

# Chronicles

NEWSLETTER OF THE DEPARTMENT OF HISTORY



Fall 2017

Volume VIII

## From the Chair Rebecca Manley

Our students are at the centre of what we do. Last year's newsletter gave readers a glimpse into where our former students are today in a series of profiles that showcased the diverse and exciting careers of our graduates. This year, we cast our gaze back in time, to offer readers insight into the university experience of an undergraduate history student over a century ago. We are grateful to the undergraduate student History blog, *The Watson*, which is full of interesting articles, for allowing us to reproduce this one.

The blog post serves as a reminder that historians, although best known for our books, nonetheless communicate to each other and the public in many ways — in the classroom, in conferences, workshops, journals, on blogs and podcasts, and in exhibitions. These forums help disseminate new ideas and findings, and promote conversation between scholars, our students, and the public. This year's newsletter highlights some of our collective contributions to these important forums of intellectual exchange: inside, you will find stories about the *Journal of British Studies*, which moved to Queen's this year, and about an award winning journal article by Jeff McNairn; an excerpt from the catalogue of a student curated exhibition; the blog post from *The Watson*; a piece by Duncan McDowall on a lecture that changed his conception of history, delivered by recently deceased James Leith, whom we pay tribute to in this issue; and several pieces related to the exciting intellectual events we organized and sponsored.

Undoubtedly the most widely covered History event of the year was the one organized by our undergraduates. As the academic year drew to a close, undergraduate students in Steven Maynard's Social History of Canada seminar curated and mounted a wonderful exhibition in W.D. Jordan Rare Books and Special Collections Library entitled *The Taste of the Library*. Organized around the library's collection of historical Canadian cookbooks, the exhibit probed topics ranging from changing conceptions of the nation to the history of the home. Among the more timely of the displays was a collection of cookbooks showcasing Indigenous cuisine, which the students presented as evidence of both cultural appropriation and forced assimilation. In this issue you can read a sample from the exhibition catalogue and learn more about the course's award winning instructor, Professor Maynard. The exhibit attracted students, faculty, family, members of the Kingston community, as well as the local and national media. It was truly a tantalizing exhibit!

Conceptions of the nation were also interrogated in the 14th annual McGill-Queen's Graduate Conference in History, organized and hosted in the spring by our graduate students. Entitled "From Colony to Nation Revisited," the conference highlighted new narratives of Canadian history. Among the many topics probed was the history of Indigenous people's rights, an issue that has been at the centre of attention on campus since the University's Truth and Reconciliation Committee began its work. The Department has long taught courses in Indigenous history, but the report has prompted us to expand the ways we incorporate Indigenous perspectives and issues into the classroom. In Jeffrey McNairn's new senior seminar, *Schooling Canadians*, students have the opportunity to work with evidence from four residential schools — government records, photographs, and the testimony of former students collected as part of the Truth and Reconciliation Commission — to explore the history of this difficult but important part of Canada's past and to grapple with the various ways that past has been recorded, preserved, and retold.

The past year has also afforded us new opportunities to think beyond national boundaries. In the spring, an international conference on Global Legal Regimes marked the launch of the Department's Global History Initiative, which has opened up new avenues of intellectual exchange between faculty and students at Queen's and abroad in the burgeoning field of Global history. The GHI launch was followed by another successful international conference on The Middle East Re/Unbound.

Perhaps the most exciting news of the year, however, concerns faculty renewal. After many lean years, the University is replenishing its ranks. In History, we are currently conducting a search for a specialist in the History of Modern Canada, a dynamic field that has long been one of the bedrocks of our program. We are also collaborating with Gender Studies on a search for a Queen's National Scholar in African American Gender History.

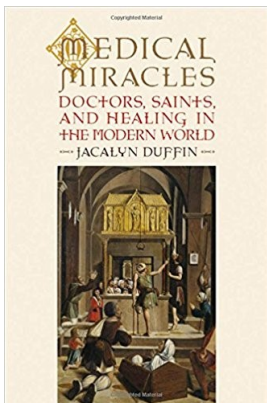
More immediately, we are delighted to welcome Dr. Jenna Healey, the new Jason A. Hannah Chair in the History of Medicine. The History of Medicine has a venerable tradition at Queen's thanks to the incredible talent, tireless effort, and remarkable scholarly output of Dr. Jaclyn Duffin. In this issue, we pay tribute to Jackie, who retired this summer, and to the field she did so much to advance. Our feature includes an interview with Dr. Healey, whose appointment promises to ensure the continued vitality of this dynamic field at Queen's. Finally, we offer a glimpse inside the classroom, to explore how the history of medicine figures into our current curriculum and to hear a student's perspective on the field.

*This edition of Chronicles was brought to you by  
Rebecca Manley, Chair and Editor, and Cathy Dickson.*

## A Tribute to Professor Jaclyn Duffin

**Jackie Duffin** has been known to describe one of her career achievements as “that time I was an external on a miracle.” In 1987 she was asked, in her capacity as haematologist, to examine bone marrow slides. The review was blind; she didn’t know the details of the case and assumed it was a medical lawsuit. To Dr. Duffin, the samples revealed an unusual story: the patient had leukemia, so strong she must now be dead, and yet the patient went through a period of treatment, remission, relapse, then more, and stronger, remission. This didn’t make medical sense; Jackie jokingly suggested the pattern must be a “miracle.”

Later she discovered that this was no lawsuit but rather part of a Vatican miracle screening. The patient, who was in fact still alive, had regularly prayed to Marie Marguerite d’Youville, founder of the Sisters of Charity in 18th Century Montreal. Jackie Duffin’s analysis of the bone marrow samples helped to achieve canonization for d’Youville, who in 1990 became Canada’s first saint. The story netted Canada a saint, but it also gave Jackie Duffin an unusual photo of herself posed with Pope Jean Paul II when she attended the beatification ceremony at the Vatican. It also gave her access to the secret Vatican archives – an honour afforded only to a very few – and that became the beginning of one of her most celebrated books, *Medical Miracle: Doctors, Saints and Healing in the Modern World*.



This story is classic Jackie Duffin because it brings together her trademarks: expertise, intrigue, seriousness of purpose, and a great deal of good humour. Jackie Duffin, the scientist whose expertise confirmed a miracle.



Photo by Bernard Shaw

This is by no means her only research claim to fame. Dr. Duffin has published seven books, including an often-reprinted textbook, *History of Medicine: A Scandalously Short Introduction*. She has written countless articles, edited a couple of anthologies, and is in constant demand to speak at conferences around the world on a host of topics. She is also a well-known commentator on the Canadian media speaking on various medical issues. CBC’s Quirks and Quarks often featured a Jackie Duffin explanation of some obscure but fascinating medical condition. Jackie Duffin is one of those academics who has learned how to speak to multiple and diverse audiences; telling great stories while holding fast to her rigorous academic and medical training.

Jackie’s “reach” is perhaps best exemplified, however, by the [tribute](#) that her medical students mounted after her last lecture at Queen’s last April. The classroom was packed – with students who were in the class, former students from history, philosophy as well as from medicine; colleagues; friends; and even at least one of her own classmates from medical school. And

everyone had a story to tell – about her wonderfully dynamic lectures; her compassion, her ability to enthral; her humility; and of course, her humour. “There is something magical about her” one said; “she makes you feel special.” It is not surprising that Jackie is a multiple teaching award winner. For almost 30 years at Queen’s, she fought to maintain and elevate the Hannah Chair in Medicine and carried the message that the humanities are an essential part of medical education. And in the process she taught medical students (and aspiring historians and philosophers) to always be compassionate; always be curious; and be humble about what we know. As she once said, history teaches us all to question “accepted truths;” and to remember that “things [or interpretations] which seem so right at the time of their creation often end up being wrong.”

Jackie is never content unless she is busy. In addition to teaching history in the medical school and the health sciences, and teaching, supervising and mentoring undergraduate and graduate students in the departments of history and philosophy and the law school, over the years, she has served on numerous editorial boards, taken on executive positions in various professional organizations (including for a term serving as Associate Dean at Queens) and she has just stepped down as a member of the International Advisory Group to the Wellcome Centre for the History of Medicine in London, UK, and as President of the American Association of the History of Medicine (having been President of the Canadian Society for the History of Medicine). Jackie is also a practising doctor and until very recently she attended one day a week at the cancer clinic in Kingston. In 2010, an experience with a patient there, who could not get what had been a common anti-nausea drug, prompted Jackie to take her concerns about the growing drug shortage to an international audience. The result is the highly acclaimed web site, Canadian Drug Shortage, that investigates drug shortages in Canada and their effects and advocates for a sensible, nation wide policy to address the issue.



Historian, doctor, teacher, mentor, author, activist – all of these and much more – are at the heart of this remarkable woman. A Fellow of the Royal Society of Canada, Distinguished International Scholar at the University of Pennsylvania, Fellow of the Canadian Academy of Health Sciences, recipient of the Queen’s University Prize for Research Excellence, the honours and awards that Jackie Duffin has received are too numerous to include here. But the one that perhaps she values the most is the acclaim of her students, who amongst other things four times elected her winner of the WF Connell Award for Teaching Excellence.

We will miss Jackie Duffin as a colleague. But we know that official retirement will only give her more time to research and write and to continue her activism. How fortunate we all have been to share time together at Queen’s.

*By Dr. Karen Dubinsky and Dr. Jane Errington*

## What it was like to be Supervised by a Superstar

*Jackie supervised many students over the years. We reached out to Casey Hurrell on the occasion of Jackie’s retirement to ask her to share some reflections on her former supervisor. Casey completed her PhD in History at Queen’s in 2015. Entitled “Health and Medicine as ‘the Rallying Points of Unity:’ Physicians, Activism and International Efforts in the Early Cold War,” the thesis probed the histories of medical professionalism, international institutions, and health policy and was supervised by Jackie Duffin and Tim Smith. Casey’s research highlights the way that medical history has been incorporated into histories of humanitarianism and geopolitics. Casey was an outstanding student, and won awards for both her research and her teaching. Today, Casey is employed by the Canadian Association of Radiologists as a Manager of Research and Policy Development. Casey’s career trajectory exemplifies the way a PhD can help*

*launch a successful career outside academia. Casey’s current job capitalizes on her expertise in the histories of medicine and public health and relies on many of the skills she developed as a graduate student, including research, project management, and a knack for synthesizing ideas and weaving together information to convey it to other people.*

When I was in the process of researching grad schools, I had the great fortune of striking up a conversation with Jackie Duffin via email about an unrelated research project that I was involved with, focused on the experience of the 1918 Influenza pandemic in Kingston. I knew that I was applying to Queen’s, and as these things so often go, I had only vague ideas about the direction in which my research might proceed. Her generosity and recommendations about how to proceed with my flu research were so thoughtful and detailed that I eventually chose Queen’s partly because Jackie conveyed such warmth and expertise that I couldn’t pass up the opportunity to work with her, even tangentially. Though she did not supervise my Masters research project, she was an integral part of my first year at Queen’s.

When the time came to apply for programs, Jackie encouraged me to look for a field, and to work with, in her words, “a bigger name.” I scoffed at the time, and still stand by my retort that I would have been hard pressed to find a more universally well-regarded, respected, or connected member of the field. Her scholarship is wide-ranging, diverse in its subject matter and historiographical implications, and incredibly accessible. Furthermore, Jackie has strong views on the responsibility of historians of all stripes to engage in public policy, and takes an activist bent when given the opportunity to let her historical sensibility inform an audience on a contemporary health policy issue.

As a teacher, she is witty, warm, engaging. I had the pleasure of TAing for her in my Masters year and could not have asked for a better role model. Her ability to connect with her students regardless of their disciplinary

background, and to ignite their enthusiasm for the subject matter that she holds dear is something that I strived to emulate when I later had the opportunity to work with a similarly multidisciplinary group of students. Living by her example served me incredibly well, indeed.

While I was at Queen’s, she made me a part of her family and provided me with an academic home. Though I was not part of a large cohort of trainee specialist historians of medicine, Jackie made a constant effort to integrate me into the rhythms of her intellectually vibrant and diverse community of scholars, physician colleagues, and friends. I cannot overstate the degree to which having her in my corner facilitated the work I was able to do and the ease with which doors were opened to me as a result of her introduction and influence. Having her supervise my doctoral research ensured that I was challenged and supported. When I had the opportunity to present my work at conferences of historians who I looked up to, I could be sure that if I mentioned that Jackie was my supervisor, the reply would inevitably be along the lines of: “you’re so fortunate, it must be such a rewarding experience to work with someone so generous and inspiring in work and in life.” I am, and it was.

To see Jackie in action - be it lecturing, working a room at a conference, or to sit with her while she enthusiastically leads you on a conversational adventure through the proverbial academic family tree that connects projects via supervisors, acquaintances and methodological inclinations - is to witness a singular gift. She is, without question, the most generous scholar and human being that you could hope to encounter, and it shows in every aspect of her life and work. For the entirety of her time as Hannah Chair, Jackie was both the brain and the heart of the history of medicine at Queen’s. I feel privileged and honoured to have worked in the orbit of Jackie Duffin, let alone to have been supervised, mentored, and encouraged by her.

*By Dr. Casey Hurrell*

## Department of History Welcomes Jenna Healey

We are very excited to welcome **Dr. Jenna Healey** into the department this year. Dr. Healey is the new Jason A. Hannah Chair in the History of Medicine, and is cross-appointed to History from the Faculty of Health Sciences. Like her current position, Jenna's research stands at the intersection of the sciences and the humanities. A 2016 graduate of Yale University's doctoral program in the History of Science and Medicine, Jenna was most recently a SSHRC postdoctoral fellow in the Department of History at York University. Over the next few years, Jenna looks forward to developing new courses for History students at Queen's such as 'The History of Human Experimentation' and 'Money and Medicine'. I spoke to Jenna in her office.

*Jenna, tell us about your research.*

My current research focuses on the history of reproductive technology and, in particular, the use of technology to ease the perceived friction between biological, cultural, and economic time. My book manuscript, *On Time: Age, Reproduction, and Technology in Modern America*, addresses the history of the so-called biological clock. The metaphor of the biological clock was first used in 1978 to describe the dilemma of declining fertility with age. As delaying pregnancy became a social norm, "untimely" pregnancies – both teenage and post-35 pregnancies – became a target for technological intervention. For example, long-acting contraceptives such as Norplant and Depo-Provera were promoted as ideal solutions to early or unplanned pregnancies, while infertility treatments like in vitro fertilization and embryo donation were offered as treatments for age-related fertility decline. I also consider how the biological clock operates as a social technology, shaping our collective understanding of the "best age" at which to have a child.

*How did you get interested in this topic?*

I have a longstanding interest in reproductive technologies, stemming perhaps from my teenage reading of dystopian novels like Margaret Atwood's *The Handmaid's Tale*. As an undergraduate, I double majored in Biology and English Literature. While I always loved



Biology, I was far more interested in social and cultural dimensions of science than in working in a laboratory. So I decided to pursue graduate work in the History of Science and Medicine, with a focus on gender issues. One day, out of the blue, I became curious about the term 'the biological clock.' I quickly realized that despite its prevalence, no historian had written about the genesis of the term or the way conceptions of biological time had informed reproductive politics and technologies. I had my topic!

*Can you comment on how your research fits into current trends in the history of medicine?*

Like a lot of other work in the history of science and medicine, my project is more than a study of medical discovery, of physicians and their work; instead, it explores ideas about health and medicine in a broader social and cultural context. One current trend in the history of medicine is thinking critically about how medical technologies shape both patients' clinical experiences, as well as their identities. For example, my work thinks about how even mundane technologies like the at home pregnancy test changes a woman's relationship to her own body.

*What kind of sources do you use to get at these issues?*

In addition to traditional medical sources, I analyze advertisements and articles in the popular press. In the archives I was lucky to find a lot of trade materials, such as instruction booklets and annual reports of medical manufacturers. I also worked with articles in women's magazines and a genre of popular literature on infertility experiences. More con-

temporarily, I have tapped into the posts of the extensive online community of women trying to conceive. I have even turned to e-bay to find old pregnancy and ovulation tests!

*Can you comment on the relevance of your research to contemporary debates and how, as a historian, you reach non-academic audiences?*

There has been a large lag time between the introduction of technologies and grappling with the implications – legal, social, and otherwise. For example, in vitro fertilization was introduced in Canada in the 1980s, but the first comprehensive set of laws designed to regulate its use was not introduced until 2009. I think that this is part of why it is important to talk about it. Beyond the classroom, where I have the opportunity to teach both future medical professionals and history students, I have sought to communicate with a broader public through blog posts. One piece I wrote for a popular audience – "Stop freaking out about having babies in your 30s. Your great-grandma did it, too" – was reprinted by *The Washington Post*. As I write my book, I am hoping to have it speak directly to current debates about egg freezing, for example, by bringing it up to the present.

### A Glimpse inside the Classroom: Professor Pande's HIST 447, Sex and the History of Medicine

Over the past few decades, the history of medicine has emerged as an integral component of social and cultural history, and has become an area of research interest among scholars working in a diverse array of fields including the history of colonialism, the history of sexuality, and the history of warfare. **Dr. Ishita Pande** exemplifies this trend. A specialist in the history of South Asia, she was a fellow at the Wellcome Institute for the History of Medicine at Oxford from 2002-2004 and later published a book entitled *Medicine, Race and Liberalism in British Bengal: Symptoms of Empire* (Routledge, 2010). The book examines the introduction of western models of medical education, public health and sanitation into India in the nineteenth-century to

trace how ideas about race and gender were transformed through colonial medical contact, and also how Indians used biomedical frames of reference to articulate claims to citizenship in a new way. Ishita has long incorporated medical history into not only her scholarly work, but her teaching. Her approach to medical history and the dynamic interaction between her teaching and research is on prominent display in her seminar, *Sex and the History of Medicine*. We have chosen to profile it here to give you a glimpse into the classroom and to highlight one of the ways that the history of medicine figures into our current curriculum. I spoke separately first with Ishita and then with one of her students, history major Ksenia Podvoiskaia.

*Ishita, tell us about the course.*

This year's iteration of HIST 447 is brand new – and focused on medical understandings of sex as they developed since the late nineteenth century. The course is organized around works that cross the history of medicine and the history of sexuality – and includes readings that enable students to debate how local anxieties about gender and sexual relations in different parts of the world came to be debated as medical understandings of the sexed body changed over time, and also how the development of expert knowledge on sex made possible social change in Germany, Britain, India, or China. Through a focus on sexology – a new field of knowledge that developed in the late nineteenth century – I hope to give students a taste of various trends in thinking about science and medicine historically. These new approaches eschew teleological understandings of medicine as progressing over time to conquer disease and ignorance, while also avoiding the pitfalls of seeing medicine as a tool of “social control.”

*Your syllabus includes multiple primary sources, drawn from vastly different time periods and parts of the world. Can you describe your choice of primary source materials and how you use them?*

Beyond writing of developments within the field of medicine, historians of medicine now routinely study how medical knowledge is located in its social, cultural and political contexts, and therefore integrate medical texts as a rich source in social and cultural history. In

HIST 447, students read sexological documents as historical sources to probe the social and cultural constitution of scientific knowledge and the interactions between ‘Europe’ and ‘Asia.’ Assigned primary sources range from extracts from the *Kamasutra* (a work from India dated to 4000 BCE-200 CE that is circulated as a marriage manual even in our times) to the works of the British doctor Havelock Ellis, the Austrian father of psychoanalysis Sigmund Freud, the British birth-control activist Marie Stopes, and one of the most prominent Indian sexologists in the early 20th century, AP Pillay.

*What inspired you to teach this class?*

This year's HIST 447 – focused on the history of sexology – draws on my current research project, developed during an intensive summer school in 2013 hosted at the Leslie Humanities Institute at Dartmouth College, US, and which is now funded by a Queen's Research Leaders Fund as “Science, Sexual Modernity, and the Body Clock: A Global History of ‘Hindu’ Sexology.” I am fortunate to be able to combine my research and teaching interests in this way, and am thinking of ways to involve some of the students in a SSHRC-funded workshop on the sexual sciences in India, which I am organizing in April, 2018, under the GHI umbrella.

*Ksenia Podvoiskaia, a fourth year history major, is fluent in Russian and has served as a research assistant for me. At a meeting to discuss her findings just before Thanksgiving, I asked her about her plans for the holiday weekend. She was going home, she told me, and was looking forward to seeing her family, but she was particularly excited about a paper she hoped to complete for Dr. Pande on Foucault's reading of the Kamasutra. Ksenia was extremely enthusiastic about the course, and when I later reached out to her to share her impressions for the newsletter, I understood why. We share some of her reflections here.*

*Ksenia, what prompted you to take HIST 447?*

I took it because it was different from anything I had seen offered before. I had never studied anything related to sex or medicine, and I wanted to broaden my horizon.

*Has the course changed the way you think about medicine and medical history?*

Many see medicine as rational and view doctors as authoritative and objective. The more I study the history of medicine, I realize it is just like any other discipline, equally shaped by social constructions and power dynamics. Reading about how common understandings of sex and sexuality were shaped by social norms and were actively constructed impacts how we see this knowledge as objective truth now.

*What do you like most about this course?*

Not only are the course readings challenging and engaging, but Professor Pande also really focuses on developing our history research and analysis skills. Many of our readings contradict and question each other, and we have learnt how to engage in close, critical reading of our sources.

## The Middle East Un/Rebound: Crisis, Response and Recovery

Prominent historians, philosophers and political scientists gathered at Queen's University for an international workshop, “the Middle East Un/Rebound: Crises, Responses and Recovery over the Long Durée (1100-2100)” in April 2017 to exchange their views over the future of the Middle East. Organized by **Dr. Ariel Salzman**, the workshop was made possible by a SSHRC Connections grant and by generous support from the Department of History. It took place under the umbrella of the Muslim Societies Global Perspectives Initiative, directed by History's **Dr. Adnan Husain**. As Ariel notes, “in the face of escalating violence across the greater Middle East region, Adnan and I felt it was time to bring together a group of prominent scholars to reconsider past patterns of intervention and social change not only to explain present crises but also to envision future possibilities for the region and its peoples.”

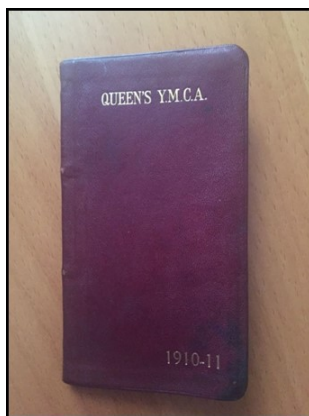
The keynote speaker was Hamit Bozarsalan, from the École des Hautes Études en Sciences Sociales. Individual presentations ranged from the religio-political responses to the Crusades and the organization of Islamic courts in early modern Iran to the impact of the ongoing Yemeni conflict on states and societies in the Horn of Africa.

*Adapted from the MSGP newsletter*



## A Queen's History Buff ... in the Buff

A few years ago, a friend and fellow Canadian historian found at an old-paper show in Toronto a Queen's student handbook from 1910-11. Knowing my connection to Queen's, he kindly gave it to me. Measuring 3" x 5" and designed to fit in your pocket, the handsome little book is bound in oxblood leather with ornamental endpapers in a gold floral motif. In matching gold lettering, the title on the cover reads "Queen's YMCA."



We do not know who owned the handbook. He (all indications suggest a male undergrad) did not write his name in it, but he did make notes on its pages. From the "time-table of lectures" he filled out, we learn that he fancied himself a history buff; he had history classes at 3pm on Mondays, Tuesdays, and Thursdays. He also took French, philosophy, and math. He may have been considering a career in law, as he noted on a blank page, "see about course leading to L.L.B. or L.L.D." He enjoyed sports and recorded the scores of games played in the fall of 1910 between Queen's and other teams in the Canadian Intercollegiate Rugby Football Union. He also noted something of his physical appearance: "April 11, 1911. Height = 5'8½". Weight = 146.5 lbs. Both taken stripped."

Surely I'm not the only one to wonder how and where our handbook owner had his height and weight measured while stripped naked. There are several possibilities. Maybe there were scales in the locker room of the new gymnasium opened on campus in 1907. Perhaps it was part of the medical examination all first-year students were required to undergo, although April, the end of the academic year, seems late. Or maybe it was done at the "City Y," so named to distinguish it from the "College Y."

The central YMCA in Kingston, an impressive Romanesque structure built in 1892, stood on the northwest corner of Princess and Barrie Streets, and remained in use until the 1950s. For many years a male-only space, the Y featured nude swimming for men in its pools. In the context of early twentieth-century concerns over the supposed physical degeneration of men turned soft by the effeminizing influences of modern urban life, new members had to line up naked for inspection by YMCA physical directors steeped in the ethos of muscular Christianity.

It's not clear whether our handbook owner belonged to the Y, although given its popularity among college men in North America during this period it's altogether possible. That said, you didn't have to be a Y member to receive a handbook; they were presented free to all first-year students. According to a report from the "Handbook Committee," included in the 1909 minutes of the YMCA, found in the Queen's Archives, "1300 of these books were printed." Our student would have learned from ads in the handbook that the corner of Princess and Barrie was the student hub, the location of essential services such as Hoag's Drug Store, "opposite the YMCA," and Hong Lee

Laundry, one of several Chinese laundries and restaurants in Kingston that catered to students (the latter, incidentally, the subject of research by students in my Canadian social history seminar this past fall). Perusing the pages of his handbook, our student would have also found "useful hints," which, if followed, "may save new students from awkward predicaments and perhaps unpleasant experiences." These pointers included, "Bring your modesty with you. You may need it."

The handbook broke down its overview of college life into four categories: "physical, intellectual, social, and moral." "The immediate purpose for which we come to college is to develop our intellectual power," the handbook reasonably asserted, "and therefore intellectual development should hold the first place in our consideration." The handbook offered other good advice. For example, students were reminded that "Professors desire regular attendance on all lectures and faithful preparation of class-work. But if you do not wish to do that, they will not force you. Students at Queen's are supposed to be no longer children but men and women who sufficiently recognize the value of those years in college to use their best efforts to succeed. Justify your professors' confidence in you."

Under the "moral," students were warned, "Your college days constitute probably the most important formative period of your life ... Do not be so short-sighted as to think that you can form dissipated habits and low associations during your college course and immediately upon leaving shake them off and live a pure, clean life." Indeed, a current of anxiety runs through the handbook that students could be derailed from their primary purpose – "the upholding of a high standard of Christian character" – by the "temptations" and "unusual susceptibilities" of college life. Should a student feel overwhelmed by the "strangeness of all," the handbook recommended attending one of the YMCA's weekly meetings (Thursdays at 4pm in the YMCA Room of the Old Arts Building).

Building Christian character was, of course, central to the Y's mission. A "basis of membership" adopted in the 1908 minutes read: "Any student may become a member of the Queen's YMCA by signing the following statement: 'It is my purpose as a University man receiving Jesus Christ as my Lord and Saviour to lead a consistent Christian life as I understand it to be set forth in the Bible.'" Queen's students not only upheld Christian character; it was something to be made available for export. The "Missionary Association" met every Saturday at 11am in the Theological Building to discuss how to pursue what the handbook baldly termed "aggressive Christian work" in the "newer parts of Ontario and the West" and in the "Foreign field," including ongoing support for "two boys in a school in Turkey and a native preacher in Formosa."

In addition to the missionary zeal of the Queen's YMCA, the handbook also captured the prevailing divisions of gender on campus. The handbook encapsulated a particular Queen's model of middle-class masculinity. As the edition for 1924-25 put it, "Queen's men: Don't advertise yourself by your comments, by your dress, or by your actions ... You are at the beginning of a man's life. Queen's will initiate you in a man's fashion. Remember, Queen's men are dour men – they

are quarried in the ‘Limestone City.’” Despite the advice to male students not to advertise themselves by their dress, the handbook was chock full of advertisements for men’s fashion from local merchants. We learn that the “headquarters” for “high-class underwear for men” was Steacy’s, a store where “we invite inspection.” “Classy Hats for College Fellows” could be found at 126 Princess Street, where “‘Tis said with good reason / the girls all adore / Queen’s boys who are hated / at George Mills & Co.’s store.”

The handbook did not ignore “the girls.” Prepared with the assistance of the YWCA, the handbook included a description of the Levana Society, in which every “girl student at Queen’s” was a member. This entitled her to “free use of the Levana Room, its piano and its cozy corners, its magazines and its tea-cups.” The Levana Society’s programming would aid “freshettes” in the “cultivation of the gentle art of conversation.” Of course, the necessity of a separate society for women stemmed from the fact that the Arts Society remained an exclusively male organization until the late 1960s, despite the fact women had been going to Queen’s for nearly a century. (In its historical timeline, the handbook indicated that 1869/70 represented the year the “first lady students attend.”)

Near the end of the handbook is a list of professors’ addresses. If you’re wondering why professors’ home addresses were listed in a student handbook, you might need them, for “Many of our professors and their wives mete out unstinted hospitality in inviting students to evening at-homes in their parlors.” Whether history undergrads enjoyed such “at-homes” is not clear. The only history prof listed was J.L. Morison of 218 Johnson Street. The Kingston city directory for 1910 lists 218 Johnson as the residence of a Miss Jeannette McMillan, suggesting Morison, first hired in 1907, rented rooms rather than owned a home in Kingston. It is said that Morison did not find Kingston all that congenial.

We can conclude with one last thing our history-loving student wrote in his handbook. It’s a piece of doggerel. It captures what was still the old-boys atmosphere of the University but also contains, I’m sure you’ll agree, a lasting truth about your Queen’s history professors:

Here’s to Arts ’13 boys,  
here’s to our college days.  
Bring out the good old  
songs boys,  
sing out the good old days.  
Here’s to the good old profs.  
boys,  
patient and kind always.  
Here’s to Arts ’13 boys,  
Here’s to our college days.



P. M. C. A. Executive, 1910-11.

By *Stephen Maynard*

Reprinted from “The Watson”  
Queen’s History DSC Blog

## Steven Maynard wins Principal’s Teaching Award

Congratulations to **Steven Maynard**, recipient of the Principal’s Teaching Award.

At a teaching-awards reception held in January 2017, Steven Maynard was presented with the “Promoting Student Inquiry Teaching Award,” one in a series of teaching and learning prizes awarded annually by Principal Daniel Woolf. Selected by a committee made up of the Vice-Provost/University Librarian, a faculty member, a librarian, an undergraduate and graduate student, and a member of the Centre for Teaching and Learning, the prize recognizes “innovative instructional design which enables active student engagement in learning.”



Principal Woolf and Martha Whitehead, University Librarian present Steven Maynard with his teaching award.

The projects Steven develops often get students to think about how historical research might be mobilized to make meaningful interventions in the social-political issues of the present. For example, as the University devised its new policy on sexual violence prevention, students conducted research at the Queen’s Archives, where they discovered that women’s groups and students had been raising the issue since at least the early 1970s, and that administrators had produced several significant initiatives over the previous decades. This allowed students to use archival material to write about social movements and to probe the politics of institutional memory.

Other projects stress the public presentation of the past. Most recently, students in Steven’s Canadian social history course used old Canadian cookbooks in the Jordan Rare Books and Special Collections to put on *The Taste of the Library*, a public exhibit on food history in Canada. Students engaged in all the research and curatorial components of putting together a public history exhibit, from producing the catalogue (an excerpt from which can be found on the next page) to organizing the public opening, which attracted over 100 people. Students also handled newspaper, radio, and television promotion. For Steven, who hears the oft-asked question, “What can I do with a history degree?,” these projects help students to see that studying history – presenting your research in public, explaining your findings before a live audience or to the media – provides portable skills with a wide range of applications in the present.

The Principal’s teaching award comes with \$2,000 for instructional design, which Steven plans to put toward future projects for his students.

## Traditional Indian Recipes from Fort George, Quebec. Cobalt, ON: Highway Book Shop Publishing, 1971

A startling and compelling political artifact, the Traditional Indian Recipes cookbook, with its drawings made by Cree students of the



St. Philip's Indian Residential School in Fort-George, Quebec, reveals the complicated and troubled relationship among Canada's Indigenous peoples, residential schools, and the church.

There is an indisputable irony in the pages of this seemingly harmless cookbook. With its Cree recipes and children's drawings, the cookbook shares and celebrates Indigenous culture. However, it was produced in connection with the St. Philip's Indian Residential School, established in 1933, a place where some Cree women found work and Cree children were indoctrinated and assimilated into Euro-Canadian culture. There is also a tension in the cookbook between the autonomy of the Cree people and the authority of the Church; the Cree were the contributors, but all proceeds went to the Church. The cookbook further notes that the Cree were becoming more dependent on Euro-Canadian food imports. Was this a tragic farewell to the traditional foodways of the Cree, an example of the notion of the "disappearing Indian" in Canada? If so, this cookbook remains as a testament to Cree food culture, as well as a reminder of the painful legacy of residential schools.

*By Laura Toth, Student in Hist 312  
Reprinted from The Taste of the Library  
Exhibition Catalogue*

## Winners of History's 2015- 2016 Teaching Awards

Congratulations to **Dr. Tim Smith** for receiving History's 2015-16 Faculty Teaching Award and to **Dr. Peter Price** winner of History's 2015-16 Teaching Fellow Award.

**Dr. Smith** was nominated for the Faculty Teaching Award for Hist 213 (Comparative Public Policy.) Dr. Smith created a challenging, engaging and interesting class for his students and he is described as "extremely supportive, kind and helpful."

**Dr. Price** is known for his love of history and his passion for teaching it. A student from his Hist 122 (Making of the Modern World) seminar describes his classes as active and involved and says he was always accommodating to the needs of his students and cared for their passions of history.

## Journal of British Studies comes to Queen's

A major international journal has recently moved to the Department of History at Queen's. Two faculty members, **Dr. Jeffrey Collins** and **Dr. Sandra den Otter**, have become the new editors of the Journal of British Studies. The journal, founded in 1961 and now published by Cambridge University Press, disseminates new research on the history of Britain from the Middle Ages to the 20th century. The ambit of the journal also reaches beyond the discipline of history to encompass literature, historical geography and art history within the United Kingdom and the British world.

Jeff and Sandra have a long-standing connection with the journal and with the academic organization that it serves, the North American Conference of British Studies, (NACBS). They both served as associate editors when the Journal was edited from McGill University and have been active members of the NACBS. Jeffrey and Sandra work collaboratively with an advisory board and team of associate editors from universities across Britain and North America, including Cambridge, Columbia, Concordia, Cornell, Dalhousie, Oxford, Princeton, and Yale. Two doctoral students – Stefan Brown and Virginia

Vandenberg - are employed as editorial assistants. Stefan comments: "Working for the JBS has been tremendous. Enough can't be said about the opportunity to learn about the process of academic publishing from within a respected journal and the skills acquired from working on the articles submitted by the many talented contributors." Virginia reflects: "It has been extremely valuable to see the process of academic publishing from the inside, and I appreciate being able to see new scholarship in the field of British Studies as it develops. The chance to review and edit is also sharpening my skills as a writer." Professional editor and author Maureen Garvie further assists in the editorial process.

Already in the pipeline before the journal moved to Queen's are two articles by former Queen's graduate students: Dr. Amy Bell, now an Associate Professor at Huron College, London, Ontario writes on crime scene photography in England, 1895-1960 and Dr. Matthew Wyman-McCarthy, now a post-doctoral fellow at the University of New Hampshire, on perceptions of French and Spanish slave law in late Eighteenth-Century Britain.

The Department sees the location of the journal at Queen's as a valuable opportunity for students and will be offering workshops for undergraduate and graduate students on professional editing. Throughout its five-year stay, the editorial project will also host special public lectures and research forums linked to research published in the Journal of British Studies. This is an exciting opportunity for the Department to be at the forefront of new research and knowledge production in a prominent field. The journal can be accessed at <https://www.cambridge.org/core/journals/journal-of-british-studies> or via university libraries

If readers are interested in a specific article and unable to access it, we invite you to email the editors:

[jbsedit@queensu.ca](mailto:jbsedit@queensu.ca)

*By Dr. Sandra den Otter*





## Department of History Launches Global History Initiative

The History Department launched its Global History Initiative (GHI) on April 20, with an inaugural lecture by Prof. Jeremy Adelman, the Henry Charles Lea Professor of History and Director of the Global History Lab at Princeton University, titled “The Witness and the Other: Photography and the Origins of Humanitarianism.” The first GHI workshop on “Global Legal Regimes: Beyond Imperial Frames,” funded by the History Department’s Nugent Fund, followed on April 21-22, 2017. The workshop brought together senior and junior scholars from McGill, Concordia, Cornell, Columbia, the University of Wisconsin-Madison, the University of Arizona, and Drexel, along with three Queen’s History department faculty and one of our own graduate students. We welcomed back two recent graduates of our MA and PhD programs, who are now based at the University of Cambridge and the University of Western Ontario.

During the two-day workshop, participants collectively explored how transnational legal regimes might be conceptualized beyond national, imperial and colonial frames, and focused on how local archives illuminate global legal phenomena and concepts, including: rights, custom, evidence, terror, family, land, and sovereignty. Providing participants with the opportunity to circulate works-in-progress to a group of peers, the event was a tremendous success.

The groundwork for the GHI was laid by **Dr. Amitava Chowdhury** during his fellowship at the Weatherhead Initiative on Global History at Harvard University, which entered an agreement of mutual recognition with the Queen’s GHI last year. Efforts are currently ongoing to expand the network of local and global partners, with an eye to facilitating graduate student exchanges. The GHI

provides a platform for faculty members to organize workshops related to their research interests while critically engaging the methods of global history, broadly defined. The next GHI workshop will be held on April 19-21, 2018. A graduate student conference involving all partner institutions will be instituted in the near future.

*by Gabriela Castillo, PhD Candidate*

## There and Back Again, a PhD Student’s Tale

*By Heena Mistry*

After traveling to four countries, seven cities, and pouring over 12 different archives in the space of one year, I think I am ready to return to a non-nomadic lifestyle, and of course, finish writing my dissertation. My research uses global Indian diaspora as a lens for examining India’s claim to equal citizenship privileges with white subjects of the British Empire during the interwar period. My project draws on and makes contributions to the fields of New Imperial History, Twentieth Century intellectual history, Indian Ocean studies, and Global History. After sifting through material at the British Library and National Archives UK in summer 2016, I headed to Cambridge Massachusetts to begin my semester as a Visiting Fellow at the Weatherhead Initiative on Global History (WIGH) at Harvard.



WIGH is the best place to meet other young scholars working on Global and transnational history. Participating in the first-year Global History graduate course and listening to the other WIGH Fellows’ present their work was an enriching experience. A significant portion of the global history seminars involved critiquing and pointing out the pitfalls in existing global history scholarship.

Complicating our understanding of “Global History” was certainly more productive than trying to flesh out a dominant definition of the field. I had the opportunity to present my work and receive feedback from the other WIGH Fellows, and Professors Sugata Bose, and Charles Maier. Spending time at WIGH early in the archival research stage was extremely fruitful. Having access to Harvard Library resources was a researcher’s dream. Virtually any book I wanted could be at my fingertips in a few days or less. Boston is a dynamic intellectual centre. Every day I attended seminars, panel discussions, workshops, and public lectures at Harvard, MIT, and Tufts, though I always felt I was missing out on an event because multiple distinguished speakers often presented on the same day. The developing relationship between the Queen’s Global History Initiative and WIGH allowed me to take advantage of resources and networks at Harvard and prepare for the next stages of dissertation research.

Following my fellowship at WIGH, I spent six months of archival work in New Delhi and South Africa. Navigating the bureaucratic fortress that was the New Delhi archives and the sprawling scattered South African archives was certainly made easier by my time at WIGH. I met my host supervisors for India and South Africa when they came to Boston as guest speakers. Meeting them also led to an affiliation with Jindal Global Law School in India and with the Centre for Indian Studies in Africa at the University of the Witwatersrand in Johannesburg. This was a challenging year of figuring out how a different place ticked, navigating diverse archives, and meeting a new community of scholars every three months. Nevertheless, I am so grateful to have had this opportunity to undertake a truly “global” dissertation research project.

## Professor Emeritus James Leith dies at age 85

**James Andrews Leith** died in his sleep on October 7, 2017, less than a month from his eighty-sixth birthday.

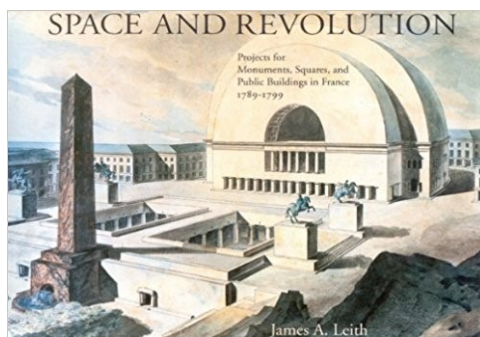
Jim was the son of fundamentalist Presbyterian immigrants from Northern Ireland. He read the King James version of the Bible many times in his youth. He emerged from this experience an uncompromising opponent of all religion.

He graduated from Victoria College, University of Toronto, in 1953, in Honours History. He earned an MA from Duke in the history of the Renaissance in 1955, then returned to Toronto to receive his PhD in 1960, specializing in the history of eighteenth-century and revolutionary France. After teaching three years at the University of Saskatchewan, he joined the Department of History, Queen's University, in the fall of 1961, and taught there for thirty-five years until his retirement in 1996. During his Queen's career, besides extensive research in France, he was visiting professor at St. Antony's College, Oxford, at the Australian National University, and at various American universities: Cornell, New Mexico State University, UCLA, and Florida State University.

Jim Leith was very much "old Queen's," putting his stamp on the major expansion of the university (and with it the history department) during the time of Principal John Deutsch (1968-1974). He was Chairman of the History Department from 1968 to 1973 – in fact, he introduced Queen's to limited-term "chairmanships," in place of notionally permanent "headships." Before Jim's chairmanship decisions in the history department were supposedly made "unanimously"; from 1968 onward, the department meeting made decisions according to the principle of "one man, one vote" (a right eventually extended to women), raising eyebrows throughout the Faculty of Arts and Science.

Jim's scholarship balanced writing and editorship. His most important early book was *The Idea of Art as Propaganda in France,*

*1750-1799: A Study in the History of Ideas* (University of Toronto Press, 1965). Himself a talented artist, he pioneered expansion of historical methodology to include the arts. His teaching also led him to study comparative revolutions, opening the Queen's history department to attention to the Chinese Revolution, but entirely without the naïve Maoist enthusiasm that was current among many North American academics in the 1960s and 1970s. In fact, in his later years he came to explicitly question the identification of revolution and human progress. Always very much an empirical historian, he has been sceptical of the recent stress on historical theory, particularly the "linguistic turn" – he has agreed with much of his younger Marxist colleague Bryan Palmer's critique of the "descent into discourse." Towards the end of his career Jim doubled back to the beginning with *Space and Revolution: Projects for Monuments, Squares and Public Buildings in France, 1789-1799* (McGill-Queen's Press,



1991). This book combined architecture with revolutionary ideology. The research for the book was based on the prestigious Killam Fellowship, 1983-1985; and the expensive plates were paid for by one of the most fascinating aspects of Jim's life, his mid-career adventure as an academic consultant on terrorism to the French intelligence service.

Jim's election to the Royal Society of Canada in 1980 was the basis of much of his extensive editorial work, including such varied topics as *Symbols in Life and Art* (1987), *Muse and Reason: the Relation of the Arts and Sciences, 1650-1850* (1994), and a collection on environmental sciences, *Planet Earth: Problems and Prospects* (1995). Visibly suffering from radiation therapy, in 1994 he performed the duties of the President of the Canadian Historical Association. In



1998 he received the Queen's University Excellence in Research Award. In 1996 a symposium was held honoring Professor Leith's lifetime achievements at the University of Regina with 36 speakers from eight countries: "Symbols, Myths, and Images of the French Revolution." The papers were published in a Festschrift in 1998.

Jim Leith was a great raconteur, who made a point of associating with colleagues from all parts of Queen's University. Recently he had been very active in the Queen's University Institute for Later-life Learning (QUILL). Jim has been noted for his kindness to students and colleagues throughout his life. He has spent many hours with sick and dying friends from Queen's and from the wider Kingston community. He was a good man who lived a life full of both sadness and great accomplishment.

*By Professor Emeritus James Stayer*

### Jim Leith: Taking Young Historians to the Barricade

While I never took a course from Jim Leith, he fundamentally changed my view of what history is. Arriving at Queen's in the fall of 1968 as an eager but naïve undergraduate, I was intent on studying constitutions, wars, railways and great men, the orthodox stuff of history dished out at my English public school. Jim Leith however shunted me in an unexpected direction. He had just returned from a summer spent in Paris, where he had



encountered the aftermath of that city's spring of discontents when students took to the streets and set siege to the French establishment and its addiction to bourgeois values, capitalism and imperialism.

As a French historian, Jim had gone to Paris to immerse himself in archives that spoke to France's evolution from creaking absolutism to revolutionary republicanism. But it was what he encountered on his daily trek to the archives that really caught his attention: street after street of graffiti scrawled on walls denouncing entrenched values in language sometimes clever, sometimes violent and sometimes lewd. This, he concluded, was history in the making. He took pictures and peeled posters off utility poles, building his own little archive of popular culture in the service of rebellion.

That fall, the department asked Jim to give a Friday afternoon lecture on his summer in Paris. Students in History 121 were urged to attend – we all know the import of that kind of nudge from faculty. I was nonetheless reluctant. Graffiti and insurrectionary music were hardly, I imagined, the stuff of real history, hardly the nuts and bolts of historical “progress.” Nevertheless, off I trudged. Over the next hour, I had my first encounter with revisionist history. What came across was a kind of supercharged annales version of what drove society. I was bowled over by the slides that Leith showed and the way he linked popular culture to social upheaval. Graffiti mattered. It spoke directly from the “people.” And in some ways, it was far more exciting than a visit to an archive. Indeed, the world in the fall 1960s was alive with popular unrest and direct action. Back in Brockington Hall, people were playing the Rolling Stones' latest hit, *Street Fighting Man*, at full volume. Down the hall from my room, another student pinned a huge, crudely lettered sign on his door proclaiming “F—k E.P. Taylor.” This, I now realized, was history on the run.

Life as a becoming historian was never the same after hearing Jim Leith discourse on

that fall afternoon about the tumultuous streets of Paris. Sure, I did go on to write about railways and politicians, but never without casting an eye sideways at what I had once considered the detritus of history. My conversion continued as that fall progressed. Leith spoke again one Friday about the community effort behind the building of Chartres Cathedral to the south of Paris, where he had spent weekends. Chartres was as much about devout stonemasons and carpenters as it was about priests and bishops. To reinforce Leith's message, the department also brought in American popular historian Russel Nye, who spoke, of all things, about what automobile hubcaps told us about American consumer appetites in the 1950s and 1960s. Wow!

Jim went on to teach French history and the mechanics of revolutionary societies for many decades. He also chaired the department, a task perhaps made easier by his intuitions about how societies can lose their balance. On returning to the Queen's campus some five years ago, I again encountered Jim Leith, physically diminished but still an active presence in the university club, as a lecturer and as an inquiring mind at other academic occasions. I now rejoice that one day in the university club I drew him aside and told him how much that autumn lecture in 1968 has echoed through my professional life.

*By Dr. Duncan McDowall,  
Queen's BA '72 & MA '74*

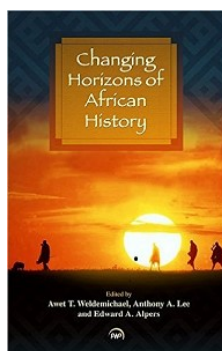
## Professor Jeff McNairn Awarded Two Prizes



Congratulations to **Dr. Jeff McNairn** who was recently awarded two prizes for his article, “‘The common sympathies of our nature’”: Moral Sentiments, Emotional Economies, and Imprisonment for Debt in Upper Canada.’ On May 30th, during the annual meeting of the Canadian Historical Association, it was awarded the best article prize by *Histoire sociale/Social History*; on June 10th, the Ontario Historical Society presented the author with the Riddell Award (pictured here) for the best article on Ontario's history published in 2016. The essay -- part of a larger project on the legal regulation of economic failure in early Canada -- examines how pain and displays of emotion took on heightened moral and political significance in the humanitarian campaign to abolish imprisonment for debt.

## Recently Published Books

### Awet Weldemichael

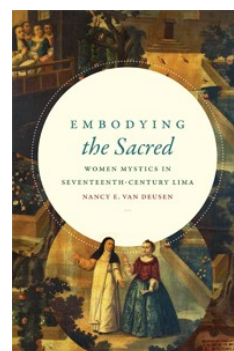


#### *Changing Horizons of African History*

edited by  
Awet T. Weldemichael,  
Anthony A. Lee, and  
Edward A. Alpers

[Africa World Press](#)

### Nancy E. van Deusen



#### *Embodying the Sacred: Women Mystics in Seventeenth-Century Lima*

[Duke University Press](#)



## Congratulations to our Doctoral Students

### Dr. Lorne Beswick

Lorne's thesis "Reds in Beds: The Communist Party of Canada and the Politics of Reproduction, 1920-1970" was completed under the supervision of Dr. Jaclyn Duffin.

### Dr. Mikhail Bjorge

Mikhail's thesis "The Workers' War: The Character of Class Struggle in World War II" was completed under the supervision of Dr. Peter Campbell.

### Dr. Patrick Corbeil

Patrick's thesis "Secular World: The Development of Victorian Secularism as a Global Ideology in its Imperial Context, 1840-1880" was completed under the supervision of Dr. Sandra den Otter and Dr. Andrew Jainchill.

### Dr. Kendall Garton

Kendall's thesis "Apocalypse at the Doll Counter": Barbie, Marjie, and the North American Toy Industry, 1959-67" was completed under the supervision of Dr. Jeffrey Brison.

### Dr. William Langford

Will's thesis "Helping People Help Themselves: Democracy, Development and the Global Politics of Poverty In Canada, 1964-1979" was completed under the supervision of Dr. Karen Dubinsky and Dr. Ian McKay.

### Dr. Stephen Smith

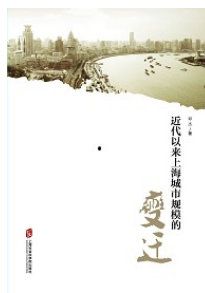
Stephen's thesis "Within Arm's Reach: Political Violence, Voluntary organizing, and the Borderlands Press During the Canadian Rebellion, 1834-1842" was completed under the supervision of Dr. Jeff McNairn.

### Dr. Robert Williams

Robert's thesis "Poles Apart: The Challenge of Ensuring that Common Intent is understood when working in Military Coalition Operations." was completed under the supervision of Dr. Allan English.

## Jie Deng publishes book

Congratulations to **Dr. Jie Deng** on his recently published book, based largely on his 2012 dissertation. Published in Chinese by the Shanghai Academy of Social Sciences, the book's title translates as "Shanghai's changing scale in modern times." We are delighted to have Jie back at Queen's as a visiting scholar this term!



## Dissertation Prize

**Dr. Scott Fleming** received History's 2016-17 Dissertation Prize for his thesis entitled "Conjuring Canadas: Historians and the Quest to Define a Canadian Nation and its Past, 1920-1967." Scott was supervised by Dr. Ian McKay.

## Post-Docs

Congratulations to our recent grads who were awarded SSHRC Post-Doctoral fellowships.

**Dr. Christo Aivalis** is at the University of Toronto. His project is entitled: "Debating the intellectual crises of capitalism in Canada 1929-1939: Christians, labour, Liberals and the Left."

**Dr. William Langford** is at Dalhousie University. His project is entitled: "A political history of the right in Canada, 1950-1980."

## Faculty Position for Zozan Pehlivan

Congratulations to **Dr. Zozan Pehlivan**, who has been offered a tenure track job in the Department of History of the University of Minnesota (Twin Cities) in the field of Environmental History. Dr. Pehlivan completed her PhD at Queen's in 2016 under the supervision of Dr. Ariel Salzman, and will assume her new position following the completion of her current postdoctoral fellowship at the Indian Ocean World Centre at McGill University.

## Thank you for your support!

The Department benefits tremendously from the generosity and support of our alumni and friends. Alongside the invaluable Beatrice Nugent Bequest, which funds our Departmental Seminar Series, we rely on donations to our Trust Fund to mount special events and support student initiatives. This year, our trust fund helped finance a range of student-run initiatives, including the *Taste of the Library* exhibition; the Queen's-McGill graduate conference; and our students' participation in a range of campus wide events such as the Model United Nations. Trust also helped support our Arthur Lower Workshop Series in Canadian History, the Global History Initiative and a host of interdisciplinary intellectual events across campus that engaged both faculty and students. We are very grateful for your support and confidence in our work. We hope you will keep in touch.

Gifts can be made online at [givetoqueens.ca/history](http://givetoqueens.ca/history)

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