

# Chronicles

Newsletter of the Department of History, Queen's University



## RECENT ALUMNI: WHERE ARE THEY NOW?

A university is only as good as the students it recruits. For several decades, the Department of History, like other departments in the Faculty of Arts and Science, has had the privilege of teaching some of the very best students in the country. In the following pages, you will find over 20 interviews with alumni from all walks of life. They serve as a reminder to prospective students that part of the Queen's experience is the opportunity to meet fascinating people, leaders in the making.

It has been a pleasure to speak with former students. I thank them for taking time away from their busy schedules to do so. Thanks are also due to Prof. Amitava Chowdhury for his graphic design work.

Future newsletters will profile faculty members, alumni from earlier periods, and our fine graduate students--who make possible so much of what we do.

*Tim Smith, Editor, Newsletter*

## From the Chair...



*James T. Carson, Chair, Department of History*

I went through it. You went through it. And if Thucydides or Georg Hegel or Woodrow Wilson had mothers, fathers, aunts, and uncles, they went through it too. "What are you going to do with a degree in History?"

That perennial question--what kind of job are you going to get?--ought to shape how we think about ourselves as historians to one extent or another every bit as much as the seminars we took, the books we read, and the papers we wrote. Let there be no mistake about it, however, that in this era of crumbling markets and sinking nations, those who follow the chosen path will have to stand up and be counted for their choice. And in the pages that follow I hope you will all find examples from public life and the private sector that will put to rest for good the notion that a degree in history, or any liberal art for that matter, is a nice if somewhat irresponsible thing to do. Indeed, we might all profit

from the cases presented and throw our doubters back on their heels with the simple reply---"what can't I do with a degree in History?"

Take, for example, Sally Campbell Thorpe whose time in Watson Hall launched her to Cambridge and thence to the United Nations. Or Robert Leckey who took lessons learned in our classrooms to his own at McGill's law school. Ayela Khan now applies her Queen's History experience to the challenges she faces at the Aga Khan University while Mark Wiseman turned his experience reading hundreds of pages a week for his seminars towards his complicated work at the Canada Pension Plan Investment Board.

Probing the link between a university degree and a job is just about as tedious as the ticking of time. What ought to matter is the human connection between what the department's faculty has offered over the years and what generation after generation of students have made of it. At Queen's we regularly hear of the special relationship between alumni and the university but what has gotten lost in the glad tidings and Oil Thighs has been the absolutely vital role played by the departments. In this issue we celebrate the accomplishments of our alumni and hold them forth as examples of what is possible when you answer the call to take up the practice of the craft of history.

**(The Chair's report continues on p. 24)**

## Interviews with Alumni from the 1990s and 2000s, by Tim Smith

We began by telephoning three students chosen from a seminar taught in 1994-95: Sally Campbell Thorpe, Robert Leckey, and Erin Eacott. There were three common threads to their recollections: first, they looked back fondly on the Queen's seminar experience. Back in 1993-97, on the eve of deep budget cuts—which continue today—these students would have taken at least six or seven full-year seminars. At least 40% of their classroom time consisted of small, intense discussion-based classes. Second, these three students recalled receiving valuable mentorship from all of their professors; and third, they were able to form lasting friendships in their small classes. It may seem remarkable that these students met in a seminar—not in a residence—but they are still in touch, fifteen years after graduation. This sort of experience is, and hopefully shall remain, one of the hallmarks of a Queen's History education. Alumni support to the Department will be used to fund departmental teaching.



We reached **Sally Campbell Thorpe** in Vancouver, where she spends her days with her three sons, all under the age of six. Sally looks back fondly on her Queen's education: "I am grateful for it every day. I don't just mean the education itself. I also made lifelong friends

in my history seminars." The winner of the Queen's TriColour Award upon her graduation from History in 1997, Sally organized the Canadian Student Leadership Conference all the while taking an extra course in her fourth year. In October 2011, Sally's maternity leave is over and she returns to her position of Manager (Agreement Implementation), in the Aboriginal Relations & Negotiations division at BC Hydro.

Sally believes that "doing an Arts degree and graduate work in the social sciences gave me the flexibility to do what I love. I gained a certain breadth of education and career flexibility that I wouldn't have acquired had I chosen a more narrow professional degree." Sally believes

that a general arts degree "taught me to see at least two sides to every issue. I learned things in my history seminars that have helped me in my current job. Above all I learned how to empathize. History teaches you many things, including tragic stories about past conflicts." The road to Vancouver took Sally around the globe. In 1998-1999 Sally earned an M.Phil. in International Relations from Cambridge University. From Cambridge Sally went to New York to work as a researcher at a consultancy involved in the study of land mine projects, which took her to Kosovo during the crisis; and then to a project specialist position at the UN Development Fund for Women. For the next 30 months Sally worked for the UN Mine Action Service.

In New York Sally met her husband Greg. They moved to Sydney, Australia to be close to his family. Sally worked at Australians Caring for Refugees as a Project Manager. Her work with refugees and with the horrible problems associated with land mines took Sally to Africa, the Middle East and Southeast Asia. She also lectured at the University of New South Wales for two years. In 2007 Sally returned to Canada. She began work at BC Hydro as an Aboriginal Relations Coordinator. Today she is in charge of managing BC Hydro's numerous agreements with aboriginal communities.



**Robert Leckey**, an Associate Professor of Law at McGill University, recalls that he "came to Queen's because I wanted to read the big texts and I wanted to learn how to write. I felt that I could do that at Queen's. As a law professor, my training in the humanities was

invaluable. I teach and conduct research like someone in the humanities. Queen's was a special place where I could grow intellectually. I felt that I had very good access to professors at Queen's—even in my first-year courses. I had a sense of being known as a person. I didn't feel like a number. I got a lot of feedback from my English and

and History professors.”

We reached Robert in his office perched high on the slopes of Mount Royal. He teaches family law, constitutional law, and administrative law. He is one of Canada’s leading young law professors. His award-winning book, *Contextual Subjects: Family, State, and Relational Theory*, was published in 2008. Robert studied English and History, graduating in 1997 with the Medal in English and with the Honourable Mention for the Prince of Wales Award. From Queen’s it was on to McGill Law, the Université de Paris, a clerkship at the Supreme Court of Canada, and a doctorate in law (supported by a prestigious Trudeau Foundation Scholarship) from the University of Toronto. Robert has already won the Principal’s Prize for Excellence in Teaching at McGill as well as the Law Students’ Association’s John W. Durnford Teaching Excellence Award. Robert has worked for the Bastarache Commission (on the process for appointing judges) and he is the Chair of the Legal Issues Committee of Egale Canada. Robert frequently contributes op-eds to major Canadian newspapers.

We asked Robert what he gained from studying English and History: “Apart from a broad education in the liberal arts I gained crucial skills which have helped me in my current job. At McGill I have interactive classrooms. The close, critical reading of texts that I learned at Queen’s is something I try to reproduce in my law classes. I felt well prepared in law school; I had already learned how to manage large amounts of material. I was taught to read closely, to read vigorously, to organize an argumentative essay. In fact, my first job, in the year between graduating from Queen’s and going to law school, was in the financial sector. I was hired—on the basis of a Queen’s arts degree—by the Investment Funds Institute of Canada to conduct research, to write reports, newsletters and speeches. They recognized my ability to conduct research.” Robert recalls two seminars, in particular, which honed his research and writing skills. A course with Paul Christianson in Tudor and Stuart History “was revelatory. The way we were introduced to primary sources, what they might have meant back then, what they might mean to us today. It was amazing.” And a seminar with Elizabeth Hanson in English Renaissance literature was a place “where one learned how to read texts critically. I had the sense that my instructor knew me. I could talk to her and ask her how to improve my writing. She would read drafts. I got a lot of

valuable mentoring. I am grateful for it.”

**Erin Eacott** graduated with a Major in History in 1997. She is a Prosecutor with the Public Prosecution Service of Canada in Edmonton. She specializes in regulatory prosecutions. Erin notes: “Almost every sector in



Canada is regulated and protected federally, be it immigration, food, the nuclear industry, transportation, or the environment. Canada has 97,000 federal regulations, any of which could end up on my desk as an offence if someone commits a violation. My focus is on environmental offences, such as pollution of

water, pipeline breaks, and habitat destruction. I am also responsible for Aboriginal constitutional rights cases—cases where an Aboriginal person is charged, say, for fishing out of season. These cases involve historical interpretation of things like treaties and traditional fishing practices, and they require the balancing of Aboriginal rights with the protection of the environment. These cases tie together my passions for both history and the environment.”

Erin recalls that “Queen’s University was an incredible student community. From my first week, I was impressed with the camaraderie. It is often said that there is a certain Queen’s ‘spirit.’ It is true! It exists. This is my fondest memory, along with the beauty of the campus itself. And I made life-long friends. After first year, I changed my major from Biology and French to History. This must have been a good choice because I received an award after 2<sup>nd</sup> year for the highest average in history courses. I had always had, and still have, a passion for history. As a kid, I wanted to be an archaeologist. What I liked best about the Queen’s History department was my small seminar classes where we got to share our opinions. What many people don’t realize is that history isn’t about dates. History isn’t always “the same”. History is about how people at any given time interpreted what was happening, and everyone’s interpretation is different. That’s what is fascinating about history.”

We asked Erin what skills she learned as a History major: “My experience at Queen’s definitely prepared me for law school and for my current job as a prosecutor. I honed my writing skills and I developed my critical analysis skills. In the face of large quantities of material, I learned to prioritize. In my seminars I learned how to make an argument and how to conduct an effective presentation. Law is all about being able to critically analyze a set of facts to determine what law best applies to get the desired outcome--this is more difficult than it initially sounds.”

We asked Erin about life outside work. “I am active in charitable fundraising (charity runs, door-to-door canvassing) and I coach ultimate frisbee. My two long-term volunteer commitments are Girl Guides of Canada and the Canadian Merit Scholarship Foundation (CMSF). I have been on the Board of Directors for both. Currently, I am leader of a Guide Trex unit – outdoor adventure activities for girls 12-17, and I am the Chair of the Edmonton Committee for the CMSF, an organization which grants the Loran Award for university study based on leadership, community service and character. (*Erin is a past recipient of the award—Editor.*) I also teach “Introduction to Environmental Law”, a mandatory course for 3<sup>rd</sup>-4<sup>th</sup> year environmental engineering students, at the University of Alberta.”

Erin has the following advice for current students thinking about a legal career: “Don’t be wed to the idea of being a lawyer when you come out of law school. Law school can be seen as another liberal arts degree. It provides you with many skills and opens the door to many professions, especially if combined with an MBA or an MPA. It also lets you explore all sorts of interests – there are law courses on women, history, medicine, poverty, international law, business, property, you name it! If there is one key thing that university taught me, it is to always keep your doors open. I never planned to be a History major; I never planned to go to law school; I never planned to be a prosecutor. I had lots of other plans, but as doors opened, things changed. And I’ve ended up in a very good, challenging and satisfying fit for myself, where I feel like I am making a positive contribution to the world around me.”

**Vani Jain** (History, 2004) is the Director of Policy, Strategy and Community Relations at the Schizophrenia Society of Ontario. We spoke with her in Toronto. Prior to taking up this position, Vani worked as a Curriculum Coordinator in the School of Medicine at McMaster University, and as a Public Policy Coordinator at the Centre for Addiction and Mental Health at the University of Toronto.

“The four years I spent at Queen’s were some of the best of my life--I made lifelong friends and got to spend four years just expanding my mind. I started out in



Commerce, and I knew soon enough that the program—despite its obvious strengths--wasn't for me. In second year, I took a history class with Mike Mason (this was my elective to go with all my Commerce classes) and I enjoyed it so much, I knew I had to make the change over to the Arts. It occurred to me that I had the next few years to learn

about all the things that interested me and that I had to take advantage of it. My parents were far from thrilled when I dropped out of Commerce. They could not understand what a History degree could do for me. They are from India and, like many other parents of second-generation Canadians, they were very concerned about the economic situation of their children. Although I understood their concerns, I decided to do what I loved doing. (They have forgiven me!) Things worked out. I had felt a lot of pressure to get myself into some sort of professional program—something with an obvious and immediate connection to a specific type of job. Commerce would obviously have done that. But I was still able to climb the ladder I needed to climb, even without a professional degree. It was very important to me to have these three remaining years to do what I was passionate about.”

Vani recalls: “I lived with my five closest friends and had just 15 hours of class” and she wishes that she had “appreciated it more at the time! I would recommend wholeheartedly to any current students reading this that



they simply study what they love. Spend these four years thinking about the things that are important to you and discovering more of who you are. My educational background doesn't directly relate to anything I do now, but I do still feel like it prepared me. A degree is important, but people ultimately want to hire someone who can think. An arts education is also a good platform for any graduate work, which can provide you with the credentials you need for a specific job."

"My favourite memories are of sitting in Jacalyn Duffin's history of medicine classes (I liked them so much I took two). Her office, where we had our classes, was the furthest possible location from my house and I would trudge over to every class through the snow and the rain. We would all sit in a circle and drink tea and just talk and it was fantastic. I had great, knowledgeable professors that I respected and intelligent classmates that I could have great dialogue with. I feel lucky to have gone to Queen's. My liberal arts education gave me the preparation I needed to go into any job and learn the content quickly and do good critical analysis. Studying history, I feel like I recognize the importance of looking at each issue in its broadest context rather than at a point in time - often, the problems of today have important historical context, and knowing how they have developed over time and what events have led up to the issues of today can help to develop solutions."

We asked Vani: "What are some of today's problems in the field in which you work? What does your job entail?" "I have spent the past five or so years working in mental health. I started out doing public policy advocacy but my role now involves that along with research, communications, government relations and organizational strategy. I love the solutions-focused aspect of my work--looking at what is wrong with the current system, analyzing it, and developing solutions and recommendations that will improve people's lives. The government relations part is about actually convincing those in power to make those changes, which can be the most difficult thing. Change is often really slow, but when you see the results of your work--actual changes in the way our system works, or specific policy changes--it feels great."

"Can you give us an example or two," we asked? "Sure. One project involved the deportation of individuals with mental illness on the basis of criminality. We had several situations where people who had lived here for perhaps 30 or 40 years, and had been in contact with the

law as a result of their mental illness, were being deported to countries they had not seen in decades, since they were small children. If deported, they wouldn't have access to the services and circles of support they needed to survive. My organization explored this issue, looking at whether the current immigration system sufficiently accommodated individuals with serious mental illness, and whether it took into account factors related to mental illness when making decisions. A colleague and I spent months at the University of Toronto Law Library doing research. I would get back into student mode. I pictured myself back in Stauffer, immersed in the books. We interviewed and worked collaboratively with immigration lawyers and mental health workers. And then we wrote our report and submitted it to the federal government. We argued that the government ought to reconsider the 'designated representative' protocol and we actually did manage to influence some change. Another example: in March 2010 the government cut the 'special diet allowance' that some mentally ill people, who have physical health problems such as diabetes, are eligible for. This is an extra income benefit available to people on social assistance - which 80% of people with schizophrenia rely on. We analyzed the issue and advocated for those who had seen their monthly support reduced. The allowance was reinstated in November 2010. Another initiative that I'm proud of is the development of our Justice and Mental Health Program. This is a program, unique in Canada as far as I'm aware, which helps the family members of mentally ill people who have had run-ins with the law. These people are often left without any support, advice, or guidance of any sort. We saw a need for a program and so we studied it and implemented it." "Who funds your organization," we asked? "We get about 25% of our funds from government sources, the rest, from individual donations and corporate or foundation grants."

"So, your history degree has helped you directly?" Vani did not hesitate: "Yes, for sure. My job is a bit like being a university student. I am always learning, always 'studying.' This is the hardest part--taking a great deal of information and squeezing the most important parts into a 25 page report that is at once empirically sound, that is written in language accessible to the public, and that is also presented in a useful way to those politicians and policy makers who must make sense of it and act upon it. It's a bit like writing a term paper!"

We met with **Prof. Ian McKay** in Watson Hall. **Robin Bates** (B.A. 2002; M.A. 2004) joined in the discussion from Chicago, where he is enrolled in a PhD program in Modern European History at the University of Chicago. Ian and Robin are the co-authors of the prize-winning book, *In the Province of History: The Making of the Public Past in Twentieth-Century Nova Scotia* (2010).

Ian McKay has written 5 influential books and scores of articles—one of which inspired an entire conference. He has also edited a few books. Ian has won several awards and is widely acknowledged to be one of



Canada's leading historians. Ian has trained 61 M.A. and PhD students since 1988. A few dozen of Ian's former students are now working as historians in Canadian universities and several are employed in the commanding heights of the federal civil service. Some are

working in the film industry; others in journalism. Recently Ian's student Sean Mills landed one of the profession's most coveted and competitive positions, a tenure-track position at the University of Toronto. Ian's graduate students—as well as the students of all other graduate supervisors—allow our department to provide a first-rate, seminar-based education. Ian is known to be a highly attentive, demanding but fair supervisor. Legions of students have submitted their thesis drafts on white paper, only to receive them painted in red ink—the mark of a dedicated supervisor.

Robin Bates graduated at the top of his class with a major in History in 2002, winning the departmental medal. Robin has won at least 17 major awards in his time at Queen's and Chicago and he has already published in one of the most prestigious journals in the field of European intellectual history. He completed his M.A. in the department under the supervision of Ian McKay in 2004 and then moved to Chicago to begin his PhD in French intellectual history under the supervision of two leading historians, William Sewell and Jan Goldstein."It was not a

difficult transition in the academic sense," Robin recalls. "I had worked closely with Ian. I had also worked with Harold Mah, even though he wasn't my official supervisor. Harold would meet with me every week in a café downtown. He would go over my drafts. It was a very special thing that he did. At Queen's, the professors make time for you. If you're ambitious they will find the time to work with you. They will talk to you for 45 minutes in their office even if you just drop by without an appointment. Even in first year, in Hist 121, I had this type of experience. I could talk with my professor. I learned how to be direct, to take a position about which reasonable people could disagree."

Robin recalls with amusement: "one summer, I think it was 2005, just after my first year at Chicago, I lived at Ian's house to work on the book. The book had grown out of our mutual research interests, including my M.A. thesis. It was like



living at the workshop—in the digital age! Ian, the master craftsman lived in his spacious ground floor room. I was the apprentice upstairs in the cramped garret. Both of us keep irregular hours. Ian rises early; I don't. He might email me at 5 am with some new idea; I might return the email at 2 am. We talked in person too! We worked quickly. We had intense periods of engagement with the book, like the summer of 2005. And then we would put it on the shelf for a few months as we were occupied with teaching or whatever. We finished the book in 2008 and handed it to the press."

We asked if they divided the book into discrete parts: "Not really," said Ian. "The research, yes, we did that individually in the Nova Scotian archives, and the split was roughly 50/50. But the writing was a team effort. Very few paragraphs escaped both of our pens." Ian recalls: "the new digital technology makes academic research easier in one way—you no longer have to spend hours photocopying or typing notes. You can capture so much more material. But then you have to find the time to go through it all!"

And what did they find? "Nova Scotia wasn't

always 'Historic Nova Scotia.' In the first quarter of the twentieth century, the province portrayed itself as a bustling hub of steel mills, ocean liners and Ford dealerships. It was, or publicly aspired to be, a progressive society of enterprising men and women surging into the modern age. Then the conventional wisdom about the province completely changed. Between the 1930s and 1960s, Nova Scotia became a province of history. The province now claimed—as it really never had before—that it was deeply imbued with the golden glow of the distant past." Now, Nova Scotians depicted themselves as being "alluringly innocent of the complications" of modern times. In the Province of History "traces the emergence of this new understanding of Nova Scotia...and why it seemed such a profoundly satisfying way to experience the world." If the pace of change in Quebec, Ontario, and the Northeastern cities of the USA seemed too unsettling, "Nova Scotia beckoned as a respite from modern anxieties."

Minister of Highways A.S. MacMillan urged the Cabinet: "Let's Cash in on Antiquity." Beginning in the 1930s, the provincial government intervened "decisively and spent freely" to promote a certain idea of the province. The iconography of Nova Scotia "no longer stressed the sleek smokestacks of its steel mills." Images of giant mines feeding futuristic factories with the white heat of coal gave way to visions of Nova Scotia inhabiting "some more elemental plane of timeless communal spirit. The province had a folk, not a citizenry; a way of life, not an economy; an authentic mode of being in the world, not a society. Nova Scotia was now, as the government put it, the 'Playground with a History.'"

Ian and Robin argue that "the province leveraged its very economic failure" in order to "reposition itself as a land out of time, where visitors could recover a world with which they had seemingly lost contact." History was invented: "the provincial tartan, the bagpiper at the border, the 'five white races of Nova Scotia'—all date to the mid twentieth century, all claim to offer access to an unfathomably ancient past, all were aggressively promoted by the provincial government," by Premier Angus L. Macdonald, by the tourism promoter Will R. Bird, and by the novelist Thomas Raddall. These men developed a "mythical vocabulary of the self" for Nova Scotians, who came to understand themselves in precisely these terms.

Written with verve and wit, this revisionist work wears its deep scholarship lightly. "We worked hard on

developing a lighter tone" than a normal academic tome, they said. "There was a lot of fun involved in writing this book." Ian concluded the interview with this: "It was one of my most pleasurable academic experiences writing with you, Robin." To which Robin responded: "It is something that few people are fortunate enough to do. I met Ian when I was 19. Gradually, in stages, you encouraged me to go to graduate school. And then I ended up collaborating with you. I feel very grateful."

This academic year, Robin's talents will be put to use at Northeastern Illinois University, where he will teach a Western Civ survey, a History of Capitalism course, and a seminar on autobiography in European history, from St. Augustine to Joyce.



**Mark Wiseman** is currently the Executive Vice President - Investments at the Canada Pension Plan Investment Board. Mark was three-quarters of the way towards a Medial in History and Politics, with 5.0 credits in each department, when he left Queen's in 1992 after third year with a Bachelor of Arts.

Mark was in a hurry, perhaps because he had a clear idea of what he wanted to do. Setting his sights high, Mark entered the University of Toronto to pursue the joint Law/MBA programme, where he ultimately won the gold medal. A clerkship at the Supreme Court of Canada under the tutelage of Beverley McLachlin (the current Chief Justice) was next. Mark worked in New York for the renowned law firm Sullivan & Cromwell (where U.S. Secretary of State John Foster Dulles launched his career). A Master of Laws from Yale University was Mark's next challenge, followed by an additional three years of doing high-profile mergers and acquisitions at the Paris office of Sullivan & Cromwell. Mark returned to Canada in 2000 and began work at a private mid-sized private equity firm. After that firm was sold, he moved on to the Ontario Teachers' Pension Plan and finally settled at the Canada Pension Plan Investment Board in 2005, where, since

April 2010, he has been in charge of all of its investment activity on behalf of 17 million Canadians—managing over \$150 billion.

In his spare time Mark reads works of current affairs—former Deputy Secretary of State Strobe Talbott's *The Great Experiment* is one recent read. Mark is the father of two boys, a wine connoisseur, an avid skier, and a philanthropist. He has been chairman of the board of a charity devoted to homeless youth and he currently sits on the boards at Mount Sinai Hospital and the international board of Right to Play. Mark is a testament to the old maxim: if you want something done, give it to a busy person. This pattern emerged at Queen's.

We asked Mark what he liked best about Queen's: "I loved Queen's. There was so much to do. I got involved in everything from athletics to student government to attending lectures of guest speakers. I was a student senator, an ASUS Rep., I ran orientation, and I was a lifeguard. I liked the fact that Kingston was a university town. The university was an incredible community. After first year, I literally lived on the campus—at Union and University, where the Stauffer Library now resides. Then I lived on Stuart Street."

We asked Mark why he chose Queen's and whether or not it met his expectations. "I chose Queen's largely because I was very much interested in the arts. I had an absolutely fantastic history teacher in high school. I am still in touch with him. There was no doubt in my mind that I wanted to study history and possibly politics as well. I chose Queen's because of its reputation in the arts, and, specifically, in history and politics."

We asked Mark about his time in the History Department. "I learned how to write well, which put me in good stead for everything that I have done since. I loved the classes of Professors Tulchinsky and Swainson. I wrote a paper on 'Sir John and the Gerrymander' which was on the election of 1878. Queen's had a lot of archival material related to this topic and I was able to do original research under the guidance of a leading historian of Canada. I found material that people had never found before. I remember History 121 being a rude awakening, but in the good sense. It was tough, and it was different than anything I had ever done in high school. It wasn't about dates and facts; we were challenged to think on our own and my peers were challenging too. The class size was smaller than the norm. To have a small class like that in first year—with

just 15 or 18 students—I felt enormously lucky. Right off the bat, I was challenged to write carefully and to think critically."

We asked Mark how History prepared him for Law. "I found that I was more than prepared for law; the transition for me was easier than it would have been had I come from another school or discipline. Reading hundreds of pages per week and having vigorous debates in class—none of this was new to me, as it was for some others." We asked Mark to speak about his current line of work: "The key to being a good investor is to never make the same mistake twice. Mistakes are inevitable; the point is to learn from the past. I spend a good deal of time reading economic history."

Mark noted that Queen's is seen in his industry as a leading school. At the CPPIB, "we actively recruit from just a small handful of Canadian universities and Queen's is a key one." And finally, we asked Mark if he had some advice for current history students: "do things that you like at the B.A. level. The specific career, the money will follow later. When you're young, follow your passion. You'll be better at it. You can always specialize later. Take risks. Study abroad, work abroad, get a foreign language if you can."



**Jess Joss** has a busy year ahead of her. On October 15<sup>th</sup>, she is expecting her first child, a boy. On that date ("or possibly a bit later!") she begins a term as QUAA Alumni President, Queen's University. With two stepdaughters aged 12 and 18, Jess says that "one is off to university and the youngest is about to be born!" Jess (History, 1996) founded a website design company called "Jesslin Services Inc." in 1997, while she was earning a Diploma in Internet Business and Technology from the University of Toronto. "What sorts of hurdles did you have to clear as a very young entrepreneur," we asked? "Actually, my youth was not considered a hindrance. The assumption back then was that if you were young, you *must* know about the Internet, and how to use it. I wasn't seasoned enough to strike out on



my own as a formal or traditional business consultant. I had interviewed with the big management consulting firms, but decided that I wanted to be in charge of my own destiny, I wanted the chance to be creative right from the start of my career. As a business owner, I do everything from sales and marketing to business development and project management.”

Jess likens her path to success to “a long and winding road as opposed to an expressway straight along predictable channels.” Jess’s father had worked as an executive at a large corporation and upon leaving it, had founded a successful software firm. “I had seen the challenges and the benefits of entrepreneurship. I had no illusions about the risks I was taking. But I was young, and I had no mortgage, no kids, no assets. I had nothing to lose—except some pride. I had everything to gain. I saw the creative side of the entrepreneurial lifestyle and I decided I would throw my hat into the ring. I had some luck. It was a sort of onwards and upwards process. I took risks and things worked out.”

In her early 20s, Jess joined Chambers of Commerce and Boards of Trade. “I knew that I had to make connections.” Jess had done plenty of that as a Queen’s undergraduate. She was a Gael, a Coordinator for ArtSci Orientation, a Deputy Commissioner in the AMS, and Vice President University Affairs in the AMS. Somehow Jess also found the time to work at the Queen’s Telethon, the Department of Alumni Affairs, and the AMS Walk Home service.

“In 2002 I expanded my business, merging my internet company with another company which had different areas of expertise, to form Insiteful Solutions, based in Markham, Ontario. Today we do website design, database and e-commerce development, social media and online marketing. In 2003, I bought out my partner and ran the company on my own. Today, one of my business partners is also...my husband!” At Insiteful Solutions, Jess has worked with over 500 companies in almost 100 industries. She helps businesses to target and attract customers on the web. She helps companies set up websites and provides them with a wide range of support, from marketing to graphic design through customer relationship management.

Jess’s best memories of Queen’s “are of the people I met, whether it was fellow students, professors, or staff. The lasting friendships are the most important thing I got

from Queen’s. Queen’s is the perfect undergraduate student size, in the perfect-sized city. Most of us were living away from home—we weren’t commuters—and it was a close-knit environment. Professors took an interest in students. We didn’t get lost in the shuffle; we weren’t numbers. The Residence system was a great safety net for first-year students. My sense is that the profs had chosen to be at Queen’s; they had not ‘ended up’ there. Everyone—the students, the profs—really seemed to want to be at Queen’s.”

We asked how a History degree may or may not have prepared Jess for her life as an entrepreneur. “I think I learned a lot about distilling a vast amount of information into something that made sense. Going through mounds of info and getting the kernels out of it, was, I think, fundamental to my success, later on, as a business owner. History was fundamental to the development of those skills. I loved the variety of courses on offer. I liked the flexibility, the opportunity to take courses in what interested me. I also have ‘fond’ (maybe that’s not the word!) memories of the Reserve Room readings ordeal and I can’t envision that current students are deprived of this rite of passage! I imagine that students raised in the digital age can’t begin to realize how cumbersome it was to read all that paper, to find it, to return it on time to avoid fines, and to plot the best possible time to hit the Reserve Room and to actually get the books or articles you needed. Gladly, the internet has changed all that.”

When Jess is not running her business she enjoys spending time with her family, cooking, cottage life, photography, and volunteering as a Board Member at the Toronto Don Mills Rotary Club.



**Sinead Tuite** works at the Privy Council Office, Canada, as an Analyst, Social Policy Development. This is just the latest in a series of “fascinating jobs” she has held in Ottawa. From 2008 to 2010 Sinead was on

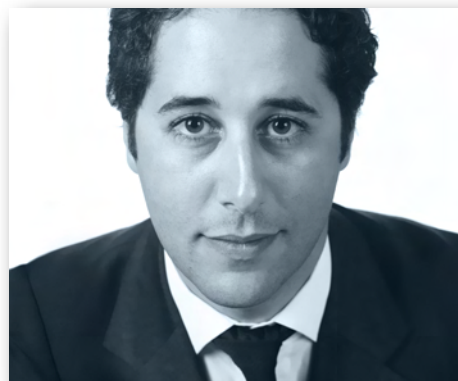
secondment from Health Canada to the World Health Organization, where she served as a Technical Advisor on matters relating to water supply management, sanitation,

and hygiene. One area of focus was the adoption of 'best practices' in water supply management and regulation in small communities. This posting took Sinead to Asia and Africa. Prior to this job, Sinead worked at Health Canada as a Senior Policy Advisor to the Minister of State, Public Health. She provided advice to her department head, to other government departments, to external stakeholders and to the Cabinet. She has held several other policy-oriented positions in Health Canada, working in the Assistant Deputy Minister's office. She has researched and provided advice on matters ranging from water quality and aboriginal health, to the regulation of natural health products. In the course of her many positions in government, Sinead has worn several hats: researcher, policy analyst, advisor to deputy ministers, Legislative Assistant to a Member of Parliament, liaison with industry figures, lawyers, stakeholders. Sinead advises prospective students of public policy to consider a program "with a co-op component" in which one may acquire valuable experience.

Sinead studied History and Politics, graduating in 1998 with a Medial. She worked in Japan teaching English before attending the London School of Economics, where she studied with the eminent social policy expert and Labour Party advisor, Howard Glennerster. Sinead believes that her Queen's education helped her to be "unusually prepared for graduate school and my subsequent career. It was a seamless transition. Some of my peers had trouble doing independent research. I had written an Honour's thesis so it wasn't new to me. History and Politics taught me how to interpret documents and the assumptions behind them. At Queen's the expectations of students were very high—in a good way. It was expected that you had done the readings and that you were prepared to contribute. I got lots of attention from all my professors. My husband went to Queen's and we enjoy coming back as often as we can to visit our old haunts. We both liked the way we got to know our peers in class, and outside of class too, at the QP."

Sinead gave birth to her first child, a daughter, in early August. She is on leave from work but knows that when she must return, she will return to a great job. She encourages current students who might be considering a career in the public service: "the Government of Canada is a great place to work. One can have an interesting and

challenging career working in Ottawa. The basic skill set you get from a Queen's education will be a big help."



**Adam Daifallah** is the co-founder of HATLEY Strategy Advisors, a public affairs firm in Montreal. He is also a well-

known author and political commentator, appearing regularly on TVO and CBC. He graduated with a History/Politics medial in 2002. "After graduating with my BA, I was admitted to Columbia University for the MSc in Journalism degree. But that summer, I got a job as a researcher on Conrad Black's biography of FDR. I worked at the FDR library in New York. Columbia was going to be very difficult financially so during that time Black suggested I apply to work at the *New York Sun*, a newspaper he had recently co-founded. I interviewed and got the job as Washington correspondent. I had an amazing year there mainly covering foreign affairs, including a few weeks in Iraq in May 2003, just after the invasion. Missing home, I joined the *National Post* editorial board in Toronto. This was an amazing job, I loved the people I worked with and still can't believe I was paid to discuss politics and current affairs and write about it all day. I took a leave from the *Post* to co-write my second book *Rescuing Canada's Right: Blueprint for a Conservative Revolution* (with Tasha Kheirridin). (Adam's first book, *Gritlock: Are the Liberals in Forever?*, co-authored with Peter White, had been published during his last year at Queen's!--Editor).

Adam wrote his second book as a Jeanne Sauvé Scholar in Montreal. During that time he decided to apply for law school, and ended up going to the Université de Laval. After Laval he articulated and worked at the law firm Ogilvy Renault (now Norton Rose) in Montreal and left there in October 2010 to co-found HATLEY Strategy Advisors. We asked Adam why he chose to change careers: "one of reasons I left law was to have more time for the other things I enjoyed, so I am now writing more, doing more media commentary (TV, radio, etc) and I can put

more time into the courses I teach at McGill -- in the fall semester, 'Rhetoric: Great American Speeches,' and in the winter semester, 'The North American Conservative Movement,' both upper year undergrad seminars."

We asked Adam why he chose to come to Queen's. "A few reasons, but the main one was because so many of my high schools friends did. I know that isn't an inspiring answer, but it's the truth. Queen's had a good reputation, and it was not too far from home (Peterborough). I also knew it had a strong Conservative club on campus." When asked to recall his best memories of Queen's, Adam said that he had "many, both in and out of the classroom. Queen's Model Parliament, which I attended every year, comes to mind first. It was such a great party--like paradise for a political junkie--and a privilege to sit in the House of Commons. Peter Milliken, who was our local MP and the Speaker, was so great to Queen's students. Other memories include Homecoming weekends, debates in classes with students and professors, making mischief at the AMS, and learning from various guest speakers who came to campus." Adam notes that his Queen's education "taught me how to think critically, how to synthesize a lot of material and retain the essential. My education provided me with a strong foundation. It gave me a good knowledge in history and politics, and also broadened my interest in those subjects, which led me to read and learn more about them."



**Kate Lunau** is an Assistant Editor at *Maclean's* magazine in Toronto. She began at *Maclean's* in 2007 as an intern. Kate graduated with a History Major and English Minor in 2004. She did not

find the time to write for the student newspaper while at Queen's because she was occupied with other extra-curricular activities, including the sailing team. But journalism was always on her mind. In 2006, Kate finished a graduate program in journalism at Concordia University and soon went to work

for the Montreal Gazette and for CBC Radio. With an interest in Latin America and "good memories of her courses in Latin American history with Prof. Parker," Kate traveled with photographer and journalist Vincenzo D'Alto to Nicaragua for six weeks in 2006 to do a series of feature stories for the Montreal Gazette, including "On the Coffee Trail: From Nicaragua to your Cup." Here is a link to the story: <http://www2.canada.com/montrealgazette/features/coffee/index.html>

Kate advises current undergraduate students: "It is more and more important to go to journalism school, but a basic undergraduate degree in arts is also crucial. You need to be a little critical and skeptical as a journalist and doing a history degree is an ideal preparation for that! You must read between the lines, and that's what we worked on in history seminars. Seminars are good preparation for journalism because in this profession you are basically talking to people all day long and writing. In seminars, in history seminars, you talk to your peers, and you write a lot."

Based in Toronto, Kate spends a good deal of time interviewing people on the phone and writing in her office. There is some travel. A typical day runs from 9:30 to 6:00. The various writers meet their weekly deadlines, and then the process begins all over again. At a weekly gathering with her colleagues, "ideas are pitched to the editor; or they are assigned to various journalists. I generally juggle a few stories at once. Some stories have immediate, firm deadlines; others take months. I read a lot for this job, which I love. Recently I have focused on science and health reporting. I am told that my lack of a background in science makes my articles more reader-friendly! I read a lot of academic journals, other news sources, blogs, and the like."

We asked Kate if she had interviewed "interesting" people. Immediately she thought of Buzz Aldrin, the second man on the moon. "We spoke for half an hour or 45 minutes. When I was at the Montreal Gazette I spoke with Gloria Steinem. At the Gazette I covered municipal and provincial politics. I followed Jean Charest's entourage around in a scrum and I spoke with him briefly." With her *Maclean's* colleague John Geddes, Kate had the pleasure of interviewing Canada's Chief Justice, Beverley McLachlin. Kate is the author of a series of fascinating feature-articles on the Canadian legal profession. Here is a link to an article Kate wrote which

discusses, among other things, the difficulty many Canadians face getting affordable legal assistance: <http://www2.macleans.ca/2009/02/02/where%E2%80%99s-a-lawyer-when-you-need-one/>

“You become a jack of all trades as a journalist. No day is the same. It is a fascinating profession.” Kate has been a guest on TV Ontario’s “The Agenda”, hosted by Steve Paikin, where she spoke about the growing number of young women who are opting off the birth control pill. Recently Kate did stories on hip replacements. She enjoys “doing policy-oriented stories.”

“I was very happy at Queen’s. I came from Ottawa. My dad went to Queen’s. And I loved the idea of small classes. I got to know my professors. I remember having a seminar outside on the lawn on a nice sunny September day. There was a strong emphasis on writing. Having the time to write a 20 to 30 page paper—it was exciting. And it was ideal preparation for my career. History taught me to be curious about other parts of the world.”

**Carly Weeks** graduated with a Major in History in 2003. She is a National Reporter with *The Globe and Mail*. Most days one can open the paper and see her fine work, which might range from articles on multiple sclerosis, the high salt consumption of Canadians, to Canadian scientists working in the USA. Here is a link to a video interview Carly did with Dr. Ralph Steinman, the Canadian-born scientist who died just days before he was awarded the Nobel Prize. <http://www.globecampus.ca/videos/features/gairdner-awards-steinman/>

We asked Carly how her time at Queen’s prepared her for her journalism career: “Before I started at Queen’s, I remember hearing someone say the point of university is not to learn, but to learn how to think. At the time, I could only pretend I knew what that meant. But each class I took, new friend I made or paper I wrote challenged me to go beyond what I already knew and try to reach my “full potential.” I’m not sure if I ever got there (or ever will) but what I can say is that I benefitted enormously, both on a personal and professional level, from my time at Queen’s. I was suddenly able to look at the world more clearly and critically, create and defend arguments and, most importantly, believe I could accomplish whatever I set my mind to.”

Carly is convinced that her Arts degree has made her a better journalist: “The cliché every Arts student has heard several times by the end of Frosh Week is that their degree, while nice, won’t open any career doors. But what I discovered after graduating from Queen’s is that studying history provided me with the kind of sound knowledge base, analytical skills and vastly improved thinking and reasoning abilities that would set me on a path toward success. As a student, I loved that I got to learn and try to understand the



moments in time that have helped turn the world into what it is today. I was fascinated by the fact we didn’t just learn about major events such as the Russian Revolution, but that we set about understanding the social problems,

political issues and cast of characters that led to them. Although journalism is highly focused on what is new right now—a concept taken to new heights by social media—I think it’s impossible to truly comprehend the context of our world without first understanding the history of how we got to this point.”

As for advice for aspiring journalists, Carly warns: “I’m not going to lie: Breaking into journalism can be tough, particularly in the current environment where newsrooms are shrinking and some are questioning the future of the profession. But there will always be a need for stories to be told, regardless of the medium they come in. In my experience, the best way to prepare for a life in media is to get oneself into it as soon as possible. For most of my time at Queen’s, I was heavily involved at the Queen’s Journal. Many of the friends I had there are now very successful journalists. Although writing isn’t for everyone, the point is that doing something, whether it be volunteering at a local TV or radio station or writing for the campus paper can pay huge dividends. Many are still divided about the merits of journalism school, but I think it can be a good investment. Although I did a journalism



degree after Queen's, which means I am probably pretty biased, it got me an internship that would help lead to the job I have now."

Looking back on her Queen's years, Carly observes, "the four years I spent at Queen's were some of the most important and memorable of my life. I still return to Kingston as often as I can. The nostalgia I feel for the limestone campus buildings, for living in a broken-down house with great friends and spending way too many late nights on Princess Street remains quite powerful! I will never forget how proud I felt the day I finally got my degree, but leaving Queen's was a bittersweet experience."

**Ted Goldring** is Head of English, History and Geography at Loyalist Collegiate and Vocational Institute, a Kingston high school. We met with Ted at LCVI, a beehive of activity, 700 students strong. We began by asking how his Queen's History degree (1997) helped him when he began his teaching career. "Queen's History gave me a strong enough base of knowledge that when I first began teaching I didn't necessarily have to spend much of my energy coming to terms with the content. I knew, more or less, *what* to teach. I could therefore spend more time thinking about *how* to teach, how to make things fun and interesting. "Can you give us an example?" "Yes. I soon realized that I could combine my interests in History and English and offer a joint course, one part standard history, one part standard English, but with assignments which combined both." "And students get credit for both subjects?" Ted responded: "Yes. I will often devise assignments which use literature as a window into a historical period. Admittedly, some students will say 'couldn't we just have a test?'--meaning the regurgitation of facts. Obviously I want students to master the basic facts and we do that. But I have found that an emphasis on storytelling, on anecdote, can grab students' attention. Now, thanks to the internet, I can call up images or video clips of, say, thousands of North Korean students doing gymnastics in an austere, martial setting. And this allows students to see life inside a totalitarian state. It fascinates them. I can show them an image from Google Satellite of the Korean peninsula, taken at night. And it's nothing but darkness north of the 38<sup>th</sup> parallel. Once I have gained their attention using a device like this, I can go deeper into the story, in a more conventional manner. I can show an image from the Russian Revolution and then the class can



go deeper into the discussion, which might center on the global impact of this event, and how it still resonates, to this day." "Were you inspired by your Queen's professors to teach this way?" we asked Ted. "Yes. Professor Karchmar's seminar, (*with the memorable title, "The Mailed Fist"—Editor*) introduced me to military history. He was a fascinating man. A nice man. He was a great storyteller. And a great cook too! I still remember many of the basic themes of that course."

"What sorts of challenges do teachers face in the digital age," we asked? Ted responded: "Some students might lack the skills to dig deep into the research, and this is, ironically, the result of information being so readily available. Studying in the 1990s, I had to learn how to conduct time-consuming library searches. Today, some students will simply do a keyword search and think they're done. Having said that, *most* of my students are doing amazing research, above and beyond what we were capable of at their age. I think the opportunities provided by the digital age outweigh the pitfalls. In the end, the internet, Google, Wikipedia, digital cameras, digital projectors...it's all awesome. I use digital media in class every day. On the whole, these are incredibly powerful and useful tools. Of course they're not the *only* tools."

We asked: "As a high school teacher, it must be somewhat of a challenge that students have such wide access to information—how to help them make sense of it

all?” Ted agreed that it was challenging, and added: “You still need to teach the skill of researching. It takes a lot of time. You can give a kid a research assignment and they might instantly get some information on a smartphone app and think they’re done. They soon learn that they are not! At the end of the day, I’ll take that challenge—the challenge of teaching in an age saturated by media, by information—if I can keep the internet, with its wealth of ideas, opinions, and facts.”

“What does your Queen’s degree mean to you?”

“My degree also showed me the importance of good writing, essay writing in particular. As a teacher one must be trained in at least two subject areas, and my second area is English. I didn’t teach my first History class until the fourth year of my career. But the skills I learned in researching and writing essays in History were incredibly useful in teaching both high school-level English and History. I can bring my knowledge of history to the novels we study in English classes. It’s not hard to see how a good background in History can help you teach *To Kill a Mockingbird*. Right now I teach a combination Grade 10 English and History course where I’m able to combine the curriculum, so I can have students read *Night* and *Maus*, both novels about the Holocaust, and then have them write a comparative essay in which they have to argue which is more effective at giving insight into the Holocaust. I also teach a World Religions course which I like a lot and it has been popular with students too.”

“I have many fond memories of my History classes at Queen’s. I loved my seminar courses. They often started with us discussing the readings, but then sometimes they might evolve into into fascinating conversations that could go off on a tangent. I’ve often mentioned to my students that History graduates are among the best conversationalists—the kind of people you want at a dinner party, since they tend to have a great breadth of knowledge. There were so many interesting, erudite people in my classes it was hard not to have a good time. I have fond memories of staying up until all hours finishing essays and handing them in just in time, though I also remember them fondly because I know I don’t have to do that anymore!”

“Do you have any advice for aspiring high school teachers?” Ted concluded: “First, make sure there are *two* subject areas that you might like to teach. High school teachers need two ‘teachables’ and you can’t rely on doing only one over the course of your career. I’d recommend

that students take lots of Canadian history. Every high school student has to take Grade Ten 20th Century Canadian History. So you can count on teaching that one. Try to get a good background in twentieth century world history. World War I, the 20s and 30s, the Holocaust, World War II, the cold war, decolonization are all major elements of that course. Finally, I would recommend that students take some Religion courses—world religions—because few other topics are so relevant to our world today. Such courses will provide insight into pretty much everything.”

Ted is married with 2 children. His wife has four degrees from Queen’s. Born in Kingston, Ted was raised mostly in Cobourg. Upon graduation from teacher’s college, Ted got a job in Sarnia and taught for two years before choosing to return to Kingston, a city he loves. And it’s a sentiment shared by the Goldring family: Ted’s brother teaches History and Geography at LCVI as well! And his parents have moved back to town. LCVI is the home to many Queen’s grads: Ted’s colleague, Kalev Promm, is another Queen’s History graduate working at the school. Ted coaches badminton, has taught photography, and has been known to attend the occasional weekend wedding—as a part-time professional photographer.



**Elizabeth Adamson**

graduated with a major in history 2006. She went straight to the University of Edinburgh to study for an MSc in Policy Studies. She did her MSc dissertation on comparative unemployment policy in rich

countries. Unsure of what sort of career lay ahead, Liz job-hunted in Toronto and eventually ended up getting a four-month internship at an education research center in British Columbia, where she focused on early childhood education and care. This experience led Liz to apply for a three

month research internship at the Social Policy Research Centre at the University of New South Wales, in Sydney, Australia. Liz arrived in 2009 expecting to return to Canada within a matter of months. At UNSW Liz did research on early childhood education and care policy. She was then offered a two year position at the same institute as a research associate. And recently she began her PhD in the same area, which she hopes to finish by 2014.

Liz works on a number of projects for NGOs and government departments as well as grant-funded research. Her job involves fieldwork, literature reviews, and policy analyses of government programs. In the run-up to legislation it would introduce in parliament, the Rudd government contracted out to UNSW a project on paid parental leave in Australia. (The policy became law in January 2011). Liz was given the responsibility of writing a policy and literature review on paid parental leave in similar countries to inform further evaluation of the policy. "It was the perfect mix of the academic and the practical, both working with stakeholders and undertaking independent research" she told us in a telephone interview. Liz has also worked on a policy audit of the various services and programs for children and families offered by each and every Australian state and territory. When Liz finishes her PhD she will pursue an academic post or possibly a career in government or the NGO sector. A former member of the Queen's ski team, Liz has made a couple trips to New Zealand to ski, and enjoys Sydney for its outdoor lifestyle, especially jogging and surfing around Bondi Beach.

Looking back on her Queen's years, Liz has fond memories of several courses. "When I began in the History Department I had no idea of the wide variety of courses on offer. I took courses on the history of China, the environment, terrorism, the history of medicine...things I never would have imagined taking when I was a high school student thinking about what was in store for me at the university level. All my professors were terrific. They were accessible and interesting. The History Department was small enough that you got to know other students. The seminars allowed me to take classes with a bunch of friends. We didn't plan it that way, but I just happened to end up in the same courses with familiar faces. The small classes required that I be on my toes all the time. You really had to come to class prepared to debate other people. I think this has helped me immensely in my graduate studies." We asked Liz what she liked about Kingston in

general: "I loved the small town atmosphere; everyone living in the same area. It was easy to get involved in campus life because the town was small enough. All my friends were close by. Queen's is a special place and I am happy that I chose to apply to study there."



We reached **Ayela Khan** in Toronto, where she works as the global website Content Editor for The Aga Khan University. She is responsible for writing and editing all content for the AKU's websites, which receive at least 1.2 million

hits per month. More generally, she is involved in the promotion of the university with a mandate to expand its global presence.

Born in Pakistan, Ayela spent a few years in Canada as a child. She decided to come back to study at Queen's, graduating with a Major in History in 2003. Ayela returned to Pakistan in 2003 and worked as a journalist with *Newsline*, a major national newsmagazine, for 3 years. Her articles focused mostly on modernization and the Pakistani identity. One can get a glimpse of this young writer's unusual talents here: <http://www.newslinemagazine.com/author/ayela-khan/> In particular, we draw your attention to Ayela's article on the "Death of the Marlboro Man" and her review of the book *Prejudice and Pride*.

After working as a journalist, it was off to Georgetown University in Washington, D.C., for an M.A. (2007-2009) in Peace and Conflict Studies. Upon graduation, Ayela worked for a Toronto NGO "Gems of Hope," where she researched corporate practices of donor organizations to ensure the use of fair labor standards. She built a database for GEMS and worked to target a university audience and to attract a wider pool of funding. Finally in September 2010, Ayela took up her current



position at the AKU.

“History,” Ayela says, “allowed me a lot of flexibility. I was free to pursue so many potential types of graduate study. Working as a journalist, I benefitted from my History degree. I was taught to write and to think in an analytical fashion. I was taught to be objective *and* subjective. The study of History made me take everything into account before arriving at my own opinion. Things are not always black and white.” We asked Ayela why she chose to study Peace and Conflict studies at Georgetown’s renowned graduate school: “it was a logical outgrowth of my undergraduate studies. I wanted to study the world, from a slightly different disciplinary angle. I wanted to see all the shades of gray. History taught me to doubt, to be cynical, to weigh everything carefully. In a sense, it can be a burden.” “But one worth bearing?” we asked: “Certainly! I gained a sense of humanity. History forced me to examine things that I had taken for granted.”

Ayela looks back on her Queen’s days with fond memories of friendships “made in seminars. The seminars were the best part. What I learned in them just stuck with me in a way that could never have happened with lectures, no matter how good they were. The coursework we had in our undergraduate seminars was pitched at a similar level to the graduate seminars at Georgetown.”

**Ian Michael** is a Partner at the Toronto office of the renowned law firm, McCarthy Tétrault. Ian is a corporate securities lawyer specializing in public mergers and acquisitions. At the time of this interview (Sept. 2011), Ian was working on the team advising the pension funds that are part of the ‘Maple Group’ bid for the Toronto Stock Exchange.

Ian graduated with a B.A in history in 1996. That year, he started at Queen’s Law School. Ian was elected Rector of the University from 1996 to 1998. Ian looks back on his extracurricular activities: “I was a member of the Ontario provincial ski team right after high school, in 1992-93. I raced all across Canada and Scandinavia. Over the next six years, as a Queen’s undergrad and a law student, I was either skiing or coaching on the cross country ski team. The team was a huge source of camaraderie. It was a great bunch of people. They were smart people who were also good athletes, but we knew how to party too!”

We asked Ian to recount some key moments and memories of his undergrad years: immediately, he thought of three History seminars. “Three classes stick out in my mind—one, because of the special combination of a keen young professor and an exceptional group of students. It was a second year seminar with Clyde Forsberg, who was incredibly enthusiastic about the subject matter, early US history. It was a fantastic review of the roots of modern American politics and religion. The subject matter was great, and that class still helps me to understand why



America is the way it is today. My recollection is that we read a book a week. It was a real eye-opener. A fantastic student named Sarah Eddy (*a Queen’s History grad, Rhodes Scholar and lawyer—Editor*) was in the class along with a whole group of other really interested students. You can

begin to imagine what sort of class it was. The level of discussion was really high. I became friends with several people in that class and I remained in touch with them for several years.”

The other two classes that stand out? “Klaus Hansen’s course was also great. I remember it well. It was directly related to Clyde’s course. The course followed the same pattern—heavy reading, fascinating discussions and a real sense that we had got to know a field by the end of the year. And I took a great seminar with each of Don Swainson and Paul Christianson. A high school friend and then housemate happened to end up in Paul’s class which again really raised the bar (*He is Robert Leckey, interviewed in this Newsletter—Editor*)”. That’s four classes, we reminded Ian. “Yes!” Ian requested that we mention that he got special permission as a Minor to take some upper year Politics courses, which he thoroughly enjoyed. “It was fun trying to keep up with devout political studies students like Ailish Johnson”, recalls Ian.



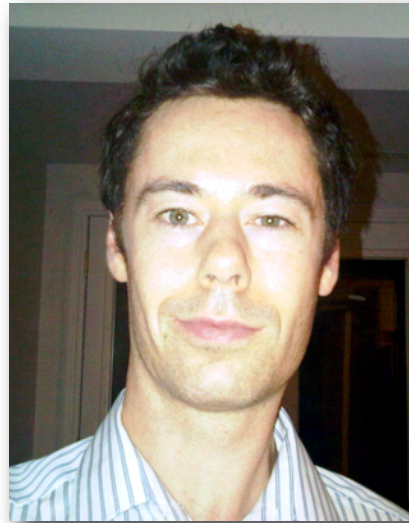
"In History and Politics, the reading load was heavy. No question about it, I thought I was doing well, but I was stretched and challenged by the workload. I suppose it was a taste of what I would come to enjoy later in life. I gained a critical eye. I was taught not to accept scholarship on its face, no matter the credentials of the author. As a lawyer, the ability to critically evaluate arguments is hugely important. And the stamina required to get through legal material is essential. I think that I had a taste of that as a history student. We were constantly producing written work on a deadline. The ability to just pick up and start writing is crucial. Sometimes when I am really immersed in writing legal memos, I get flashbacks of writing history book reviews!"

We asked Ian about his law firm's links to Queen's. "As a firm we clearly seek to hire the best and brightest from wherever they may be, but it is a source of pride for me that that has always included a solid number of Queen's students. In our Toronto office, we have at least 40 Queen's Law graduates and numerous Queen's B.A. alumni. I have stayed in touch with Queen's by being the recruiting liaison between McCarthy Tétrault and Queen's Law for a number of years and by serving a six year term on University Council. I feel a strong bond with Queen's. I now get to come down a couple times a year to teach a few classes on public mergers and acquisitions in the law school."

**André Côté** graduated in 2005, majoring in History with a minor in Political Studies. After finding himself "somewhat underemployed" in Montreal, he eventually landed a very interesting internship as an archivist with the Quebec National Archives. After doing some travelling, he then spent two years as a Research Associate at the Public Policy Forum in Ottawa, working on a range of policy projects that ran the gambit from economic policy to homecare. In 2007, he left to pursue a Master's of Public Policy from the University of Toronto's new School of Public Policy and Governance. André is now a Policy Advisor to the Deputy Minister of Finance for the Province of Ontario, advising on files including taxation, pensions, alcohol and gaming. The role entails a variety of things. "Part of the job is advising the Deputy Minister on policy files or updating him on issues," he says, "but it also includes managing relations with the Minister's Office, coordinating across Finance and with other ministries, helping to bring forward policy or

regulatory submissions to Cabinet, and a range of 'other duties as assigned'."

André's experience at Queen's played a critical role in developing the skills that has allowed him to succeed in the world of work. "The broad focus on liberal arts skills—writing, research and analysis, verbal communication—that were core elements in the history program are central



to my present role," he says. "The ability to think and discuss, the ability to read and synthesize large volumes of texts-- these core skills are critical. At Queen's, I was also made aware of a broad array of issues and ideas—from political economy to medieval history.

This breadth of knowledge and range of perspectives has served me well."

We asked André what he remembers most about Queen's History: "I had some fantastic classes. Some I ended up in quite unexpectedly but really enjoyed, such as a class focusing on Ireland in the nineteenth century and a seminar on the history of Islamic thought. There was an amazing class taught by a Colonel in the Canadian Forces, Bernd Horn, on the history of counterinsurgency, which was particularly fascinating as Canada's role in Afghanistan was taking shape. These and other courses had a really significant impact on my interests and career path."

More generally, we asked, 'what did you enjoy about Queen's'? André did not hesitate: "I lived in a big house in the ghetto with six really good guys. It was a fantastic social experience, and I am still best friends with them. By fourth year, I'd really focused on my academics, immersing myself in books and articles. But Queen's was particularly memorable for the social aspect, and I benefited greatly from it. From the Homecoming parties and the fabulous alumni we met, to some of the inspiring professors I encountered and the amazing friends I made, I look back fondly on my Queen's years."



### **Bridget O'Grady**

is currently an Internal Auditor in Whitehorse, Yukon Territory. Bridget graduated with a Bachelor of Arts Honours in History in 2003, winning the departmental medal. She pursued a Master of Public Administration at the Queen's School of Policy Studies,

and soon after graduation, became an Auditor and Audit Project Leader with the Office of the Auditor General of Canada (OAG) in Ottawa, where she worked from 2004 to early 2011. Bridget recalls, "I was responsible for conducting performance (or 'value-for-money') audits of the Royal Canadian Mounted Police, the Canada Border Services Agency, the Correctional Service of Canada, and a variety of other departments and agencies. Over the course of my six and a half years at the OAG, I travelled the entire country, gathering evidence (just as I did while completing my history degree, in fact!); toured everything from the Kingston Penitentiary to container ships in Halifax; interviewed senior management across the Government of Canada, stakeholder organizations, and international bodies; and contributed to the drafting of audit reports (some of the longest 'history' papers I've ever written!). I even had the privilege of representing the OAG at the Australian National Audit Office in Canberra, Australia, in 2009."

"How did your History degree help you in this role?" "My colleagues and supervisors at the OAG (many of whom attended Queen's themselves) valued my history education, and appreciated the unique perspective I brought to the team. Now, as an Internal Auditor with the Government of Yukon in Whitehorse, I put those same skills to use. To this day, I believe it was my History degree that laid the foundation for my interest—and ultimately my success—in tackling the 'big questions' in public sector management." We asked Bridget about her memories of Queen's: "I took a wide range of History courses with a number of professors who continue to have a profound

impact on my life to this day. Over the course of my studies, I developed a thirst for knowledge and a desire to become a truly engaged citizen. I made friends and established networks that have enriched my life more than I ever could have imagined."

"How did your History degree prepare you for your graduate studies and your career? Bridget answered: "I think my history degree helped prepare me for my Master of Public Administration, and ultimately my career in the public service, by providing me with critical thinking skills—and so much more. Because the liberal arts and humanities emphasize intellectual curiosity and exploration, I was encouraged to embrace ideas—and not to prematurely discount any career paths. Instead of fixating on what courses I 'needed to take' to become a member of particular profession, I focused on studying what I loved, and built self-confidence and critical competencies—including the ability to manage projects, work with others, and deliver presentations. My experience writing major research papers, delivering group projects, and leading seminar discussions surely helped. I was also fortunate to be able to conduct some research for Professor Emeritus Gerald Tulchinsky, who supported the growth of my research skills".

We asked Bridget if there was a particular reason she chose Queen's. "I chose Queen's because of its reputation and sense of community spirit. With some family in the Kingston area, I made the move from Comox, British Columbia. I owe a great deal to the Chernoff family, as well, whose 'Chernoff Family Award' opened so many doors. The gift enabled me to pursue my true academic passions, learn about myself, and decide on the path that was right for me."

"Do you have any advice for students considering a career in the public service," we asked? "Take the courses that interest you. Engage the material. Ask questions. Get to know your professors, and let them help you find your path: I know from experience that they are more than happy to provide mentorship, guidance, and assistance. Familiarize yourself with the enormous number of resources on campus, particularly the Career Centre. Between co-op options, on-campus jobs and research assistantships, it's entirely possible to build a C.V. that impresses prospective employers as early as your first year of study. I would also recommend enrolling in courses in statistics, research methods, economics, and French, should the opportunity arise. I did, and they have been critical to

my career advancement. Above all, stay positive, and know that the ability to communicate and reason—the hallmarks of a history degree—will get you places you may never even have dreamed possible!”

**Kathryn Tucker** is a lawyer at Dionne Schulze, a boutique law firm in Montreal, specializing in Aboriginal law. Kathryn graduated with a Medial in History and Development Studies in 2003. The road to McGill law school led through Santiago, Chile, where Kathryn was an Intern for a year at the Justice Studies Center of the Americas, Organization of American States. She conducted research on judicial reform in the Americas, particularly restorative justice. Upon graduation (with Distinction) from McGill in 2007, Kathryn articulated at a non-profit, environmental justice organization, Lake Ontario Waterkeeper, and subsequently was awarded a water policy fellowship at the Water and Duncan Gordon Foundation, where she undertook research on the ecosystem approach in Ontario law. Kathryn has also worked at Ecojustice (formerly the Sierra Legal Defence Fund). She is hoping to complete her Master of Laws in Environmental Law, at Vermont Law School, in 2012. She has several publications.

Born and raised in B.C., Kathryn is an avid outdoors person, a kayaker, snowboarder, and hiker. A classically-trained pianist and dancer, Kathryn has recently taken up the old time fiddle. When deciding where to undertake her undergraduate studies back in the day, she asked around to learn about different university experiences. Queen’s was the only university universally loved by all the students with whom she spoke. The close-knit student community appealed to Kathryn. “Even Kingston’s geography encourages academic enthusiasm. As Queen’s campus and neighbouring student village are so physically close we could easily hang out at the Grad Club after class to continue our discussion with the professor without people rushing off to catch the bus or deal with parking. These after-class discussions most often occurred in our small History classes. In my first year I was able to take a full-year seminar, Hist 121 (*At the time it was. Today, due to cuts to teaching budgets, it is just 50% seminar format—Editor*). It was fantastic. As in many of my other classes in years to come, we became friends with one another and with our teacher. Being in a small class in first year gave me confidence to speak in group settings. I took a wide variety of courses and enjoyed dabbling in unfamiliar areas. I liked

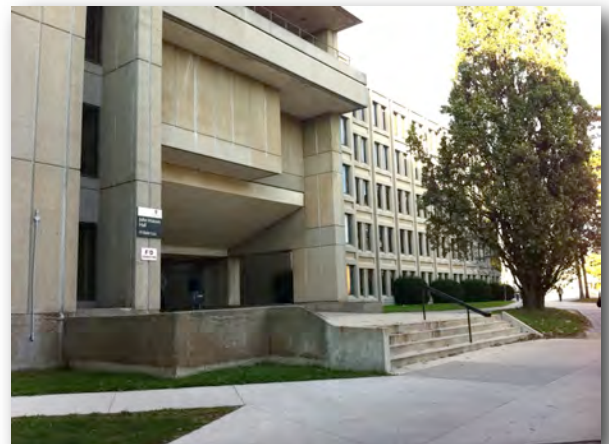
the Medial option—gaining competence in two disciplines. And by the end of my stay in Kingston, I knew how to write. All the large volumes of readings! It was a very rigorous education. Just the other day, I was just thinking about how useful my history degree is to the field of law in

which I work. It's not unusual that someone in our office is heading off to dig around in the archives. It's just in a day's work to learn about the Montreal Sulpicians, or the Seven Years' War, the High Arctic relocation of the Inuit in the 1950s, or the history of residential schools.



We're currently working with various historians to prepare reports and expert testimony for land claims and treaty settlements. So, perhaps more than most fields of law, the historical dimension is really an integral part of the practice of Aboriginal law.”

Finally, we asked Kathryn what she reads in her spare time. “You mean besides Harry Potter? Why, *The Economist* of course!”





## Interviews with Current Students & Instructors

### By Tim Smith



**Alexandra Petre** is currently a fourth-year History student. During the summer of 2011 she held an Undergraduate Student Summer Research Program award. She is a residence Don, a Research Assistant in the History Department, a Princeton Review Campus Representative, and a

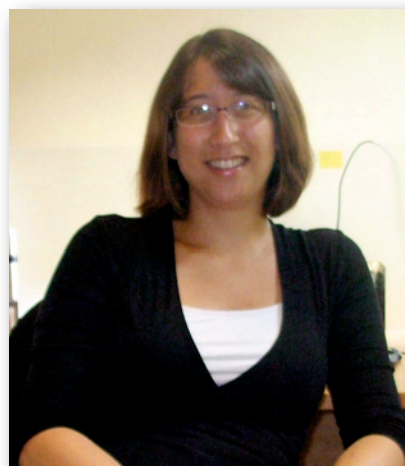
Government of Canada Student Ambassador (in the Office of the Chief Human Resources Officer, Treasury Board of Canada). Alexandra's extracurricular activities, past and present, include positions at the Queen's Meal Exchange, the March of Remembrance and Hope, a VP position at AIESEC, a position at the AMS and several others!

Born and raised in Romania, Alexandra is a proud new Canadian citizen. We asked her why she came to Queen's. "Kingston and the campus are charming. Growing up in Eastern Europe, I had certain positive images of life on a North American campus. Queen's confirmed my sense that North American universities are close communities. Queen's recognized my achievements and offered me the financial package I needed to attend."

We asked Alexandra why she chose to study history. "A history undergraduate education opens up so many intellectual avenues. History offers me *the most* varied perspectives on issues—at least, that has been my experience. Also, I love the seminar system. In a few of my seminars we have had very strong personalities with opposing points of view and yet we managed to have engaging, lively, and civil debates." Alexandra has taken advantage of Queen's numerous opportunities for study abroad. "Compared with my experience in the education systems of two other nations, I find it remarkable how all my profs are open to giving advice. I have received valuable guidance—academic advice, career advice. And I was

surprised at the lack of a rigid, formal barrier between teacher and student in Canada. People are approachable. Coming into first year, like many of my classmates I thought I was destined to be a lawyer. I am still interested in law, but I came to be interested in the topic of migration, citizenship, and social welfare. I hope to pursue graduate work in the field abroad."

**Sarah Waurechen** is the History Department's most recent recipient of the departmental Teaching Award. Sarah recently completed her PhD at Queen's after transferring from the University of Alberta in 2009. After her short but highly successful stint at Queen's, she has left to take up a post-doctoral fellowship at McGill University. In November 2010, we attended a 90 minute lecture which Sarah delivered on the Causes of the English Civil War.



The classroom was filled to capacity. Sarah had obviously developed a strong rapport with her class of 140 students. Sarah's classes blend a typical lecture format with face-to-face debate. Just ten years ago, a

typical lecture would have had 60 to 90 students enrolled. Today they are all capped at 140, and we teach many more of them. 140 students seems close to the maximum if discussion is to take place.

And yet that is easier said than done. Clearly, Sarah had taken great care to place about fifteen questions at strategic points in her lecture. At least twenty students responded or asked their own questions. The body language of the typical student was instructive. As we sat in the back of the lecture hall, we saw no students dozing off. There was no surfing of the web on laptops. Students were looking straight at the front of the classroom or they were taking notes.



The lecture began with a discussion of eight "Possible Causes" of the English Civil War. The key issues were posted on Power Point. Sarah walked the students through the historiography, including the very latest scholarship. Her notes were there to provide orientation but it was clear that Sarah was not reading from them. She seemed to have two pages of point form notes which guided her. The students knew exactly where the lecture was going. Sarah's delivery was well-paced, clear and concise. Sarah would occasionally walk across the front of the lecture hall to write key names on the chalkboard. She would use these occasions to go to the center of the 'stage' and speak directly to the class, untethered from the podium, in a way harking back to that master of the interactive, Phil Donahue.

The first third of the lecture consisted of a discussion of historiography, key concepts, and the like. The rest of the lecture was devoted to the "Narrative," which was clearly signposted. Sarah walked students through some of the early events in the Civil War. She concluded with a sweeping overview and then a series of questions. The last fifteen minutes of the class consisted of a question/answer session. Students were encouraged to defend or criticize a particular school of thought.

Sarah has the confidence and the natural ability that few of us possess. Sarah adds that her "lecture style is actually pilfered from my old mentor at WLU, Joyce Lorimer (now emerita). She didn't run as interactive a lecture as I do, but she did ask the occasional question. Most importantly, she was very explicit that half of what she was doing in the class was teaching us how to be effective students. So she always lectured to a question, to point out that she was essentially constructing an essay. Her goal was to teach us how to take effective notes, but I do it to try to emphasize historiography and to make it more memorable. Lectures have a tendency to be very passive creatures, and if you give people a reason to remember them, then exams are much easier."

"How did you find Queen's students?" "I could sing their praises all day long. The only reason I could pull [my lecturing style] off was because of the strength of Queen's students. My students also struggled through hard, foreign material, and they did so at ridiculous times, like 8:30 am on a Monday, or 10 am on a Friday. Even when they were tired (and sometimes they did fall asleep), they still came. And on top of that, the consultation rate was much higher at Queen's than I had ever encountered. They come to see you two or three times about the same paper!"

Sarah asked us to add that "the teaching award I won was actually from my 2nd year core seminar. And I do need to give them a special airing. If you asked any of them they'd agree that the first few weeks were grueling. They had no background in European or early modern history, and they were trying to learn facts, and the methodologies and debates of the historical field at the same time. They also had more reading than they were used to because core seminars expose them to that for the first time. They were frustrated and I was a little worried. But by second semester, the change was incredible. The growth you get to see in those seminars is amazing. They had learned so much about the period, but were also incredibly sharp when it came to picking up on historical debates, interesting or flawed methodological approaches, and they even wanted to talk about theory by the end (we had a great debate about the nature of the public sphere). By the last class, I would have confidently put any of them in a Master's seminar, said go, and they could have held their own. That wasn't me -- that was the hard work, intelligence, and perseverance that Queen's history students bring to the table."

"So, you are confident in pitching your classes to the highest level?" "Yes," said Sarah. "Rightly or wrongly, I present the hard options: hard questions, concepts, and assignments. The best comment from my Hist 288 evaluations was this: 'assignment 2 was evil. Do you hear me? Evil!' Whoever wrote it was both joking and being completely serious. I try to explain to them that for many assignments and activities, I don't expect them to do it right: just to do it. It's a learning curve, so that when they get into the senior seminars they hit the ground running. The other thing that I tell them is yes, my expectations are high and assignments hard, but I try to give them the tools to learn to cope. I know students complain about work, but most of them genuinely (at some level, even if they thought it was a bit evil), enjoy a challenge."

Perhaps you saw **Carolyn Harris** live on CNN-- or was it CTV or TVO? Perhaps you read her op-ed in *The Globe and Mail*? In any case, Carolyn had a busy spring and summer. It all started with an interview with the Toronto Star in mid-April concerning the laws of royal succession in Britain. Another call came later that month: could she discuss the British royal wedding on TVO's "The Agenda with Steve Paikin?"

It must have gone well, because over the next couple months, Carolyn gave 35 print interviews in the US and Canadian media and 20 radio/tv interviews on the

royal wedding and the royal visit to Canada.



Carolyn is doing her PhD under the supervision of Andrew Jainchill and Jeffrey Collins. An expert on the history of monarchy, Carolyn's thesis is on "Henrietta Maria and Marie Antoinette: Queenship and Revolution in

Early Modern Europe." Carolyn adds: "I have completed the first draft of my dissertation and am in the process of doing revisions. My key argument is that negative perceptions of Henrietta Maria and Marie Antoinette as wives, mothers and heads of royal households undermined popular support for monarchical government preceding and during the English Civil Wars and French Revolution respectively. The dialogue between each queen's perception of her position and the expectations of the King's subjects intersects with numerous themes in Early Modern European history such as the formation of the state, the role of women in the family and the evolution of the public sphere."

Carolyn's research has been supported by numerous Queen's graduate awards, student travel awards, and by the Social Sciences and Humanities Research Council of Canada. She has worked in Great Britain and France at the British Library, the National Archives at Kew, the National Art Library in the Victoria and Albert Museum, Lambeth Palace Library, the National Library of Wales, the Archives Nationales (Paris), the Bibliothèque Nationale de France and the Bibliothèque de la Histoire de la Ville de Paris.

At Queen's, Carolyn has found that she belongs to "a very social group of grad students. I have enjoyed many lunches in the grad club and films at the screening room. We are a cohesive bunch; we have grad student volleyball and softball teams. And of course the classroom environment is great. I was drawn to Queen's partly because I liked the idea of a smaller university and I was hopeful that I might belong to a cohesive department and peer group. My expectations have been met!"

**Sean Mills** studied with Prof. Ian McKay. After receiving his PhD in 2007, Sean held post-doctoral fellowships at the University of Wisconsin-Madison and NYU before being offered a tenure-track position at the University of Toronto. He is a historian of post-1945 Canadian and Quebec history. In 2009 he co-edited *New World Coming: The Sixties and the Shaping of Global Consciousness*. In 2010 he published *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal*, which received the Quebec Writers' Federation First Book Award, and an Honourable Mention for the Canadian Historical Association's Sir John A. MacDonald Award (2011). In 2011, the book appeared as *Contester l'empire. Pensée postcoloniale et militantisme politique à Montréal, 1963-1972*.

Sean argues that to understand social movements in 1960s Montreal, it's necessary to adopt a broad global perspective that acknowledges the influence of Third

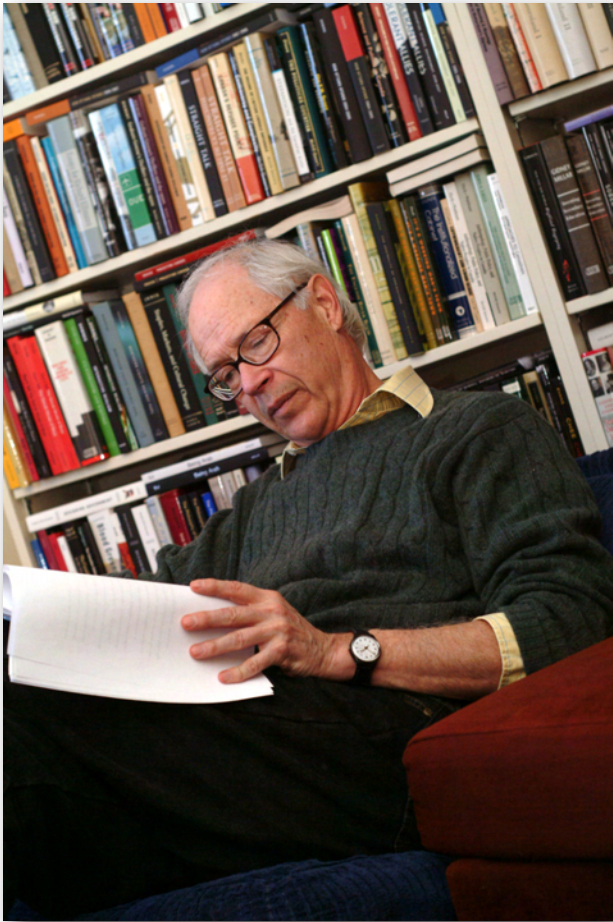
World decolonization.

His current research explores Quebec's relationship with Haiti, including the influence of Haiti in Quebec's political and intellectual life since 1945.

Sean recalls his "fond memories of Kingston." He remembers "debating questions of theory and historiography with other grad students at The Toucan," and he also



remembers working with the "dynamic team putting together the New World Coming Conference in 2007," which led to the book of the same name. "I had a great experience at Queen's," he says, "and it provided me with teaching experience (I taught a course called "Democracy and Dissent in Postwar North America" that I now teach, in a different format, at U of T called "Politics and Protest in Postwar North America")." "I gained rigorous academic training," he stated, "by working with some of the best historians anywhere."



**Donald Harman Akenson** is the Douglas Professor of Canadian and Colonial History. Upon the publication of Prof. Akenson's 21<sup>st</sup> single-authored book, *Ireland, Sweden and the Great European Migration, 1815-1914*, we thought it appropriate to highlight the research of this prolific and profound author. The recipient of six honorary doctorates and the winner of more than a dozen major international book and research awards, Don was awarded the Molson Prize for his lifetime contribution to Canadian culture in 1996. (Since then he has written seven major books). Don is, in the words of Dr. Enda Delaney of the University of Edinburgh, "widely and justifiably regarded as the most distinguished scholar of the history of the Irish diaspora."

Prof. Akenson has given endowed lectureships and he has held visiting professorships at universities around the world. Don has been a finalist for the Governor General's Award (Non-Fiction) and he has won the Ontario Trillium Prize and the the Grawemeyer Award for Ideas Improving World Order (for *God's Peoples: Covenant and Land in South Africa, Israel and Ulster*). And since 1982, he has edited hundreds more books in his capacity as Senior Editor, McGill-Queen's University Press. The research output of this one individual rivals that of some entire departments.

In his latest book, Don argues that the "Irish diaspora, like all others, is considered on its own terms. It is self-referential and self-reverential." The story goes like this: *we, the Irish people* are the most oppressed ever. So, I decided to see if that's true. Sweden also saw a massive exodus during the nineteenth century. Sweden was poor—almost as poor as Ireland. Sweden was equally vulnerable to economic shock and to crop failure. Roughly 60% of the Irish population risked falling into utter destitution in the event of a bad harvest; in Sweden it was about 40%. Sweden was endemically poor. Ireland had its well-known famine. Sweden had its unknown but severe 'Great Deprivation' during the 1860s. So you have similar levels of poverty and economic development in general, similar levels of vulnerability to economic shock, followed by massive emigration, from both nations. The three largest emigrations from nineteenth century Europe, as a proportion of total population, were from Ireland, Norway and Sweden—in that order. In other words, in many ways, Ireland was not exceptional. Growing up in Ireland as in Sweden meant being educated and expected to leave the country. The implication of all of this is, I think, that Irish exceptionalism is an unnecessary myth."

As Don told us in an interview in Watson Hall, "You're as poor as can be. So how do you solve the problem? In both countries, you export people. You could also change the agricultural model, and you could choose to industrialize. Sweden succeeds in doing both. Ireland doesn't. Ireland, instead, gets out of its trouble—and then slips into a sort of economic and demographic slumber--by exporting more people, but also by producing *less* agricultural output! Ireland decided to shift from high volume, high-intensity farming to low output pastoral agriculture—cattle farming, sheep farming. Pastoral agriculture is an inefficient use of land. And Ireland does not industrialize, unlike Sweden. How to cope with this self-imposed constraint? With a tight system of social repression. You either leave the country, you inherit land, or you stay and be celibate. You delay marriage and you forbid birth control. There was a key link between economic conditions and sexual mores. Large Irish families certainly existed and exist—but the social pressure to marry late meant a low overall marriage rate, and it prevented a population boom." Here is a book which cuts to the very heart of Ireland's national identity.

Don Akenson came to Queen's in 1970 from Yale University, a self-described political refugee who was more than uneasy with the direction of US foreign policy. He has chosen to stay at Queen's. Somehow Don finds the time to manage his own sheep farm east of Kingston. His motto is: 'write a page a day.' The major trend Don has noticed in his time at Queen's is this: "the faculty members in History have never been stronger. We hire terrific young people."



## Departmental Fundraising

As university teaching budgets dwindle, eclipsed and outstripped by inflation, energy costs, pension gaps, and the demands of deferred maintenance, the donations of alumni have become increasingly important to day-to-day operations. If you would like to make a one-time or ongoing contribution to the Department of History's Trust Fund to support our undergraduate program, please take the time either to fill out the enclosed gift ticket or to visit the departmental website to make a donation.

<http://www.queensu.ca/history/news/supportdepartment.html>

## Honouring Professors from the Past

In the Department three rooms bear the names of former Professors—the Eric Harrison Seminar Room, the Arthur Lower Lounge, and the Reginald G. Trotter Seminar Room. For a department devoted to the study of the past, we have a hard time remembering our own. In an effort to recoup what might have been forgotten, we are asking alumni to pass along stories or memories you may have about Harrison, Lower, or Trotter to be used in the creation of both a memorial plaque for each room and a narrative about the contributions each made to the department and the university. Please send all submissions to James Carson, Chair of the Department, at [jc35@queensu.ca](mailto:jc35@queensu.ca)

## Appointment of New Department Chair and Undergraduate Chair

The Department of History is pleased to announce the appointments of **James Carson** as our new Departmental Chair and **Rebecca Manley** as our new Undergraduate Chair.

Prof. Carson returns to the department after serving six years at the Faculty of Arts and Science as Associate Dean. He is a specialist in the ethnohistory of colonial and early national America. He is also the author of *Making an Atlantic World: Circles, Paths, and Stories from the Colonial*

*South and Searching for the Bright Path: The Mississippi Choctaws from Prehistory to Removal*. His newest book *American Exceptionalisms: From John Winthrop to Oprah Winfrey*, co-edited with Sylvia Söderlind of the Department of English Language and Literature, will be out in October.

Prof. Carson succeeds **David Parker's** two year stewardship beginning July 1, 2011. Prof. Parker returns to teaching a full course load in fall, and while he is on half-sabbatical in winter he will put the final touches on an edited anthology on Latin America's middle class. Prof. Parker will also continue work on his book project on dueling and political culture in Uruguay. Prof. Parker is the author of the widely acclaimed book, *The Idea of the Middle Class: White-Collar Workers and Peruvian Society, 1900-1950*.

**Rebecca Manley** specializes in Russian/Soviet and Modern European History. She is the author of the award-winning book *To the Tashkent Station: Evacuation and Survival in the Soviet Union at War*, which was chosen by The Association for Women in Slavic Studies as the best book by a woman in Slavic/Eastern European/Eurasian studies in 2010. Prof. Manley succeeds **Tim Smith** who served as Undergraduate Chair in 2004-2006 and again in 2010-11.

The Department thanks Profs. Parker, Smith, Carson and Manley for their past and present service to the department.

## Faculty News and Notes

After a successful stint as our Chair of Graduate Studies, **Sandra den Otter** has joined the School of Graduate Studies as an associate dean where she will be involved in both the strategic planning and operations of the University's graduate programs. We wish Sandra a happy time in Gordon Hall.

**Jackie Duffin** has just seen the second expanded and revised edition of her book *History of Medicine: A Scandalously Short Introduction* (Toronto: University of Toronto Press, 2010) appear. Meanwhile, Dr. Duffin continues work on several articles and a forthcoming book on medicine and saints.

**Rebecca Manley** won a second award, the 2010 W. Bruce Lincoln Book Prize of the Association for Slavic, East European, and Eurasian Studies for her book *To the Tashkent Station: Evacuation and Survival in the Soviet Union at War*.

History Professor **Ian McKay** and former History B.A. & M.A. Student **Robin Bates** have won the Pierre Savard Award for their book *In the Province of History: The Making of the Public Past in Twentieth-Century Nova Scotia*. This award is given out by The International Council for Canadian Studies to recognize outstanding scholarly monographs on a Canadian topic.

**Ariel Salzmänn** revised and updated her book *Tocqueville in the Ottoman Empire: Rival Paths to the Modern State* which has been translated into Turkish as *Modern Devleti Yeniden Düşünmek: Osmanlı Ancien Regime'i (Rethinking the Modern State: The Ottoman Old Regime)* and explores the privatization of public resources in the Ottoman Empire. Dr. Salzmänn was also the first scholar from a Canadian university to hold a senior fellowship at the Research Centre for Anatolian Civilizations in Istanbul.

Former chair **Richard Greenfield** serves on the editorial board of the *Dumbarton Oaks Medieval Library* (Harvard University Press) where he is involved in the preparation of a new series of Greek texts with parallel English translations.

From Dec., 2011 to Sept., 2012 former Undergraduate Chair **Jeff Brison** was a Scholar-in-Residence at the Rockefeller Archive Center in Sleepy Hollow, New York where he researched and wrote sections of a book-length study of the community and culture of liberal internationalism in Canada, the United States and Great Britain in the 1930s, 40s, and 50s. He intends to argue that Canadian-American collaborations were crucial in mediating an older British imperial-based internationalism in the context of a new geopolitical environment in which the United States and Canada played new and significantly enhanced roles as global superpower



and emerging middle-power respectively following the end of World War Two. The Department thanks Jeff for his four years of outstanding service as Undergraduate Chair.

## The Department Welcomes...

**Ben Woodford** has just joined the department from the University of Cambridge and will hold a SSHRCC postdoctoral fellowship to research early modern Britain. Dr. Woodford will work with **Jeff Collins** on Oliver Cromwell and English print culture in the 1650s and also begin the revision of his dissertation into a book manuscript entitled "Perceptions of a Monarchy without a King: Reactions to Oliver Cromwell's Power" which will explore how members of the Cromwellian Protectorate and outsiders reacted to the growth of Cromwell's monarchical power.

**Brad Miller** will join the department from the University of Toronto in January, 2012 as a SSHRCC postdoctoral fellowship and will research the evolution of Canada from colony to state in reference to the place of British North America within nineteenth century international law. Particular issues of interest will include aboriginal claims to self-government, the rights of religious minorities, extradition, the use of military force, protection of foreign authors' property, and international trade and so on enmeshed "Canada" in the long 19th century in an emerging and contested global legal order. Dr. Miller will work under the supervision of **Jeff McNairn**, our current Graduate Chair.

## Donations Matter

Last fall the Department and University concluded a centennial celebration of the James Douglas Chair in Canadian and Colonial History. The actual chair is ornate, elaborately carved, and was restored by the students in the Master's of Art conservation program at Queen's and then placed in a position of prominence in Douglas Library. The holder of the

Douglas Chair, **Prof. Don Akenson**, delivered an incisive talk about the state of the modern university entitled "Arithmetic, Purpose, and Liberal Arts Education," but only after he escaped from being trapped in the Douglas Library elevator for longer than any person should have to endure. The Department would like to thank Kathleen Birchall for inspiring the celebration and Jonas Elliott Gerson (Science '08) for his contribution to the chair's restoration.

A bequest from **Bernice Nugent**, who graduated with a degree in History nearly eighty years ago, sustains the Nugent Fund which in turn funds various student events and departmental lectures. Last year, renowned historian **Natalie Zemon Davis** came from the University of Toronto to speak about "Judges, Masters, Diviners: Slaves' Experience of Criminal Justice in Colonial Suriname." This year **David Nirenberg**, the Deborah R. and Edgar D. Jannotta Professor of Medieval History and Social Thought at the University of Chicago will speak on "Medieval History meets Geopolitics: Judaism, Christianity, and Islam."

As well the fund supported the Douglas Chair dinner and reception, the March Break Open House for visiting high school students, a visiting scholar from Cuba, the annual Queen's-McGill Graduate Student Conference, and a number of other events and speakers. The Marjorie McLean Oliver Endowment Fund has provided support for **Rebecca Slitt**'s second year in the department as the Oliver Postdoctoral Fellow. Working with **Richard Greenfield**, Slitt just published an article on gender and political friendship in twelfth-century England in the journal *Gender and History* and will spend the coming year exploring representations of women's speech in twelfth-century chronicles. She will also be spending some hours turning her dissertation on aristocratic male friendship into a book manuscript.

In addition to inspiring the Douglas Chair Centennial, Kathleen Birchall

endows the Roger Graham Fellowship in Modern Canadian History which is awarded annually to an incoming PhD student. This year's holder is PhD student **Scott Fleming**.

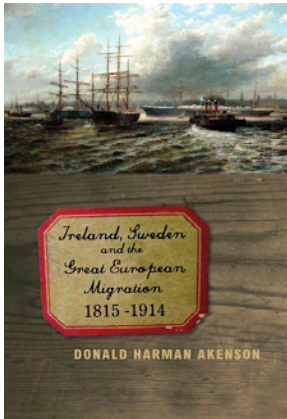
## Undergraduate Research

Three History undergraduate students have won prestigious Undergraduate Student Summer Research Program awards. The University offers just twenty of these awards annually. **Jeffrey Rosamond**, a fourth-year History major, will use the award to complete a research paper entitled "Understanding Colonial Andean Utopias" under the supervision of Nancy E. van Deusen. The paper will examine Felipe Guaman Poma de Ayala's *The First New Chronicle and Good Government* which describes Poma de Ayala's ancestors, the Incas, as having created a utopian visionary system of political and social perfection and then confronts the problems that followed the Spanish conquest. **Irfan Tahiri**, a second year student, will work on a project called "Remembering Afghanistan in the 1970s: A Website of North American and Afghan Memories of a Peaceful Afghanistan" which will involve development of a website, collection of materials and carrying out of interviews. The website will provide a place for Afghani citizens (and Afghan-North Americans) and North American travelers to deposit copies of photographs and other records from the 1970s, as well as to exchange memories about a once peaceful land that has been horribly scarred by decades of war. **Alexandra Petre**, a fourth-year History student, will work on her research project and Honour's thesis, "Welfare for Immigrants: Changing Meanings of Social Security in Britain, 1979-2007," under Tim Smith's supervision.

## Graduate Students' Comings and Goings (Queen's supervisor in brackets)

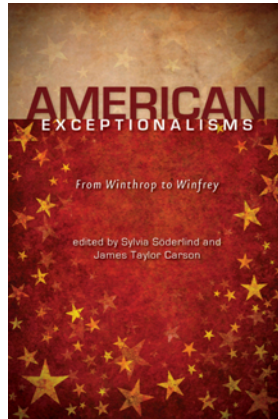
- James Morton (supervisor, Richard Greenfield), a former Canadian Rhodes Scholar and Queen's MA student is at the University of California Berkeley doing a PhD in Byzantine Studies.
- Michelle Bourbonniere (Robert Shenton) is enrolled in a PhD at Stanford University.
- Aidan Forth (Sandra den Otter) has begun a PhD at Stanford
- Kelly Summers (Harold Mah) is doing a PhD at Stanford
- Sarah Shortall (Harold Mah) is doing a PhD at Harvard
- Nicole Longpre (Tim Smith) has begun a PhD at Columbia University.
- Lise Butler (Sandra den Otter) has begun a PhD at Oxford.
- Mark Condos (Sandra den Otter) has begun a PhD at Cambridge University.
- Robynne Mellor (Tim Smith/Colin Duncan) just started a PhD at Georgetown University.
- Stuart Henderson (Karen Dubinsky) received his PhD in 2007 and recently published *Making the Scene: Yorkville and Hip Toronto 1960-1970* (Toronto: University of Toronto Press, 2011). He has also accepted a position at McMaster University.
- Nancy Butler (Ian McKay) will hold an assistant professorship in the Department of Gender Studies this fall.
- Michael Eamon (Jane Errington and Jeff McNairn) teaches public history at Trent University and is editor-in-chief of "*First Person: The Online Journal of the Champlain Society at Champlain Society.*"
- David Duncan (Tim Smith) will finish his PhD at Cambridge University this autumn.
- Chris Churchill (Harold Mah) has landed a tenure-track job in History and Global Studies at Alfred University in the Fingerlakes Region of western New York. Dr. Churchill was a mainstay of the undergraduate teaching program for years and we wish him every success.
- Julie Johnson, PhD (Harold Mah) has a full-time position at Dawson College, Montreal.
- Kate Baldwin (Tim Smith) has just completed a PhD in Politics at Columbia University and taken a tenure-track position at the University of Florida
- Howard Coombs (Allan English) received his PhD in 2010 and now teaches full time across the water at the Royal Military College.
- Sherman Lai (Emily Hill) received his PhD in 2008 and is in the second year of a postdoctoral fellowship at Oxford University on "The Persistence of Conflict: China's War with Japan and Its Impact, Memory and Legacy, 1931 to the Present." His book, *A Springboard to Victory: Shandong Province and the Chinese Communist Military and Financial Strength, 1937-1945* (Leiden: Brill), has just appeared.
- Former PhD student and current University of Toronto professor Sean Mills (Ian McKay) received honourable mention for the John A. McDonald Prize from the Canadian Historical Association for his book *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montréal* (Montréal: McGill-Queen's University Press 2010).
- Zozan Pehlivan (Ariel Salzmann) has received a Mellon Fellowship in the Humanities and will work on her dissertation in London at the Institute of Historical Research for 2011-2012. Her research concerns Tribes, Cities and Trade in western Kurdistan during the "long eighteenth century" of 1700-1850.
- Yves Pelletier (Caroline-Isabelle Caron) is now an assistant deputy minister in the government of New Brunswick.
- Travis Tomchuk (Ian McKay) is now a researcher/writer at the Jewish Heritage Centre of Western Canada in Winnipeg.
- Scott Rutherford (Karen Dubinsky) completed his PhD and just co-edited a special journal of Race and Class entitled "*Canada: Colonial Amnesia and the Legacy of Empire.*"
- Matthew Trudgen (Allan English) won a Security and Defence Forum Postdoctoral Fellowship at the Centre for Military and Strategic Studies (CMSS) at the University of Calgary.
- Sarah Waurechen (Daniel Woolf) has taken up a SSHRCC postdoctoral fellowship at McGill
- Uyilawa Usuanlele (Robert Shenton) is now an assistant professor of African History at Oswego State University, New York.

## Hot off the Press



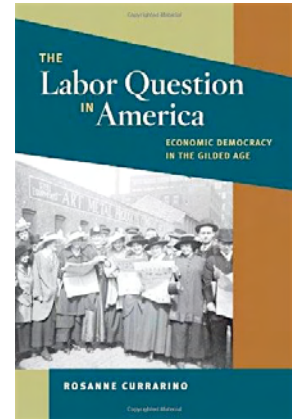
**Donald Akenson**

*Ireland, Sweden and the Great European Migration, 1815-1914*, McGill-Queen's University Press, 2011.



Sylvia Söderlind and **James Carson, eds.**

*American Exceptionalisms: From Winthrop to Winfrey*, State University of New York Press, 2011.



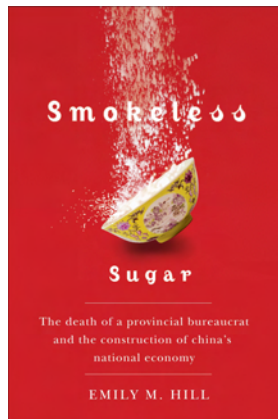
**Rosanne Currarino**

*The Labor Question in America, Economic Democracy in the Gilded Age*, University of Illinois Press, 2011.



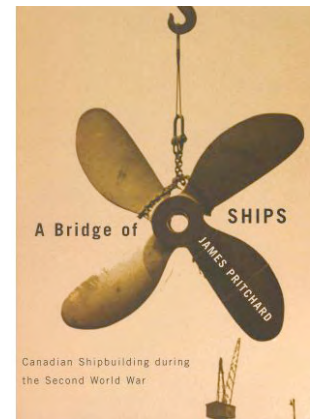
**Ian Hesketh**

*The Science of History in Victorian Britain: Making the Past Speak*, Pickering and Chatto Ltd., 2011.



**Emily Hill**

*Smokeless Sugar: The Death of a Provincial Bureaucrat and the Construction of China's National Economy*, University of British Columbia Press, 2011.



**James Pritchard**

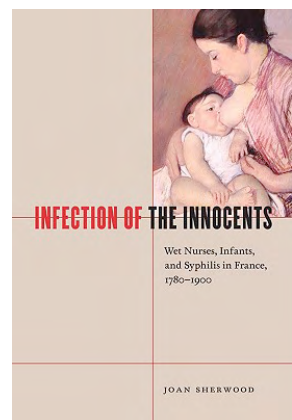
*A Bridge of Ships: Canadian Shipbuilding during the Second World War*, McGill-Queen's University Press, 2011.



**Ariel Salzmann,**

*Modern Devleti Yeniden Düşünmek: Osmanlı Ancien Régime'i*, İstanbul: İletişim, 2011.

**Joan Sherwood**  
*Infection of the Innocents: Wet Nurses, Infants, and Syphilis in France, 1780-1900*, McGill-Queen's University Press, 2010.



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