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Editorial Introduction

Greetings MRUHR Readers,

We are pleased to (re)introduce you to the student-run Mount Royal Undergraduate Humanities Review [MRUHR]. This revitalized version of the journal embraces the vision of previous Editorial Boards with gratitude to the students and faculty whose work established MRUHR.

At MRUHR, we value the power of student voices and seek to amplify the scholarship of our student colleagues. The journal is more than a compilation of articles and papers, it is a space for intellectual conversation and academic growth. Even more, it is a celebration of ideas where students can read papers written by like-minded peers and delve into the editorial world to acquire skills and experiences that they can carry with them into future endeavors. The journal explores the realm of Humanities and Arts: including English, History, Gender Studies, Philosophy, Religious Studies, Art History, Canadian Studies, Indigenous Studies, Linguistics, and Languages.

Each member of our dedicated editorial board brings unique perspectives and academic expertise. Mariam Cokar is the Review Editor, and Mimidoo Tor-Agbidye is the Assignment Editor. Cokar recruits student reviewers for the journal and collaborates with Tor-Agbidye with assigning articles to the reviewers. Lejhanna Williams, the Advertisement Editor, shares information about MRUHR's goals and submission process via social media while promoting the journal via advertising efforts such as posters. Emma Radford is the Administrative Editor. Radford works 'behind the scenes' to ensure deadlines are met while completing other administrative responsibilities. The Editorial Board has worked hard throughout the year to

ensure this journal is released to the public.

The Editorial Board is thrilled to present this special issue “Storied Society,” a collection of essays written and edited by students in Dr. Sarah Banting’s ENGL 3266, Editing: Theory and Practice. The students developed this issue over the course of the Fall 2024 semester. Each phase was a collaborative process from essay selection to exacting copyediting. As students in the course voted on essays to develop for the special issue, class member B. Kenneth Brown wrote of his selections,

Collectively, the essays offer perceptive analysis of how literary works reflect and shape societal beliefs and norms. ... My choices highlight how stories can powerfully represent marginalized voices and experiences of oppression. Throughout, the writers insightfully connect their literary analysis to real-world ethical and social justice implications. On an individual level, each essay contributes a distinct, authoritative voice on an important topic. Every essay also stood out for its meaningful development from early drafts.

As this quote beautifully captures, each essay uses the tools of literary analysis to explore representations of society both *real* and *imagined*. And then each author uses their analysis to ask “how should we live?” The collection is an investigation of our shared society and a meditation on what kind of society we want to create.

B. Kenneth Brown investigates Indigenous resilience as depicted in the graphic novel collection *This Place: 150 Years Retold*. Two essays tackle film: Tia Myriani draws out the “lure” of Jordan Peele’s *Get Out* and Amy Hinz writes about the humorous representation of Christ in *Life of Brian*. Luke Gardiner critically examines colonialism in Kazuo Ishiguro’s novel *When We Were Orphans*. Finally, two essays address the impact of language and reading practices on contemporary society. Victoria Krzpiet unpacks the role of workplace-specific language in shaping identities and Angelina McMullin offers an informed convention for non-Indigenous readers of Indigenous literature.

Key to this special issue, each article includes an “Editor’s Introduction” because the students of *Editing: Theory and Practice* want to make visible the often overlooked labour of editors. Content editing and copyediting bring precision to an essay, but they also bring community and collaboration. The “storied society” of this issue begins with the students of ENGL 3266 who cared for and sharpened the work of their colleagues.

The Board would like to give a huge thanks to everyone who has contributed to the process of making this journal a reality. We particularly thank Dr. Banting and the students of ENGL 3266. We express our thanks to the Department of Humanities for supporting and sharing our journal and we thank Richard Hayman for creating and maintaining our journal as online and open access. We also express our gratitude and appreciation for Dr. Gasson-Gardner, whose unwavering support has been invaluable to the development of this journal. Thank you all for being part of this journey as we continue to amplify the voices that shape our academic community.

Now, we invite you, our readers, to join us in reading “Storied Society.”

All the Best,

The Editorial Board of the Mount Royal Undergraduate Humanities Review