

Chronicles

NEWSLETTER OF THE DEPARTMENT OF HISTORY



From the Chair

Rebecca Manley

This summer, I was appointed Chair of the Department of History. One of the unexpected pleasures of my new position has been gaining a new appreciation of what we do, not just as individual staff and faculty members, but as a department. My first newsletter address is an opportunity to share some of the highlights my new bird's eye perspective has afforded me.

History boasts a vibrant undergraduate program. National histories remain an important component even as many faculty are developing more thematically oriented courses. Some are inspired by our faculty's research. Tony D'Elia has drawn on his new research on the storied history of Rome's Coliseum to develop a new course on Sport and the Spectacle of Violence from Antiquity to the Renaissance. Other courses have been conceived in response to contemporary events. Ariel Salzmann and Adnan Husain have teamed up to offer a new course on the history of Islamophobia from the late classical Middle East to contemporary North America.

We are also expanding educational opportunities outside the traditional classroom. This year, we have over a dozen students participating in our internship program at local museums and archives, bringing their expertise in history to the service of local institutions, and gaining valuable experience and skills in the process. With the 150th anniversary of Confederation approaching, many have been working on sesquicentennial projects. They are assuming the mantle of public historians, learning, as they help develop exhibitions, apps, and marketing materials, to engage the public with the past.

Our interns are not the only students who are learning outside the classroom this year. Steven Maynard has created an assignment in his first year course on Canada and the World that invites students to take to the streets of Kingston in search of sources. These students will also be engaged with the sesquicentennial, not as practitioners of public history, but as cultural critics. After selecting a local commemorative site, they will reflect upon the uses of history in the present.

As these examples suggest, the History program has actively

Fall 2016

Volume VII

embraced opportunities to engage students in new ways. As historians, however, we are also aware of the value of past practice. We believe that the small-group seminar, which stands at the core of the history curriculum, constitutes one of the most effective forms of pedagogy. There is perhaps no better testament to the vitality of the seminar than the reflections of our alumni. In the pages that follow, alumni from different generations discuss how their history seminars furnished them with crucial skills in research, analysis, and communication, skills they have put to use in diverse array of professions. In their history courses, they found not only utility, but also the excitement of discovering new ideas and discussing them with their professors and their peers.

At the graduate level, our students' research spans the globe. Canadian history remains one of the bedrocks of our program, bolstered by the launch of our Lower Workshop Series in Canadian History. The Lower series, now in its second year, brings faculty and students together around a seminar table with a visiting scholar to discuss a pre-circulated work in progress. The workshop format fosters vigorous exchange and critical engagement, and gives students an opportunity to participate alongside faculty as equal partners.

We also continue to develop our strength in global history. This year, we are excited to announce the launch of our Global History Initiative, featured on page 15. The initiative, started with seed money from the History Department Trust, was the outgrowth of relationships forged by Amitava Chowdhury while a visiting fellow at Harvard's Weatherhead Centre. It will facilitate international collaboration and promises to open up new arenas of exchange within the department, as we explore how the topics we study transcend the boundaries of the nation state.

One of the most exciting forums for intellectual exchange and discovery within the department is our annual speaker series. Visiting speakers invite us to think anew about some of our most longstanding practices. The 2015-16 Nugent Lecturer Dr. Tom Laqueur, the most recent recipient of the prestigious Cundill prize for Historical Literature, addressed the advent of the modern cemetery and asked us to consider "Why we care about the Dead." Historians also open up windows into worlds we know little about: at our first lecture in this year's Department Seminar Series, Dr. Sabouh Aslanian recounted how his discovery of the confiscated holdings of an 18th century ship in British archives led to a new understanding of the cultural and commercial networks that crisscrossed the Indian Ocean. These talks and others are available on History Talks, our Youtube channel. Happily, to get a sense of our most recent talk, by Dr. Duncan McDowall, you need do no more than turn the page!

It is your generosity and support that makes many of these initiatives possible. We are tremendously grateful, and we look forward to keeping in touch.

University Historian Duncan McDowall Ponders His Alma Mater

In the fall of 1968, I arrived in the Queen's History Department from an English public school. A diplomat's son, I felt detached from my homeland. In England, I was steeped in Tudor and Stuart history, the glories and horrors of empire and the first glimmering of European unity, but was only vaguely aware of Canada's past. When English schoolmates quizzed me about Pierre Trudeau and Leonard Cohen—Canadian meteors who had blazed into European consciousness—I could only suggest that the flamboyant Trudeau seemed decidedly unCanadian and that Cohen was undeniably cool.

At Queen's, I discovered the joy of Canadian history. The department was young and bustling. Queen's was experiencing the greatest growth spurt in its history, as Baby Boomers crowded onto campuses. Queen's went on a hiring binge. Young professors, many of whom were scarcely older than the students they taught, abounded. They brought new perspectives and methodologies. While I learned of federal-provincial politics from seasoned Fred Gibson, Jerry Tulchinsky opened an amazing window on Canada's social and economic evolution. Jim Pritchard guided us through western intellectual history in a wonderful first-year seminar. I recall Jim Leith's vivid report of the 1968 student uprising in Paris and his observation that you could find as much history in graffiti as you might in constitutional archives.

I left Queen's in 1974 with an MA – a study of Kingston's failure to challenge Toronto's commercial dominance. The skills I learned at Queen's prepared me well for doctoral studies at Carleton. I could plough through masses of archival material and assemble a coherent narrative out of the resultant morass. I could write and talk a good case. My

1978 doctorate, however, landed me in a sour academic employment market, so I spent the next decade working on Bay Street and at the Conference Board, an Ottawa think tank. Finally, in 1987, I got the call from Carleton's history department and began a twenty-two year career there.

Prompted by an adolescence in England, the Soviet Union and Finland, my historical interest soon wandered. Books on tourism in the sunny British colony of Bermuda and the even sunnier industrial development of Brazil followed. Other opportunities came my way: authoring Canada's "Nazi gold" report and a stint as Senior Research Fellow at Statistics Canada.

Then, in 2010, I unexpectedly got a call from Principal Woolf. Daniel was a Queen's BA history grad. Despite the demands of a career in administration at Dalhousie, McMaster and Alberta, Daniel had maintained his productivity as a historiographer. History, he knew, not only illuminated the past, but also provided hints of the future. Before being interviewed for the principalship, he prepped himself by reading what had been written on the university's history. Those histories, however, ended in 1961, on the doorstep of Queen's dramatic emergence as what is now labelled a "multiversity." As principal, Daniel determined to bring the university history into the modern era. Fortunately, I got the call.

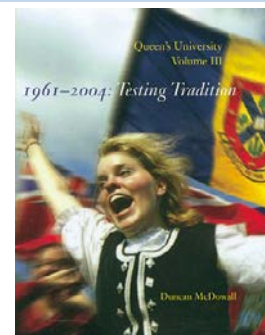
Queen's has had four university historians based on two patterns of appointment. In two instances, an "insider", somebody inured to Queen's ways, has been chosen. In 1941, Dexter Delano Calvin (BA 1902) was asked by the trustees to chronicle Queen's first century. Scion of a prominent Kingston mercantile family, Calvin was a Paris-trained architect who had returned to Kingston in the Depression and taken up writing romantic histories such as *A Saga of the St. Lawrence*. Calvin adopted a Whiggish approach, celebrating the transcendence of Queen's "Scottish-Canadian foundation." It was top

down history, focused on great men such as the Rev. George Grant.

Queen's 125th anniversary prompted another approach—a historian totally outside the Queen's loop. Principal Alex Corry asked Hilda Neatby, a historian of post-Conquest Québec, to trace Queen's from 1841 until the end of World War I. Neatby had no previous exposure to Queen's. Her reputation rested on her brilliant dissection of modern liberal education, *So Little for the Mind*. Sadly, Neatby died before completing her task, leaving the polishing of her work to Fred Gibson and Roger Graham. Neatby's interpretation of Queen's development as "an experiment in survival" shone through. Through financial hardship and war, Queen's became national and acquired a "distinctive" reputation for liberal inquiry.

For the telling of Queen's story from 1919 to 1961, the university turned to a quintessential insider—Frederick Gibson. Born and bred in Kingston, Fred had attended Queen's in the 1930s. After an MA at Harvard, Fred helped former Prime Minister Mackenzie King arrange his papers, before settling back at Queen's as an old-style political historian. Fred's volume, *To Serve and Yet Be Free*, not surprisingly focused on the governance of Queen's, a place of engrained conservatism where power was balanced between principal, senate and trustees. Consensus prevailed. The university was "one big fraternity."

Two factors shaped my response to Daniel. First, Queen's possessed the best university archives in Canada. A quick survey of the university's documents convinced me that a history of modern Queen's was doable. There was also an ongoing oral history project which I could now join and augment. I would in effect be a kind of hybrid



university historian, aware of its culture but long absent from its daily reality.

Secondly, recent trends in history told me that the 1961-2004 volume must be a different kind of history. To be credible, it must provide a bottom-up view of Queen's. The previous volumes had been largely blind to gender, race, ethnic diversity, human rights and the rhythms of faculty and student life. Many Queen's traditions, I sensed, harboured values that demanded changing in the late twentieth century. As an alumnus, for instance, I had been shocked by the 1989 'No Means No' outrage. My central theme would be the "testing" of Queen's tradition. Influenced by Eric Hobsbawm, Terence Ranger and Benedict Anderson, I approached Queen's core traditions weighing their utility against the changing texture of Canadian society. I sought the agents of change—crises, campus activism, shrewd leadership and outside pressures.

This year the McGill-Queen's University Press published *Testing Tradition*. I hope the shift in focus is readily apparent. Chapters alternate between chronological and thematic treatments. A woman appears on the cover: women are now a majority of undergraduates. Her garb is reminiscent of Queen's Gaelic traditions. But then, open the book to the frontispiece picture—Richardson Hall occupied by 'No Means No' protesters—and you will be reminded that some traditions at Queen's have come under siege.

One last observation: the department I encountered in 1968 has changed immeasurably for the better. Its once narrow nationalist focus has, like the rest of Queen's, broadened and diversified to reflect new realities. History departments should be mirrors of the societies they serve. So all hail to the hiring committees who decided on scholars of the Islamic world, the black and women's experience. And all hail to those who continue to proudly bear older torches. There is still wisdom in the world view of Hilda and Fred, but they would be proud to learn how the department has tested its traditions.

From The Editor

When you study in the Queen's History Department you'll follow in the footsteps of thousands of alumni who have occupied and currently hold positions in the commanding heights of government, law, business, education, management consulting, public relations, advertising, journalism, publishing and the heritage and museum sector. Our recent graduates manage web sites and write press briefings for corporations, work in senior positions in the music and entertainment industry and provide research and policy analysis for government ministries. They are segment producers at major Canadian broadcasting organizations, newsprint journalists and researchers for non-governmental organizations. Kingston-based Lowell Cochrane has a Medieval Studies degree with a focus in History. Today he is an entrepreneur, the owner of Show Communications, helping corporations, museums, and educators with their online media presence.

The humanities are under attack from certain newspaper columnists. In fact, in a post-industrial, 'information society' in which less than 14% of workers are employed in the manufacturing sector there has never been a greater need for well informed and highly educated 'symbolic analysts.' It's true, as the OECD recently concluded, that about 22% of recent university graduates in Canada are over-qualified for their current position, indicating a certain degree of 'skill mismatch.' But that figure is substantially lower than in much of Western Europe, where the youth unemployment rate is two to four times higher, as is the level of skill mismatch. Within a few years of graduation, however, that mismatch in Canada tends to decline as recent grads advance within organizations. Demographics are largely at play here and as the Baby Boomers retire I suspect the future will be bright for most graduates. Admittedly, it's not unusual for some recent alumni to spend one to three years in temporary positions before they secure permanent employment. Recent PhDs who do not continue in academia are employed in the upper ranks of the civil service, where their research and writing skills are highly valued.

Several work as institutional data managers and analysts—company historians—in the private sector. A Queen's History degree continues to carry a certain cachet. And for good reason—this department offers one of the most rigorous seminar-based educations in *North America*, with tutorials and seminars from year 1 through year 4. Other highly ranked Canadian schools offer small seminars only in year 4. The best Queen's students can compete with their peers at any other North American university. They will acquire an education to rival anything on offer in the USA, at a fraction of the price. Students do not feel like 'numbers' in the Queen's History Department. My colleague down the hallway, Prof. Jane Errington (interviewed in this newsletter by a former student) is a shining example of our devotion to our students: every week, come rain, sleet, snow or shine, Jane's numerous graduate students come to her for friendly and sage advice.

Alumni who thrive in the world of business, like Jeff Dutrizac, Zeb Barrett and Jacquie Chapman, believe that History taught them how to process large amounts of information and to discern trends and biases in it. Indeed, come to Kingston to study History and you'll learn how to weigh different viewpoints *and* how to find your own voice. You'll be well prepared to make presentations and to deliver research reports in a corporate or government setting. The friendly intellectual jousts you'll enjoy in seminars might lead to a career as a negotiator, a mediator, a conflict-resolution professional. You might even find yourself, like alumna Lindsay Moore Geros, sitting at a conference table with others seeking to eradicate one of the world's greatest scourges—human trafficking. Some alumni, like Marcus Arndt, are emergency room doctors. Our graduates seem unanimous in their belief that their rigorous training equipped them well in the 'real world' of work. And that's because when you come to Queen's History you'll learn so much more than the names of kings.

Last but not least, I'd like to thank Cathy Dickison for her invaluable contribution to the production of this newsletter.

Professor Tim Smith
Newsletter Editor

What Can You Do with a History Degree? The Sky's the Limit!

Interviews with Prof. Tim Smith

Marcus Arndt graduated with a B.A. in history in 1998. Today Dr. Arndt is a Senior Anesthesiologist at a hospital in Sursee, Switzerland who also works on a regular basis as an emergency doctor on board a helicopter. Marcus attributes much of his success to his formative years in Kingston. “At Queen’s I found myself as an adult. I guess I came to Queen’s as a mere 18 year old kid from Toronto and definitely left as a grown up. I absolutely loved the Queen’s school spirit. I also realized that living on campus you run the risk of acting as if the world revolves around the university. Going away to Europe on exchange for my third year was an eye-opener—my thanks to the History Department for helping to make that possible! I grew up in Canada but when I came back from a year in Germany I realized that Europe would likely be my future home. The History Department helped me with that, with the cultural preparation to live abroad.”

T.S. What do you cherish the most about your time at the University in general?

M.A. I loved that everyone could get involved in the political process of running the institution. By working with the AMS and ASUS I felt a great sense of satisfaction and belonging. I encourage current and future students to participate in extracurricular activities—it’s a good bridge to the world of work.

T.S. What about your experience in History classes. What stands out?

M.A. In my first year I didn’t really know what I wanted to major in. I just knew I



wanted to be a lawyer. If someone had told me back then that I’d become a physician I would have laughed! Anyway, because I found history so interesting in high school I took the first year course at Queen’s and loved it. It was a small class with peer-to-peer learning. It was excellent in every way. I took courses in second year in European history and this gave me the motivation to take a year abroad, in Germany, to study European history at the source. My parents are German immigrants and I was naturally curious to live there for a year.

T.S. And...you became a doctor! How did that happen?

M.A. It’s interesting the way some decisions are sort of taken out of one’s hands; they just sort of happen with no plan. When I was on exchange the German army drafted me since I have dual Canadian-German citizenship. I knew that might happen before I left. Because I was in the middle of my studies they postponed the day I had to serve so I went back to Queen’s to finish my History degree. But I knew I wanted to go back; I had met my future wife and I had fallen in love with Europe too. Instead of joining the army

I did my service in the civilian sector, with the German Red Cross. I trained and worked as an ambulance technician. This involved one month of practical training in the Anesthesia Department. I realized right there and then: I wanted to become an Anesthesiologist and Emergency Care Doctor. So once my 13 months of civil service were completed I studied medicine at Tübingen University, where I had also done my exchange year in History.

T.S. Did your History degree help at all?

M.A. Yes, certainly. My History degree definitely helped me during my medical studies because it got me to think critically and very openly as well. As a doctor I have to think of different outcomes and possibilities, weigh the situation, consider alternatives. There’s a bit of that in a History seminar too. The context is obviously different but I learned how to think critically and analytically at Queen’s. Those skills have translated over into medicine.

T.S. Please describe your job and your life in Switzerland.

M.A. I definitely have found my dream job and dream location. The hospital where I work is directly on Lake Sempach, in the canton of Lucerne. From our home in the town of Nottwil, it's only a ten-minute bike ride along the lake. We're surrounded by the Alps! Not only do I get to teach residents and manage our Operation Theatre and Emergency Trauma Room, I even get to fly as an emergency doctor with our emergency helicopter. This reminds me that Switzerland is, for me, the most beautiful country in the world. My wife, son David, daughter Laura and I do a lot of hiking and skiing, kayaking and beach volleyball. Germany, Austria, France and Italy are all within 90 minutes by car. We are fortunate to live in Europe and simply love it.

Fauzya Alarakihiya studied History and English, graduating in 1997 with a B.A. (Hons.) and a B.Ed in 1998.



She is currently a High School English and Creative Writing teacher at Weston Collegiate Institute in Toronto. Fauzya is the Staff Advisor for the Weston Aces (of the Herb Carnegie Future Aces Foundation, which promotes character-based education) and also for the Weston Ambassadors, which provides over 200 hours of community service annually. Fauzya volunteers every Saturday at the Ismaili Centre in Toronto, across from the Aga Khan Museum, as the Vice-Principal for Teacher Support for the K-6 Program. It would be an understatement to say Fauzya is a busy woman. She has

nine-year old triplets: one boy, Jacob, and two girls, Kira and Soori! "They keep us busy and they keep us young! We are never bored. In our spare time our family practices the martial art Muay Thai."

Fauzya is married to her "university sweetheart, **Albert Cho**, who was also a History Medial. Early in our careers we both taught History and Social Sciences." Albert's other concentration was in Mathematics. He is currently the Vice-Principal at the 1,400-student Central Technical School in downtown Toronto. Albert oversees programs involving 650 students including the Athletics and Special Education programs, Technical Studies, Math and History Departments. He acts as a liaison between the school and community partners to optimize student achievement.

Fauzya and Albert enjoy bike riding, fishing, swimming and hiking, often in Westport, north of Kingston. Fauzya says that her "love for History and English was reinforced at Queen's. I thoroughly enjoyed my courses especially with Michael Dennis. They opened my mind to the endless possibilities of textual knowledge coupled with critical thinking. I readily include social and historical context in all of my English lessons as I find it gives students some great insight when critiquing a text. I also took a fourth-year seminar on the History of the Third World that I found most fascinating. It inspired me to do my Education Program Focus in Development Education and it also motivated me to do my final teaching practicum in Tanzania. I also volunteered at Mother Theresa's Orphanage. It was eye opening. Finally, I also want to give a shout out to Professor Elizabeth Greene of the English Department who made me understand how important one's history is in one's writing. Her weekly "golden light" was inspirational."



Jacquie Chapman (née Newall) graduated from the Queen's History department in 1997. "After graduation I joined PriceWaterhouseCoopers in their Management Consulting group. My training at Queen's prepared me well to consolidate large amounts of information into concise insights and findings. All those term papers helped me to sift through information on the web as well as analyst reports! My History training helped me to pan for those relevant nuggets buried throughout all the material I was assigned to analyze, and in turn, to build a case for change within the companies and organizations we were serving. What my History degree did not prepare me for directly was how to fully understand financial statements at the banks I was working with! To advance higher in my field I felt I needed some additional training. So I left PwC after a couple of years to go to the Richard Ivey Business School at Western University for an MBA. I graduated in 2003. It was a steep learning curve in some ways but the critical thinking and problem-solving skills I acquired at Queen's certainly helped me to work through the case study approach at Ivey. After Western I continued in consulting—working for the Boston Consulting Group for five years in Toronto and Los Angeles.

T.S. Please tell us a bit about what you do at work and outside work.

J.C. I recently left LoyaltyOne - the parent company of the AIR MILES Rewards Program where I worked for 6 years in various strategy, international expansion and general management roles. I left so that I could switch gears into the health care industry. I've now got a few entrepreneurial ventures on the go in the "Wellness" space. I have two daughters, aged 7 and 10. I still read a fair amount, practice yoga and travel. I also volunteer to raise awareness and funding for Parkinson's disease.

To be honest, I thought that I was going to go into law after Queen's so I figured that a general Arts degree was perfectly sufficient preparation. Near the end of my degree, after working with the Sales and Merchandising Group on campus, I realized I was actually much better suited for business. However, I wasn't sure which area of business I would like the most and thrive in. Consulting offers you the chance to cross industries and functional areas—a perfect introduction to, and training ground for, business. Luckily, the skills I developed from my History degree—such as the ability to learn new content, entirely new subject matter, with a critical thinking and problem solving mindset—were strong enough to survive in consulting. I also found that the ability to become an expert or competent in a specific subject matter—like you have to when you write long papers for your History classes—is a skill that can be transferred to the business world as well.

T.S. What are your best memories of Queen's?

J.C. I loved my time at Queen's! It was a great mix of intellectual growth plus the opportunity to have a ton of fun with a great group of people. The students in the

History Department didn't take themselves too seriously so it was a collegial environment. The professors had a big impact on me too as they took me under their wings and nurtured a love of learning in me.



In 2008, **Ian Wildgoose Brown** received a B.A. (Hons.) in History. Ian was a member of the History Department Student Council and the Queen's University Pipe Band. In 2011, Ian received a J.D. from Harvard Law School where he was involved with a number of law journals and societies. Today Ian is a business lawyer with a background in corporate and securities law. "I currently serve as in-house legal counsel at WeWork, a company that provides workspace, community, and services to small and medium businesses (including startups), freelancers, nonprofit organizations, and large companies."

T.S. What does your job entail?

I.W.B. My job mainly involves advising WeWork's senior management on corporate deals and related corporate governance matters. Before joining WeWork in June 2015, I worked at two large law firms in New York providing similar advice to various clients—companies at all stages of growth and primarily in the technology, life sciences, and financial services sectors.

Today I'm expected by our department's business clients to know the vast body of law that informs the workings of a large US company and that affects our business in particular. I'm also regularly called on to think strategically about the consequences of the business decisions they're considering—to understand, analyze, and communicate with people across the company, often on a time-constrained schedule.

Working at law firms, I regularly collaborated with people who had different educational and professional backgrounds than mine. I've found that this is even more the case since becoming an in-house lawyer for a single company. I now interact with people deep within the operational units of the company who specialize in fields such as accounting and finance, real estate, construction and development, and operations and facilities. One of my main objectives is to communicate technical legal concepts to all kinds of different audiences within and without the firm.

In short I'm expected to read, write, and think, and then to share the results with the people around me—kind of like my life in the history program at Queen's!

T.S. So you anticipated my next question! Did your time in the Queen's History Department help you, generally, or specifically, in the work you do?

I.W.B. Yes definitely. Being a lawyer involves reading, writing, thinking, and discussing—basically dealing with ideas and the documents that embody them. Laws, and the choices people make in the shadow of the laws, are shaped by past events and the stories we tell about them. I think my history degree has given me a great foundation for recognizing and analyzing patterns, assumptions, and arguments I encounter in my job, and it has definitely helped me develop the core skills I use every day.

History students spend their time picking out the important elements of their voluminous readings, shaping those elements into convincing narratives that inform a view on important issues, then conveying those views in a well-structured essay or a well-reasoned seminar discussion. Similarly, sifting through mountains of material then deciding what's important and effectively conveying those decisions is central to what lawyers do. Every lawyer is—or should be—a historian of his or her own area of specialty. Every law, regulation, and interpretive guidance is a text to read, analyze, and incorporate into a view of the world and how my client should act in it. Every agreement, memo, and e-mail is a text to be drafted thoughtfully and thoroughly in light of those views. And as a general rule discussion, civil disagreement, and substantive engagement are welcome at every meeting I attend.

I had a positive experience in my history seminars at Queen's. Much of my confidence today comes from that experience. I view my seminar-based history training as essential preparation for the daily challenges I face.

T.S. What are your best memories of Queen's in general and the History Department in particular?

I.W.B. I had fun throughout my time at Queen's but my first-year history class in particular stands out: History 121. It was a three-hour night seminar led by Professor Richard Bailey and attended by a bunch of great, interesting people who became really good friends—we took classes together throughout my four years and it was always good to have a network of people in the History Department who all shared a formative experience. I definitely came away from that class with the view that no learning environment is better for me than a seminar so it was a real gift that the History Department

offered such an extensive range of courses taught in that format. It was great getting an opportunity to discuss important ideas with other students while professors looked on and guided the conversation. Today it's clear this was great preparation for any Legal Department meeting I've ever attended or any 'all-hands call' on a deal I've been involved with. It was an incredible way to get to know people by learning with them and from them.

To reiterate, I'm truly grateful to Queen's for supporting a History Department that valued seminar-based education and I tried my best to take advantage of that opportunity during my time in the Department.

T.S. Please tell us a bit about your hobbies.

I.W.B. I try to read in my spare time, mostly fiction, some nonfiction. The last "history" book I read was Edmund Morris's *The Rise of Theodore Roosevelt* though I'm taking a break before diving into the second and third installments. I'm currently finishing up George R.R. Martin's *A Song of Ice and Fire*, a series of epic fantasy novels. I'm also trying to take advantage of the cultural activities New York City has to offer. Recently I've been going to a few jazz shows and operas around the City.

Zeb Barrett works in Toronto where he is the Vice President, Head of Integrated Strategic Planning at Havas, a leading global communications and advertising agency with headquarters in Paris and hundreds of agencies and affiliates in 100 countries. Prior to working at Havas, Zeb acquired a wide range of experience in the communications and advertising sector, working as a Strategic Planner for five other organizations. He is currently a Member of the



Board of the Account Planning Group of Canada. Zeb has worked on a wide range of portfolios including consumer goods (foods, household cleaners), professional sports, department stores and philanthropies like War Child.

Zeb graduated with a B.A. (Hons.) in History and Philosophy in 2002 and received a Master's degree in War Studies from the Royal Military College in 2004. He says his job "is to ensure that the work we do for our clients actually works—meaning, it solves their business problem. To do this, with my team I spend hours and hours reviewing secondary research and sources along with commissioning, or in some cases conducting primary research to understand people's lives, behaviour, and attitudes. All this research is then synthesized and refined into compelling insights that help the agency and client team better understand the world, and create work or even new products that better meet people's needs."

Zeb notes that his History training "definitely helped. In my industry a planner spends his or her days looking at data and trying to make sense of it; next a planner must tell a specific story with it.

I often explain to colleagues how History and planning are very similar. The Strategist and the Historian each have a world of data at their fingertips, and it is their job to pull together the most relevant and compelling pieces that allow them to tell a story. In my profession planners often try to explain why something is happening today, or will happen in the future, while the historian—including, I suppose, the historian of consumerism—is concerned with the why's of the past.”

At Queen's History “I loved the opportunity to discover something new. I loved getting into the primary documents, reading the letters and documents of the day and connecting to the past. I still am fascinated by history and read books and listen to Podcasts covering a variety of topics.”

Kate Hill (née Shaughnessy) graduated in 2005 with a B.A. (Hons.) in History. She earned a Master's in Public Policy and Public Administration from Ryerson University in 2007. In 2007 to 2008 Kate was a Legislative Advisor to a Member of Parliament in Ottawa. Next she was a Regulatory Officer and Financial Institutions Supervisor at the Office of the Superintendent of Financial Institutions in Ottawa and in Vancouver. Kate moved from that job to the position Regional Director of Regulatory Affairs at Central 1 Credit Union in Vancouver. She has an I.C.D. (Institute of Corporate Directors Designation) from the University of Toronto and is working on a Master's Certificate in Risk Management and Business Performance through York University

Today, says Kate, “I work for Alberta Central, which is the central banking facility and trade association for Alberta's credit unions. In my role as Chief Governance & Compliance Officer, I am a member of the Executive Management team and contribute directly to the strategic planning, enterprise risk



management, human resource management and the development of the fiscal plan and budget for Alberta Central. In addition, I have direct strategic and operational oversight over governance (board of directors), legal, regulatory compliance, records management and government relations departments. I am Alberta Central's Chief Privacy Officer and its Chief Anti-Money Laundering Officer. I am also responsible for government relations and work to seek alignment between our members' (credit unions) interests and the government policy agenda. I work directly with both the provincial and federal governments (political and public service) on policy development and legislative amendments. Another aspect of my role that is fairly central given the current regulatory environment for financial institutions, is compliance with both existing and new regulatory requirements. My job is to ensure the appropriate policies and procedures are developed, communicated and audited. In my role, effective communication with various stakeholders, including regulators (provincial and federal), government officials (political and public service), member credit unions, board members and internal staff, is critical.”

T.S. Did your time in the Queen's History Department help you, generally, or specifically, in the work you do?

K.H. Yes, absolutely it did. While the connection between my history degree and working in a financial institution is not necessarily obvious, the study of history is more than just the study of some important dates in our past. Historians have the benefit of learning and understanding many different aspects of a period in time, including the social, political and economic. In my current role I am constantly considering an issue through those various lenses. For example, when seeking alignment with government policies, in order to best position my industry for success in this space, I consider the social (what is happening in the environment currently, what are people saying, doing, feeling and why), the political (the government's ideology, agenda, policy objectives) and finally the economic (employment, interest rate environment, debt/deficits). All of these factors shape the way I present an issue or an ‘ask’ to government—you can package the same information in many different ways.

I regularly employ the skills I acquired during my History studies in my day-to-day work. In particular, my writing skills—I write a lot of material, including internal/external memos, board reporting, policies, procedures and of course email. My ability to craft and support arguments was developed during my undergraduate degree as was my ability to confidently articulate points and counterpoints verbally, a skill that was fine-tuned during the seminar style courses I took through the history department.

It is important to note that it is the arsenal of skills and key competencies acquired during the education phase of my development that has been the key differentiator for me when it comes to the job market, not necessarily

the content of my degrees. In other words, when someone asks me, what can you do with a history degree?, my response is always, *anything*.

One thing that people often fail to understand is that much of the subject matter expertise is learned on the job. I received my education on the processes of government not from my Master's Degree in Public Policy and Public Administration, but rather, from working within the House of Commons and supporting a member of parliament through his day to day work. My financial sector knowledge was acquired from the brilliant minds of my former colleagues at the Office of the Superintendent of Financial Institutions (which has been heralded as the top financial institutions regulator in the world) and then the credit union system specific content was acquired when I started working within the financial services sector in British Columbia. Again, it was the skills acquired during my education at Queen's that got me in the door (on more than on occasion).

T.S. What are your best memories of Queen's?

K.H. It was through my degree in history that I discovered my passion for public policy and politics, which in a roundabout way got me to where I am today. I found the professors within the history department to be knowledgeable and accessible, the departmental staff were always courteous and professional and there were opportunities to participate in the governance of the department through the departmental student council, as well as to hone one's research skills through research assistant opportunities – both of which I participated in directly.

T.S. When the work day is done, how do you pass your time?

K.H. I spend my time outside the office with my husband Heath, our daughter Olivia and our two Bernese mountain dogs, Thatcher and Winston. We are about to get a little busier on the home front, as we are expecting a baby boy in the spring! We are pretty active in our household, spending a fair bit of time at the gym (CrossFit) and with various other activities. This healthiness is of course balanced by our binge watching of such television shows as Game of Thrones and The Wiggles. I also really enjoy writing, on various non-work related topics.

Jeff Dutrizac is a History-Political Studies graduate of Queen's from 1997. He has worked in Business Development and Sales in the Tech industry for the past fifteen years. "During most of my time at BlackBerry and Microsoft I have listened to the business priorities of large customers and partners and helped them understand how Mobility and Cloud Computing can help them achieve their goals. A big part of the job is translating technical concepts and



solutions into commercial terms; specifically, how customers can leverage technology to drive their business forward. Ideally, customers and/or partners will want to pursue a commercial relationship and I'm involved in preparing and negotiating those terms and conditions. The fun part of the job is working to understand different peoples' perspectives and how to find a position that works for everyone."

T.S. Did your History education help you in the business world?

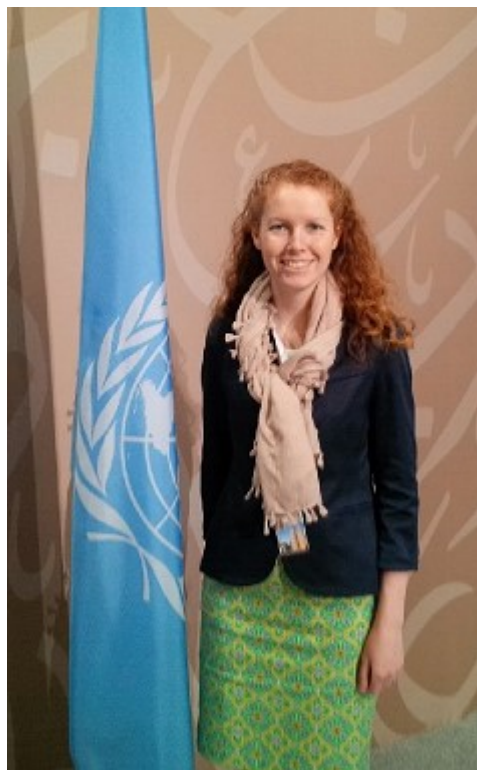
J.D. "Absolutely! First, History teaches you to look for cyclical trends. You find yourself thinking about, and on a good day, recognizing a pattern that may have an impact on your business, good or bad. It's super satisfying when it happens. Second, History helps you appreciate that there are endless ways to interpret events, and every interpretation is rooted in a bias. You develop the ability to dig deeper for answers. Queen's History helped instill the importance of doing good research before formulating a point of view. I was taught to build a position on facts and to consider alternative perspectives. In an age of 140 character tweets, Facebook and Instagram updates, and 24/7 news sound-bites emanating from every conceivable political/business interest group, learning how to makes sense of peoples' biases is crucial. Equally important is learning how to sift through piles of source material, both primary and secondary, to find the nuggets that support a compelling argument. Most importantly, studying History at Queen's is often more about sharing ideas and problem-solving with your peer group, than doing research and writing papers."

After graduating from with a BA (Hons.) in History and Politics, Jeff taught English in Japan, travelled throughout Southeast Asia

and then did his MBA at the Schulich School of Business (York University) with a focus on Strategic Planning and Media Production. “My first job after business school was as a Multimedia Production Lead for Smiley Guy studios, where we produced “Odd Job Jack” for the Comedy Network. We were a start-up, and had to build our entire IT infrastructure in-house, including Production Workflow, Content Management, and Business Continuity. I got the tech bug and moved to an Information Technology Analyst Firm, InfoTech Research Group, where I wrote and advised companies on the technologies they needed to support their businesses. From there, I moved to BlackBerry and worked in sales. I had the opportunity of working with senior executives from some of the largest companies in North America, learning about their business challenges, and helping them understand how BlackBerry technology could help address those challenges. From BlackBerry, I moved to Microsoft where for the past 4 years I have been working with some of the company’s strategic partners in Canada.”

Jeff is married with two boys. “When we’re not driving our boys to hockey or soccer practice we enjoy going out for a great meal. I usually have an HBO or Netflix series on the go and unless it’s snowing I’ll try to squeeze in a round of golf.” Looking back on his Queen’s days, Jeff misses “being able to roll out of bed and walk to class. I miss History seminars. Being able to learn and discuss new ideas and opinions in a safe intimate environment with a small group of motivated people is a rare privilege!”

Lindsay Moore Geros told me in a telephone interview that her decision to come to Queen’s “was the best one I made in my life. I say that because of the wonderful education I received, the amazing sense of community and belonging I experienced, and also because of the remarkable alumni



network that I encounter regularly in my work in Ottawa and around the world. I find that there’s a real tradition of public service associated with Queen’s, a sense of needing to do good in the world. There are so many alumni who have achieved outstanding success in their chosen fields and who are currently doing really impressive work all around the world. It’s quite a legacy to live up to but I really do feel that as an alumna I must try—there’s a bit of an obligation there.”

“The sense of community I experienced at Queen’s didn’t stop there. It has continued throughout the past nineteen years! Wherever you go you have an instant connection once the Queen’s name comes up. There’s a great sense of camaraderie, of a shared experience that connects you. In this day and age, when we are all so busy, those connections are really important. I’m still in touch with several of my classmates, and while we all lead busy lives and don’t see each other as much as we might like, there’s still a connection. We all continue to treasure our time together at Queen’s.”

Lindsay was the first person in her immediate family to attend University. “As a result, I had little sense of what to expect. But I had heard good things about Queen’s and really wanted to have the experience of going away to university (I’m originally from North Vancouver). I knew Queen’s was the place for me when I first arrived on campus for a visit as a Grade 12 student. I instantly felt at home. It was a bit of a surreal feeling, but it locked me in—there was no turning back after that, much to my mother’s chagrin. I’m sure she would have been happier to have me closer to home. But being at Queen’s was such a liberating experience from an academic point of view. No one really likes to stand out in high school as the nerdy kid—which I was—but I realized when I got to Queen’s that we were all the nerdy kids! Everyone was smart and everyone worked hard. It was wonderful. I felt I could truly be me.”

“Of course, my choice of degree resulted in a bit of friendly ribbing from my brother who thought commerce would be far more practical. It was the 1990’s, there weren’t a lot of jobs and the value of a liberal arts degree wasn’t always appreciated. Most people assumed I would end up being a teacher. Knowing my own personality though, that wasn’t in the cards for me. I was so interested in what I was learning, I actually didn’t worry too much about the job at the end, I knew I’d figure something out and I did.”

Since graduating from Queen’s Lindsay really did “figure it out”.

Today Lindsay is a Senior Policy Advisor at Global Affairs Canada, with responsibility for a portfolio charged with combatting International Crime, Human Smuggling and Trafficking in Persons. Recently Lindsay returned from two official meetings: first she was in Vienna where she was part of the Canadian delegation to report on progress

on the implementation of the United Nations Convention against Transnational Organized Crime and soon after that she attended a meeting in Mexico with Mexican and American counterparts to discuss how best to coordinate efforts to combat human trafficking.

When Canada meets with other signatories to the UN Convention Lindsay finds that her history degree actually comes in handy. She and her colleagues must walk a fine line: “multi-lateral negotiating is a game of incremental change. If you can’t explain why that stick needs to be moved just a few millimeters you won’t get anywhere. You can’t just rail against some other party and expect them to agree with you. You must be clear and cogent. Also you must understand the other party’s perspective—their history, their culture, their political constraints, and how they arrived at their current perspective. You have to try to be open to others’ viewpoints all the while making a case for yours. Otherwise you’ll never strike up a fruitful dialogue. The give-and-take of History seminars is great preparation for this sort of negotiation. History taught me to analyze and think. My colleagues and I have to use carefully constructed arguments when we’re at the negotiating table. We have to put together a coherent argument, knowing the history of the issue and how we got to where we currently are, whenever we propose a change to a resolution. If we can’t articulate a clear vision we won’t succeed. Dealing with information is what most university graduates do—most of us don’t build things any longer. A liberal arts degree is crucial in an information society. If we lose our capacity for reasoned thought and discourse we’re in trouble.”

T.S. And yet, as I recall, you had never planned on being a civil servant. But now, in that capacity, you work to stamp out a scourge like human trafficking. When you graduated you were on a different career path, right?

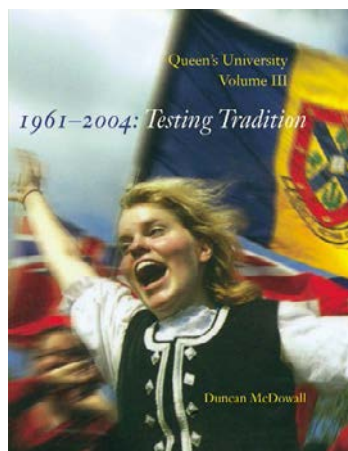
L.M.G. “Yes, when I finished my degree I thought I was heading into the private sector, probably into management consulting. But life has a funny way of taking you down the path you really are intended for. My interest in history and the training I received in research, critical thought, and writing really guided me towards the career I enjoy today. When I was at Queen’s I fell in love with History’s seminar method of instruction. I truly loved HIST 121—one of two foundational courses for a History degree back when I was there. We sat in a small room and discussed weighty issues, important moral and ethical topics, and the history of political ideas, on a very high level. It was fascinating, really thought-provoking stuff for an eighteen year old. I graduated in 1997 with a degree in History and actually worked for a year as an insurance underwriter—not my cup of tea, but it paid the bills. Then, in 1998 I started an M.A. in the History of International Relations at the London School of Economics, with a focus on the recent history and politics of the European Union. I graduated in 1999 and then struggled for the next six months to find work. Eventually I landed a job at Hill and Knowlton, a Public Relations firm in London. Thanks to my Scottish parents I had a UK passport and could work without a visa, which was great. I worked in H&K’s Business Development Department for nine months and then, because an old friend from Queen’s introduced me to someone, I found a job as a researcher for two British Members of Parliament. This was the early 2000s and an exciting time to be so close to the political action. Of course, I wasn’t that close; my office was in the basement of Westminster, right underneath Big Ben! Eventually I gave up working for one of the MPs and became the full-time researcher for an MP by the name of Jim Paice who was assigned the Policing portfolio in the shadow Home Office team after the 2001 election. As a result I did intense research on British policing policy. My job required that I gather large swathes of information and facts, distill them to their most fundamental components,

and to write coherent guidance for the formulation of policy—my History education was crucial for this. After three years at Westminster, I got married and moved to Toronto where I found myself volunteering on political campaigns while I looked for permanent work. That was a great experience. However, the fact that every single campaign I worked on failed showed me that my destiny lay well out of politics!”

“In September 2004 I got a job with the Department of National Defence and that’s where I have been ever since. I love my work and I love Ottawa. It’s a wonderful city in which to work and raise a family. Being so close to Kingston, I often think back on my days at Queen’s, and always with great fondness. I was on the rowing team in my first year and I truly do have good memories of being on the water at 5:30 am! It kept me out of trouble. I was a Gael and a Coordinator for Frosh Week. I even did some work at the Tricolour (yearbook). Each was a great experience and created friendships that last to this day. I also remember very fondly many of my History courses and their very colourful professors. I’ll never forget the wonderful seminar I took with Paul Christianson. His dedication to the subject of Tudor Britain was remarkable and we absorbed it too. My professors in History were personable and engaged with their work but they gave us their time too. They were passionate about their teaching. Some people may be surprised but I still draw on what I learned in those classes. The Cold War lecture I took with Bob Malcolmson was particularly useful when I was on the NATO Policy desk with responsibility for Eastern Europe and Russia decided to invade Georgia! Having at least a little bit of background on the historical dynamics of the region was certainly an asset. I am really very proud and grateful to be a Queen’s alumna. I happily give a little bit back to Queen’s every year and not so secretly hope that my children will one day also know the awesome experience of being a Gael.”

2016 Faculty Book Publications

Duncan McDowall



*Queen's University,
Volume III, 1961-2004:
Testing Tradition*

[McGill Queen's University Press](#)

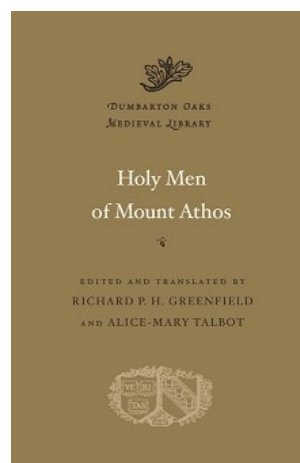
Marc Epprecht



*Welcome to Greater
Edendale: Histories of
Environment, Health, and
Gender in an African City*

[McGill Queen's University Press](#)

Richard Greenfield

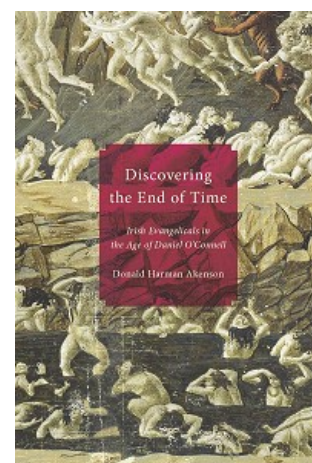


Holy Men of Mount Athos

Edited and translated by:
Richard Greenfield and
Alice –Mary Talbot

[Harvard University Press](#)

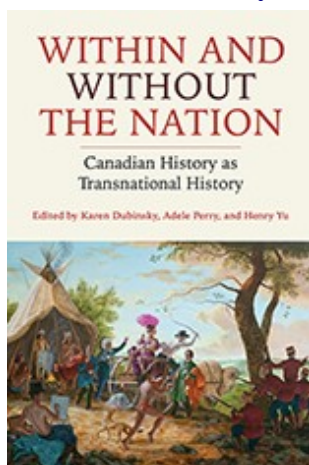
Don Akenson



*Discovering the End of Time:
Irish Evangelicals in the Age
of Daniel O'Connell*

[McGill Queen's University Press](#)

Karen Dubinsky

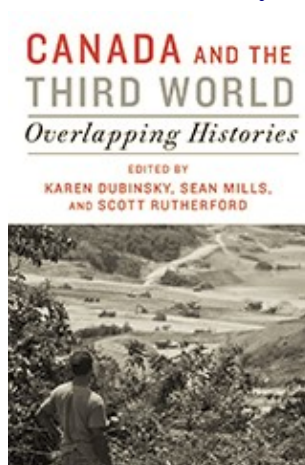


*Within and Without the
Nation: Canadian History as
Transnational History*

Edited by Karen Dubinsky,
Adele Perry, and Henry Yu

[University of Toronto Press](#)

Karen Dubinsky

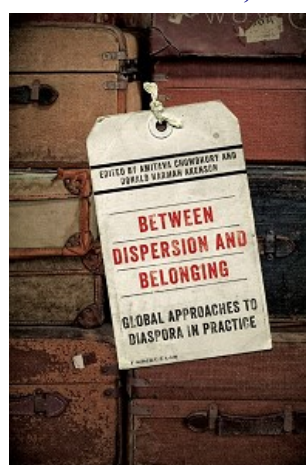


*Canada and the Third World:
Overlapping Histories*

Edited by: Karen Dubinsky,
Sean Mills, and Scott
Rutherford

[University of Toronto Press](#)

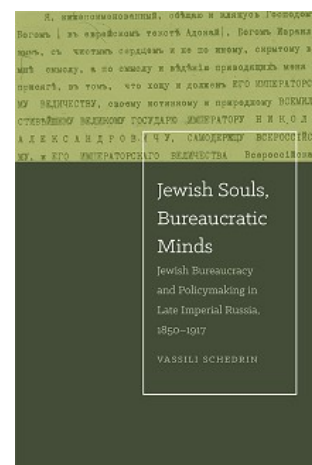
**Amitava Chowdhury &
Donald Akenson, eds.**



*Between Dispersion and
Belonging: Global
Approaches to Diaspora in
Practice.*

[McGill Queen's University Press](#)

Vassili Schedrin



*Jewish Souls, Bureaucratic
Minds: Jewish Bureaucracy
and Policymaking in Late
Imperial Russia, 1850-1917*

[Wayne State University Press](#)

The Department Welcomes New Marjorie McLean Oliver Post-Doctoral Fellow

This fall, we were delighted to welcome **Dr. Abigail Agresta** as our new Marjorie McLean Oliver Post-Doctoral Fellow. Dr. Agresta comes to us from Yale University, where she earned her PhD in history. She is a specialist in the history of medieval Spain with a particular interest in environmental history. Her dissertation, "Many Waters: An Environmental History of Valencia, 1300-1500," explores the cultural and religious conceptions that shaped contemporaries' relationship to the natural world. Her research underscores the significance of water and its regulation to the cultural and social history of the medieval Mediterranean, and promises to make an important contribution to the newly emerging field of medieval environmental history. At Queen's, Dr. Agresta is teaching our medieval history survey (HIST 250), enriching our offerings in medieval history.



Dr. Laura Carlson Winner of W.J. Barnes Teaching Award

Congratulations to **Dr. Laura Carlson** for receiving this year's W.J. Barnes Teaching award for excellence in teaching. This award is presented by the Arts & Science Undergraduate Society and considered by them the highest tribute. Dr. Carlson is also the host and producer of the culinary history podcast, The Feast (www.thefeastpodcast.org), a biweekly look at great meals from history.

Dr. Karen Dubinsky Receives Award

Congratulations to **Professor Karen Dubinsky** for receiving the International Educational Innovation Award.



Winners of History's 2015 Teaching Award

Congratulations to **Dr. Rebecca Manley** who is a second time winner of History's Faculty Teaching Award. Professor Manley's students describe her as an "amazing" and "simply fantastic professor." She was "sympathetic and considerate" and "went the extra mile for everything." Dr. Manley is Chair of the History Department.

Congratulations to **Dr. Casey Hurrell** for winning History's Teaching Fellow Teaching Award. Dr. Hurrell is described as an "incredible instructor." She created a comfortable classroom atmosphere that was "welcoming and truly happy, just like Casey." Dr. Hurrell received her PhD in History in the Fall of 2015.

Faculty Research Awards

Congratulations to **Dr. Ishita Pande** and **Dr. Marc Epprecht**, who were among the recipients of the inaugural Queen's Research Opportunities Funds.

Dr. Pande was awarded a Research Leader's Fund grant for her project entitled "A Global History of 'Hindu Sexology': science, sexual modernity and the making of the body clock." The project charts the history of sexology in India from its emergence in the 1880s through to the 1950s, probing how the field of sexology served to homogenize identities, spread social norms, and create a foundation for the articulation of sexual rights.

Dr. Epprecht received a grant from the International Fund for his project "Matariki Network for African Studies." This project seeks to promote African Studies at Queen's by fostering collaboration with other universities and hosting colloquia.

Kerim Kartal Wins Contest



Dissertating in situ: Inside the Patriarchal Church of Constantinople

History PhD Candidate, **Kerim Kartal** is the winner of "Queen's Administrators & Faculty Choice" in the School of Graduate Studies 175 Research Moments Photo Contest

Dissertation Prize

Dr. Christo Aivalis received History's 2015-16 Dissertation Prize for his thesis entitled "Pierre Elliott Trudeau, Organized Labour, and the Cooperative Commonwealth Federation-New Democratic Party, 1945-2000."

Dr. E. Jane Errington Wins Award

The School of Graduate Studies awarded History's own **Professor E. Jane Errington** the 2016 Award for Excellence in Graduate Student Supervision. To mark the honour, one of her former PhD students, now an Associate Professor at Mount Royal University, **Dr. Carmen J. Nielson**, asked about Dr. Errington's experience as a graduate student and as a supervisor in the department.

C.J.N. You came to Queen's to do MA and PhD later in life, after teaching high school for a number of years. What motivated you to become a graduate student? What was your graduate student experience like?

E.J.E. I returned to school after teaching high school because I wanted to "play" for a year and wanted to see if I could do it. I had had a wonderful experience as an undergraduate, particularly in my fourth year at Trent – some amazing professors and exciting material. But I had never considered going on for an MA (and indeed looked at those who did with admiration – as they were a good deal brighter than I was!) After four years in the north, I was ready for a break and took a one year leave from teaching, fully expecting to return to Red Lake. An MA looked like fun, and I chose Queen's because I had attended what was then a two-day history teachers' conference that the department used to mount, had found the place congenial and it was closer to family. I stayed for the PhD because I was fortunate enough to get a SSHRC grant, and when I ran short of funds, could also teach night school for the local board.

Initially grad school was daunting. I had to learn again how to read and to write – quite different skills than the teaching of History and English in high school! But I discovered some new friends – some whom continue to be an important part in my life, and also discovered how much I thoroughly enjoyed seminars, and how satisfying research and writing could be. And yes it was at times also

frustrating! I spent a lot of time in my office on the first floor of Watson Hall, in the last two years with my dog Tara under my desk. And I had the opportunity to teach again – which was a real bonus.

C.J.N. George Rawlyk was your supervisor, yes? What kind of supervisor was he? Do you think you have modelled your style of supervision after his? If so, how?

E.J.E. Yes, George Rawlyk was my supervisor although that was not who I expected to work with. I thought I would do a topic in modern Canada and knew nothing about the history of colonial North America. (almost all my undergraduate work had been in European and imperial history). But George's seminar was amazing. The literature was and is exciting, our class "clicked" – with enthusiasm, debate, etc – and George pushed us all. George was a hands on supervisor and yes, I learned a lot from George about how to be a supervisor. But I am not sure I modelled how I do it from George. For some folks, he could be intimidating – a big man, at times very gruff. He and I worked well together, I think because I was a little older than most students, and just thought of him as another professor. But he was a great editor – and you know, I do tend to add lots of comments and suggestions in margins!

C.J.N. What do you find most rewarding about graduate supervision? What do you find most challenging?

E.J.E. What is rewarding about graduate supervision? – working with students, learning from students, and helping them get the blessed thing done! Teaching is exciting – when a seminar works it is brilliant, and when a student is excited about their project, about that "bit" of evidence that they have found, or about how well a conference paper went – well, that is so neat. And there is nothing better than watching a student get satisfaction over what they are doing; or seeing how a draft chapter, which is in rough shape, gets turned into being part of a polished and wonderful dissertation. What is challenging is



helping students figure out that balance – between, for example, their need for funds and taking work, which takes away precious time from their thesis; or in those times when they wonder if this is really worth it, helping generate enthusiasm and determination to continue.

C.J.N. When I told you I was accepted to do a PhD with you, you said "Do it because you love it, because you aren't going to get an academic job." Of course, in my naïveté and arrogance, I didn't believe you, and, happily, you were wrong – but, still, it was excellent advice. What do you think students expect out of their graduate education today? In your experience, has this changed over time?

E.J.E. When I started a long time ago, there was some hope that there would be academic jobs. Certainly they were few and far between, but there were some. And I think that 30 years ago there were fewer graduate students overall. For various reasons, in the last ten years or so, the numbers have increased. It seems that a greater proportion in the MA see grad school as really an extension of undergraduate years – an opportunity to pursue their passion for another year – and then many go off and either look for work, or take additional training – law, museum or library sciences, etc. Some of course, want to and do continue on into a PhD. I always ask why they want to do so and I am very explicit that they cannot expect that they will be able to sit where I am now. There are even fewer jobs in academia than 20 years ago – and most doctoral students seem to appreciate this. A growing number expect and do find work in museums, in archives, in policy work for the government, or doing various forms of research

for the private sector. As a result, in addition to classes and dissertation, many volunteer at a local museum, or take on extra research work, to extend their experiences and to make contacts. This just adds to the pressures that are already inherent in the program. But what is so gratifying is that most finish and do so with élan.

C.J.N. In the twenty years I've known you, I have never heard you make a single boastful or self-congratulatory statement. Even though I think you'll hate this question, will you please describe one attribute that you think accounts for your popularity and success as a graduate advisor?

E.J.E. My success? – I get a real kick out of what I do. It is a privilege and very satisfying to teach and work with graduate students, and I hope that my enthusiasm for my field, and for the work and for the students comes through.

Former Undergraduate Publishes Book

Faye Kert, a Queen's grad, BA Arts 70, in History, published her new book *Privateering: Patriots and Profits in the War of 1812*. [Johns Hopkins University Press](http://www.jhu.edu/press/)

Congratulations to our Doctoral Graduates

Dr. Brittney Bos

Brittney's thesis "Forging Iconographies and Casting Colonialism: Monuments and Memories in Ontario, 1850-2001" was completed under the supervision of Dr. Caroline-Isabelle Caron.

Dr. Scott Fleming

Scott's thesis "Conjuring Canadas: Historians and the Quest to Define a Canadian Nation and its Past, 1920-1967" was completed under the supervision of Dr. Ian McKay.

Dr. Peter Graham

Peter's thesis "Radical Ambition: A Portrait of the Toronto New Left, 1958-1985" was completed under the supervision of Dr. Ian McKay.

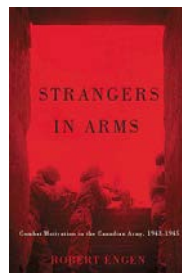
Dr. Toby Moorsom

Toby's thesis "Black Settlers: Hybridity, Neoliberalism and Ecosystemic Change Among Tonga Farmers of Southern Zambia, 1964-2008" was completed under the supervision of Dr. Marc Epprecht and Dr. Robert Shenton.

Published Books by PhD Graduates

Dr. Robert Engen

Strangers in Arms: Combat Motivation in the Canadian Army, 1943-1945, based on his 2014 dissertation.



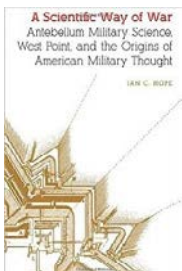
Dr. Caroline Harris

Queenship and Revolution in Early Modern Europe: Henrietta Maria and Marie Antoinette.



Dr. Ian Hope

A Scientific Way of War: Antebellum Military Science, West Point, and the Origins of American Military Thought is based on his 2011 PhD dissertation.



Global History Initiative

In fall 2016, the Department of History launched the Global History Initiative (GHI), a new research forum on global history. The initiative will provide a platform for global multi-institutional research collaborations and offer opportunities for faculty and graduate student exchanges. The GHI will also organize and facilitate thematic conferences, symposia, and graduate student workshops in the fields of global, world, and transnational histories.

The GHI is the home for two separate networks: regional and global. The regional network is a North American alliance of the Queen's GHI with Harvard and Princeton. We are in the process of building a global network, with preliminary discussions ongoing with institutions in India, Austria, Norway, and the United Kingdom.

The GHI is hosting its inaugural workshop on April 20-21, 2017. Prof. Jeremy Adelman, Henry Charles Lea Professor of History and Director of the Global History Lab at Princeton University will deliver a keynote address on "Local Archives, Global Histories." A workshop on "Global Legal Regimes: Beyond Imperial Frames" will follow on the next day. In Fall 2017, the regional network will host a graduate dissertation workshop for advanced graduate students working in the field. Similar events are in the works for 2018 and 2019.

Please visit the website of the initiative: www.queensu.ca/ghi, and stay tuned for forthcoming details on network-building, research collaborations, and future conferences. Contact: ghi@queensu.ca

Amitava Chowdhury and Ishita Pande, Co-Conveners, GHI

New History Blog: The Watson

This year History's Departmental Student Council (DSC) is starting a new initiative to foster a greater sense of community between students in the Queen's History Department, professors, alumni and community institutions.

What better way to do this than to create a neighbourhood blog where all those who have a passion and inclination towards history can come together. With this in mind our blog, "The Watson," is our way of connecting students with new and interesting opportunities to share their interests and

to learn more about the interests of their peers, the larger community and heritage institutions all around us. This blog is meant to be an easy and accessible platform for people to share what they're currently researching, a project they're developing in a course, or other historical information that they would like to share. We are also working with the Queen's University Archives in developing some of our blog posts. We would like to extend our invitation for submissions to the Queen's history alumni and invite you to check out our blog at: <http://histdsc.wixsite.com/thewatsonblog>

A special thanks to our DSC Co-Chairs **Chelsea Fennell** and **Jade Harbinson** and their team for all their hard work creating History's new blog.

Advancement Contact Information

We are very grateful to have supportive alumni and friends who are inspired to make a difference at Queen's.

You can make a gift online at your convenience by visiting:

givetoqueens.ca/history

or contact:

Office of Advancement

Queen's University

Summerhill, 55 Stuart Street

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Thank you for your consideration.



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