

ON FEELING AND KNOWING: EPISODE 4, CANDIS CALLISON

ABOUT THE SERIES

ON FEELING AND KNOWING

Classrooms are to be safe spaces, we're told. Yet educators working within complex realms, where the tensions and discomforts of human experience offer no safe havens, know that deep learning often elicits strong feelings. Created by [Dr. Tara Mayer](#) and presented by the [Peter Wall Institute for Advanced Studies](#), *On Feeling and Knowing*, is a series of seven recorded conversations with seasoned educators working at the creative frontiers of their disciplines. Their insights reveal what classrooms of higher education were traditionally conceived to be and what they can become. These conversations aren't prescriptions or guidelines, but generous and candid reflections by educators daring to disrupt educational norms, in search of deeper and more diverse pathways to knowledge.

ABOUT CANDIS CALLISON

Dr. Candis Callison is a multi-award-winning scholar and Associate Professor in the School of Journalism, Writing, and Media, and in the Institute for Critical Indigenous Studies at the University of British Columbia. Her pathbreaking research and teaching is currently focused on journalism ethics, the role of social movements in public discourse, changes to media practices and platforms, and communicating meaningfully about science to diverse publics.

[More about Candis Callison](#)

RELATED RESOURCES

Young, M. L., & Callison, C. (2021). [When gender, colonialism, and technology matter in a journalism startup](#). *Journalism*, 22(1), 3–19.

Callison, C., & Young, M. L. (2020). [Reckoning: Journalism's limits and possibilities](#). Oxford University Press.

Harp, R., Callison, C., & Young, M. L. (2020). [Value and Values in the Interstices of Journalism and Journalism Studies : An Interview with Candis Callison and Mary Lynn Young](#), 2, 235–247.

Callison, C., & Hermida, A. (2015). [Dissent and Resonance: #Idlenomore as an Emergent Middle Ground](#). *Canadian Journal of Communication*, 40(4).

Callison, C. (2014). [How Climate Change Comes to Matter](#). Duke University Press.

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KEYWORDS & TIMECODES

Cultural studies, epistemology, journalism, situativity, intergenerational trauma

Timecode	Content	Related Reference
8:35	Different ways of meaning-making, a postcolonial and feminist approach	Young, M. L., & Callison, C. (2021) Callison, C., & Young, M. L. (2020)
15:35	The nature of journalism	Harp, R., Callison, C., & Young, M. L. (2020)
17:10	Situativity – know who and where you are	
22:50	The challenge of science / objectivity	Callison, C. (2014)
27:17	Multiple sources = multiple truth	Callison, C., & Hermida, A. (2015)
35:04	A roadmap for students	

INTERVIEW-SUMMARY:

Callison emphasizes in her interview the importance of different ways of meaning-making. This implies that students should be confident in employing a variety of methods to solve the problems of the world. A vivid example offers her article about a journalism start up (Young & Callison, 2021). Following a feminist and postcolonial approach she describes how colonialism and gender impact epistemology and methods within journalism. Throughout her career she worked as a journalist reporting on marginalized communities, such as the First Nations (Harp, Callison, & Young, 2020). She highlights the role of media ethics and which harm ahistorical journalism causes. Technological disruption changed the body of mainstream media, which often fails to understand the relevance of history (Callison & Young, 2020). Touching on situativity theory Callison discusses the relationship between scholars, their sources and methodologies. This leads to a challenge for science. Researchers need both, a keen eye for detail and the vision for the boarder social structure they operate in. Callison (2014, Chapters 3–5) discusses this contrast in her publication. She approaches climate change from several perspectives accommodating scientific, social and ethical issues. This rationale of mastering several worlds is neglected in some academic domains creating an intergenerational trauma. In times of a media explosion of sources epistemological concerns are crucial and have to be discussed. In her publication (Callison & Hermida, 2015) she illustrates power struggles with the example of twitter. The authors conclude that some forms of media mirror existing hierarchical

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structures in society by uplifting those with influence through mainstream media. However, alternative structures emerge allowing a broader negotiation of truth. Students benefit from understanding all those conflicts as an academic discourse: a discussion around bodies of work that are very internally referenced. As a closing statement she recommends educators to offer their students a structure of different pathways. Students can decide, which avenue they take.