order of Canada awarded to Alberta Eugenics Board member Dr. Margaret Thompson, following a citizen's petition; Calgary-based for a (2010, 2011).

Enhance students' education and employability by means of diverse opportunities to build their knowledge, expertise and work skills through hands-on research and related experience: Student meetings with community members and partners have provided them with unique learning opportunities as they continue on in genetics, bioethics, anthropology, history, and philosophy; summer internship experiences are often cited in their graduate school applications.

Outline unforeseen difficulties encountered and how they were resolved.

The chief unforeseen difficulties regarding knowledge and research production have been

- unexpected behaviour from a team leader that resulted in that person’s departure from the team and a restructuring of the management of the oral history component to the project;
- some unevenness in the contributions of our legal partners regarding work on the release of confidential materials, which we have addressed chiefly by persisting in meeting with them and working with a second law firm holding comparable records;
- getting adequate planning and budgeting responses from some theme teams, which has impeded the progress of one team in particular and has not yet been fully resolved.
- media sensationalization in covering our work, which shifted the level of comfort in some community members attending our events and potentially working with us further, led us to develop a media policy for public events.

In general, we have encountered some challenges coordinating all the various angles of the project, being flexible enough to welcome new ideas but focused enough to ensure sufficient products are completed. We have built in regular communication strategies to help navigate these opportunities as they arise and have done a reasonable job of maintaining a healthy balance. The media policy was developed after encountering an unforeseen difficulty; media personnel seeking interviews with vulnerable people. The media policy was produced in consultation with Neighborhood Bridges and the Self Advocacy Federation and is written clearly and simply. The policy has been distributed to all team members and we now coordinate media spokespersons at all events and arrange to have two people at all media interviews. See Appendix D (Media Policy).

Section V. Dissemination of Research Results

Outline dissemination plans (e.g., strategies; targeted audiences);

Many of our stated deliverables are intrinsically connected to dissemination activities, as indicated by the following table from our grant application, and dissemination has been a part of project activity from the outset:

1. The development of a comprehensive, multi-layered website / portal for conducting research into the history of eugenics in Western Canada. This process has four critical components: identifying current resources, clarifying and improving legal access to existing records, improving the quality and accessibility of public documents through digitization, and creating new materials through interaction with community partners. [Traditional Archives +, Technical Team]
2. The establishment of ethical criteria and protocols followed by recording the oral histories of vulnerable individual community members directly affected by the history of eugenics and sterilization and their broader involvement in the project. [Reproductive Choice in an Ableist World, Surviving a Eugenic Past]
3. The creation of high school and university curriculum units focused on the history of eugenics and sterilization in Western Canada, and past and present views of disability and human variation, drawing on the work of all sub-teams. [Project Director, Project Coordinator]
4. The organization of public dialogues, workshops, and conferences that serve to disseminate other project deliverables and take up contemporary issues clustered under the heading “newgenics”. [Reproductive Choice in an Ableist World, Post-Eugenic Futures]
5. The production and dissemination of web-cam narratives introduces a self-replicating, “viral” element to our project & enhances community outreach into the developmental disability community [Surviving a Eugenic Past]
6. The design and implementation of small workshops, seminars, and supporting material that use the history of eugenics in Western Canada as a backdrop for ongoing issues related to developmental disability and human diversity; included here will be in-school teacher professional development sessions and service-provider staff training. [Post-Eugenic Futures,

Traditional Archives +]
7. The construction of a public, electronic interface , including digital finding aids, to optimize the public impact of the project. [Technical Team]
8. The delivery of standard academic works on the history of eugenics , drawing on the resources provided by both traditional and living archives formats. [All academic team members]

Of these, only 5 is something that we have not engaged in; it is something that likely will drop out of the project, given its current trajectory.

Target audiences include: Scholars, High School Students, Post-secondary Students, Community Organisations, and the General Public.

Describe events that have taken place and upcoming events (a list of events can be appended).

See Appendix C

Describe knowledge dissemination mechanisms/tools/vehicles the team has already developed or plans to develop.

See Appendices A, B, C, and F.

If available, provide the link to the CURA's website with a brief discussion of its content.

<http://eugenicsarchive.ca/>

The *Living Archives on Eugenics in Western Canada* website is available in English with a French translation link. It has six sections: about, people, research, events, and contact are featured in the main area of the main page. The main page contains the "about" details and provides a brief overview of the history of eugenics in Alberta and British Columbia along with quick facts. Specifics about the *Living Archives on Eugenics in Western Canada CURA* are then listed. The "people" section lists all team members with drop down text that highlights their work/expertise, what university or community organization they are connected to and, if applicable, a link to their website. This section also highlights the student interns, and if permission was given, their projects and a short blurb outlining their research projects. The "research" section lists each team and gives a short description of each team's work. The "resources" section lists related links, blogs and an eight page pdf and word doc version of the CURAs overview plus a link to a 20 minute video that highlights the activities Alberta Eugenics Awareness Week in 2011. In the "events" section we have announcements of upcoming events as well as a brief description of past events. The final section is the "contact" section that invites any one interested in participating or with questions to contact the project coordinator (Moyra Lang) or project director (Rob Wilson), email, phone, and mailing contacts are provided.

Section VI. CURA Performance and Evaluation

Provide a brief overview of the CURA's monitoring and evaluation plan, identifying any changes to performance indicators; how performance information was measured, monitored and reported on; and any evaluation activities that were conducted.

There are multiple criteria for evaluating the CURA. The value of CURA events will be evaluated by the level of attendance, the extent to which CURA team members and those they influence use the developing knowledge to inform community discussion, activism, and affect policies, and by the content of the ensuing discussions.

The effectiveness of management and governance structures is monitored by the principal investigator, the governing board members, students, and public feedback. All meetings are open to ensure transparency and accessibility for all interested parties. This model promotes a more inclusive system of governing research, training and diversity. Performance indicators include number of publications, number of meetings attended, number of presentations, the number of video interviews completed, the amount of and use of digital materials used or incorporated into the project, and through the feedback and reports from student participants and members of the public. Comments and suggestions are welcomed online and at all meetings and gatherings.

Team leaders provide reports on progress at each team meeting (May and October) and invite feedback and ideas at any time throughout the year. Public ignorance about intellectual and developmental disabilities is an additional barrier that we are working to change. Through the creation of a network of individuals working together, the success will be directly measurable as indicated by the network itself, and by the quality of the experience of the people participating.

Discuss of the performance and progress of the CURA to date using the monitoring and evaluation plan outlined in the Milestone Report.

The CURA has been effective in terms of attracting the attention of both researchers and members of the public, and in the team rapidly coming to be viewed as a source of authority for work not only explicitly on eugenics but also on related topics (e.g., forced adoptions).

Outline how performance and evaluation information was used by the CURA and its management structure (i.e., decision-making, improvements/changes to CURA, etc.).

We have added new team members in light of both reviewer feedback and self-monitoring of project needs, as well as adjusted the team structure through both expansion and reorganization. Our focus in Year 3 is completing the core work of the Technical Team regarding the project database, the full design for the public interface, and specific application tools, ensuring that core interviews with sterilization survivors are completed, and working further with archival and legal partners for the release and storage of significant archival records.

Section VII. Budget justification

Provide a review and update of the project's budget (including the delivery of promised institutional support, cash and in-kind), informing of any anticipated shortfall or additional support and their impact on research plans. This section should include details about forecasted and actual expenditures to date.

In general terms, *Living Archives on Eugenics in Western Canada* has been utilizing both SSHRC funds and funds secured by cash and in-kind commitments in accord with the budget provided with the application (in the former case) and in keeping with the shared intentions underlying the commitments from partners to the project. Appendix G provides a detailed overview of these commitments, with in-kind contributions calculated as non-cash contributions, while Appendix H provides a general overview of budgeting information for SSHRC funds.

Living Archives had just over \$1.7 million of promised cash and in-kind support at the time of award in 2010. This has translated into approximately \$1.3 million of "live" cash and in-kind support for the project. About half of this discrepancy is explained by the departure of Dr. Claudia Malacrida from the project early in its second year, and the subsequent withdrawal of the University of Lethbridge's contributions, which totalled \$175,000 cash plus \$35,100 in-kind. (At that point in time, the project had utilized about \$45 000 of this contribution, roughly that which was committed for the first year of the project by Lethbridge.) The remainder of the discrepancy reflects the following:

- Changes in key personnel and thereby in commitment to the CURA from NeWest Press.
- The Text Analysis Portal for Research (TAPoR) project at the University of Alberta was unsuccessful in securing continuing funding and so was unable to contribute to the CURA.
- In-kind resources specified in the commitments made by the Canadian Association for Community (CACL) and American Association of People with Disabilities (AAPD) have not been utilized by the project, but plans for Year 4 and Year 5 include the use of these in-kind contributions.
- We have not used all of the in-kind contributions from Silversky Solutions and the University of Alberta's Arts Resource Centre (ARC) to date due to delays in the commencement of our interviewing, but expect this to change in the remaining years due to the increase in technical work that will be forthcoming.

Total in-kind (non-cash) contributions utilized from February 2010 to March 31, 2012 (43% of the way through the project, assuming it runs just five years) amount to \$313,071.00, or approximately 37% of the total of \$847 022 of the adjusted in-kind commitments to the project over its full 5 years.

Provide a detailed budget justification for the remaining period of the project.

The CURA moves into the second half of the project with the completion of this report. The plans and work to create and finalize the digital resources and tools will intensify during this time period. Travel plans for team meetings have shifted towards one, face-to-face, meeting in October and another cyber/virtual meeting, using video-conferencing (telephone conferencing) each May. Travel for conferences and presentations will continue and likely increase as more digital resources and tools become available. Costs for student interns have been high but the benefits for the project overall have been numerous. The discontinuation of student interns in the summer 2012 has allowed team member and partner time to be concentrated on oral histories, high school curricula, and digital tool development, with funds now available for student intern projects in Years 4 and 5. The project coordinator received a salary increase and will continue to receive yearly increments according to university non-academic staff agreements.

Detailed team plans and budgets have been approved only for Year 3, with Year 4 budgeting going through the approval process around the time of our October meeting.

PART C

Living Archives on Eugenics in Western Canada Interview Training Handbook : Interview Protocols, September 2011

This handbook will be sent as an attachment with the electronic report to SSHRC and as an additional document in the paper copy sent via Canada post.

The Interview Training Handbook covers a variety of topics related to the interviewing process and ethical and emotional issues relating to interviewing people who have been marginalized. The handbook aims to get interviewers thinking about how to conduct qualitative interviews, but more importantly, it seeks to engage interviewers with processes of how to be sensitive and aware of interviewees' emotional and psychological needs during the research process.