

Chronicles

NEWSLETTER OF THE DEPARTMENT OF HISTORY



Fall 2018

Volume IX

From the Chair Rebecca Manley



It has become an annual tradition in History to mark the end of the Fall term with a Faculty Lecture and Holiday Party. One of the great pleasures of the event is the opportunity it provides to listen to our colleagues talk — not about the latest departmental initiative, the faculty's strategic plan, or even the state of the humanities — but about the core of what they do here at Queen's, their research. This year, we heard from Dr. Barrington Walker, who addressed "Critical Histories of Blackness in Canada." The talk offered penetrating reflections on the writing of Black Canadian history, and reprised a theme that has figured centrally in our seminar series this year. From Dr. Nancy van Deusen's faculty lecture last winter on "The Disappearance of the Past: Native American Slavery and the Making of the Early Modern World," to Dr. Christopher Brown's talk this fall on "The British Province of Senegambia, 1758-1784: Colonial Failure on the West African Coast," through to our upcoming annual Nugent lecture by Dr. Manisha Sinha on "The Abolitionist International: A Radical History of Abolition," our speakers have compelled us to reflect upon the complex history of slavery and its legacies. Professor Walker's recent talk reminds us that slavery is also part of our history as Canadians, and as we re-craft narratives of our own nation's past, we must grapple with its legacies.

The Faculty Lecture offers intellectual stimulation at a particularly busy time of year. For many of us, the end of term is a time to clear our desks, catch up on correspondence, and help students prepare for the hurdles ahead — exams and applications to graduate programs or law school. But as the Faculty Lecture signals, the end of term is also a time for research. In our seminars, undergraduate students are hard at work completing end of term research papers. Second year PhD candidates are defending their dissertation proposals, preparing to embark on the next stage of their doctoral programs — the research stage. Faculty, taking advantage of the break in classes, are planning short strikes to archives and libraries. In this issue, we profile some of the exciting research taking place in our midst.

Research happens at all levels of our program, but our special feature this year highlights the research undertaken by our undergraduates. Opportunities for research among History undergraduates abound, and our students have taken full advantage. Inside, you can read about a History student who was awarded a summer

research grant to probe the history of Canadian cultural diplomacy; about three second-year students who wrote major research papers in British history and presented their work at the undergraduate research conference Inquiry at Queen's; and about a research intensive upper level seminar, Dr. David Parker's *Revolutions and Civil Wars in 20th Century Latin America*, for which Dr. Parker was awarded one of the University's top teaching awards, the Principal's Award for Promoting Student Inquiry.

At the graduate level, our research intensive MA thesis stream, which we reinvigorated two years ago, is flourishing. The MA thesis working group meets every other week under the supervision of Dr. Jane Errington. Thanks, moreover, to the generosity of alumnus David Russell, who completed his MA in History in 1970, we have been able to support MA research travel. Our MA students were also tremendously successful in the competition for Canadian Graduate Scholarships, winning six. The success rate among our doctoral students was equally impressive: in the most recent competition, eight doctoral students in History were awarded SSHRC grants, seven of which were CGS's. Our graduate students are doing research across Canada and around the globe — this term alone, Queen's History students have traveled to destinations as diverse as Chile, Morocco, Zambia, and Paris, in search of sources for projects that extend from the medieval to the modern eras.

Among faculty, four people published books, pictured on the pages of the newsletter. Four more were awarded prestigious five year research grants from the Social Sciences and Humanities Research Council of Canada. Their projects, in intellectual, cultural, economic, and social history, suggest the range of approaches at work in our department. We asked them to provide a snapshot of their research for this issue. Perhaps the most exciting development in faculty research, however, is the arrival of two new colleagues, Dr. Laila Haidarali and Dr. Lisa Pasolli, who are introduced in this issue. Both accomplished scholars with impressive publication records, they bring new research dynamism and strength to our programs in gender history and the histories of modern Canada and the United States.

Even as we welcomed new colleagues this year, we said goodbye to others. This issue pays tribute to Dr. Harold Mah and Dr. Richard Bailey, both of whom retired this year, and to two emeritus professors who passed away this year, Dr. Klaus Hansen and Dr. Gerald Tulchinsky.

We also pay tribute to Debbie Stirton-Massey, our Department Manager of more than twenty years who retired this spring, and we welcome two new members to our administrative team, Matt Colby and Jenn Lucas.

Finally, we are excited to share two developments that promise to further transform our department in 2019: a search, already underway, for a new faculty member in North American Indigenous History, and the establishment of the Buchanan post-doctoral fellowship in Canadian History, made possible by the extraordinary generosity of one of our alumni. We look forward to sharing more news about these developments in our next communication!

*This newsletter was brought to you by:
Rebecca Manley and Cathy Dickson*

Department of History Welcomes

Laila Haidarali

Dr. Laila Haidarali, a specialist in African American Women's History, joined us this summer as a Queen's National Scholar and is jointly appointed to Gender Studies. We asked Laila about her research and her journey to Queen's.



How did you get interested in African American Women's History?

I was first drawn to study the histories of Black women in the United States as an undergraduate at Brescia College at the University of Western Ontario. I knew history was for me when I enrolled in a second year class on Women's History. Comparative in focus, the course offered a rich and fascinating survey of women in Canada, Britain, and the United States. Coming from the Caribbean, I was well versed in British and U.S. history, but undergraduate classes in U.S. history continued to stoke my interest, namely that of race in the United States. My final year thesis was entitled, "The 'Ism Is: Racism, Sexism and Black Women, 1960-1970." My professor validated my work in a way that no doubt helped keep me going in the study of African American women's history. I doubt he ever knew this but perhaps he may now.

This summer, you published a book entitled *Brown Beauty: Race, Sex, and Color from the Harlem Renaissance to World War Two*. Could you briefly tell us about the book?

My book studies beauty and brownness, and how these two intangible, subjective and malleable physical attributes came to signal a modern ideal of African American womanhood. Focused on the interwar years and set during the first Great Migration (1914-1941), *Brown Beauty* studies the construction of notions of beauty, race, sex, and class through the lens of colour. The book traces how the notion of brown beauty grew increasingly bound by middle-class dictates as it became embedded in media constructions of Black women as respectable subjects suitable for social and economic integration in modern urban centres of the North and Mid-west.

You grew up in Trinidad & Tobago, immigrated to Canada at university age, and received your doctorate from York University, but for the last nine years you have been teaching and living in the UK. How does it feel to be back in Canada at Queen's?

It feels nothing short of wonderful. There's a bit of a dream-like quality around my appointment at Queen's that feels a bit serendipitous. When I was still a graduate student, I taught at Queen's briefly as an Adjunct. That same year, my first essay, "Polishing Brown Diamonds: African American Women, Popular Magazines and the Advent of Modelling in Early Postwar America" was published in the *Journal of Women's History*. It was a very proud moment in my career. So, the serendipitous part of being at Queen's, after all these years away from Canada, is that my research now returns to focus on African American models on the brink of modern civil rights movement. I guess I would say that I went away, worked abroad, learned a whole lot, and return now, happy and thankful to find myself in a place that makes me really excited to launch the next stage of my career as an African Americanist and Women's historian. It all seems within reach now.

With your book *Brown Beauty* out, what's next on your research agenda?

I'm working on a sequel to *Brown Beauty*. That book completed my investigation of the interwar years and the vital role of African American writers, thinkers, artists and scholars in producing a public discourse on brown womanhood. The sequel, *Beauty and the Brownskin*, will focus on the post-World War Two period to examine the ideal of brown beauty as a fully-developed consumerist ideal posed towards the goals of racial integration, economic opportunity, and social recognition.

Lisa Pasolli

I joined the Department of History this summer and I couldn't be more delighted to be here. Prior to moving to Kingston, I lived and worked in Nova Scotia, New Brunswick, Alberta, and British Columbia, so I bring with me a range of perspectives on the country that inform my research and teaching on 20th century Canada. I'm really pleased to be joining a department that is known for its strong Canadian history program, and I'm looking forward to carrying out my research alongside great colleagues both inside the department and across campus.



My research focuses on social policy in 20th century Canada, and I'm particularly interested in histories of women, gender, and care-giving. My book, *Working Mothers and the Child Care Dilemma: A History of British Columbia's Social Policy*, examines the making of (or, more to the point, the failure to make) child care policy in Canada's westernmost province. My current research has moved into the national context and is looking at the politics of child care in the post-WWII period. There are many advantages to living in Kingston, but one of my favourites is being able to hop on the train to Ottawa and be at Library and Archives Canada within a couple of hours. As I move forward with this research, I'll be exploring the ways that care is distributed and provided for in the Canadian welfare state, and what that means for the historical development of social citizenship in the 20th century.

In terms of teaching, I'll be offering a range of courses that cover 20th century Canada. I engage both political and social history perspectives in my own research and that translates into my approach to teaching and the kinds of courses I offer. This year I'm teaching a core seminar on Canadian social history as well as a graduate course that examines major themes in 20th century Canada. Getting to know the small group of undergrads in my core seminar has been a particular highlight in my first few months at Queen's. It's also been a pleasure to meet informally with grad students and to get a sense for the innovative Canadian history research they're undertaking.

The first semester has gone by in a blur, but I've also found time to explore Kingston and the surrounding areas. I even found a new fiddle teacher so that I could continue the lessons I started when I lived in Nova Scotia! There are still lots of people to meet, policies to learn, and practices to which to become accustomed – but based on how things have gone so far, it's going to be easy to feel at home here.

Matt Colby and Jenn Lucas Join the Staff Team

Jenn Lucas

I graduated from Western University in 2016 and then moved to Kingston to complete my graduate studies. I joined the Department as a graduate student in 2016 and completed an M.A. in April 2018 under the supervision of Dr. Jeff Brison. Throughout graduate school, I worked at the Queen's University Library and because of that experience I decided that I wanted to pursue a professional career at a post-secondary institution after graduation. In April 2018, I began a new chapter with the History Department as the Undergraduate Program Assistant. I am thankful for the opportunity to continuing living in Kingston, a city I have become quite attached to over the past two years, and for ongoing access to a university library to continue researching and writing at my leisure.

Matt Colby

I commenced employment at the University in 2003 and have held various roles in administration, facilities and project management, and program coordination. Throughout my career I have been afforded opportunities to learn about University administration and operations from my experience working within the Principal's Office and refine my leadership and facilities management skills through experience managing numerous employees and projects within Residences. Prior to joining the History Department, I was responsible for program coordination within the Smith School of Business, providing advice and guidance to both participants enrolled in executive programs and full-time MBA students regarding program requirements and event management. I am grateful for these opportunities because they, combined with my educational background, led me to the Department of History which I joined in April 2018 as the Department Manager. The past several months have been very rewarding and I have greatly enjoyed getting to know everyone.



Matt Colby, Cathy Dickison, Cindy Fehr, & Jenn Lucas

Deborah Stirton-Massey Retires From Queen's After 47 Years of Service

Debbie started at Queen's University in 1971 and took "early retirement" in February 2018. We're not sure how these numbers work so we can only assume she was a child when she started.



Debbie's first job was in the Douglas Library; from there she moved to Industrial Relations, where she worked for a few years before, still young in age and definitely young at heart, she decided to quit her job and set off with some girlfriends on a hitchhiking trip to Florida! Fortunately for all of us, Debbie came back to Queen's, taking a job in Pharmacology, where she met her future husband, Tom. She subsequently spent several years in Enrichment Studies — years of both professional and familial expansion. In 1995, she moved to the Department that would be her institutional home for the rest of her Queen's Career, the Department of History. Debbie worked in the History Department for 23 years, serving in various capacities before assuming the position of office manager and undergraduate assistant. Debbie's position description might tell you what Debbie did from day to day and week to week: all crucial work that assured the smooth functioning of the department and the effective delivery of our programs. But what colleagues and coworkers appreciated about Debbie extends far beyond the responsibilities outlined in her official job description.

For the many Department Chairs with whom she worked, Debbie stood out for her excellent judgement, unfailing discretion, and good cheer. Bob Malcolmson, who was Chair when Debbie was hired, described her as a "great asset" to the Department who "spared" him and his successors "no little grief in all sorts of ways." How did she do it? Debbie had an uncanny ability to anticipate problems and preempt them. When issues did emerge, "she would," in Jamey Carson's words, "solve [them] and let me know how she solved them leaving me with nothing more to do than say 'thanks.'" And of course there was her ability, aptly described by Jamey, "to find out anything and everything from a network of secret agents that reached into every nook and cranny of campus." Debbie helped make History a better place for all of us. In Jeff Brison's words, Debbie was instrumental "in creating such a positive departmental culture —one that made it possible for all of us to step into teaching roles and into departmental administration and work productively, never having to worry about the things we don't know." Debbie's tremendous contributions to our department were a product not only of her depth of knowledge, but of her character.

Debbie was always one of the first to welcome newcomers to our Department, making them feel at home. Aditi Sen recalled arriving in Kingston and knowing no-one: As she wrote: "Deb is the first friend I made here. In this world, it's extremely difficult to meet someone who doesn't judge you, and welcomes you to their world with open arms. I am just so lucky that I know Deb."

Cindy Fehr and Cathy Dickison had the privilege of working with Debbie closely for 23 and 15 years respectively. They describe Debbie as a friend, a mentor, and a fine leader who led with her heart. "She was a great listener and always gave sound advice. We are thankful to Deb for taking the time to teach, to lead, to share, to inspire, to encourage, and to laugh."

We are very excited for Debbie as she begins this new chapter of her life, as a retiree and grandmother! Her hitch-hiking adventures may well be behind her, but if there is one thing we can be sure of, it is that Debbie, with her rich social life and wide array of interests, has many adventures ahead. May she enjoy them to the fullest!

Harold E. Mah, Professor An Intellectual Historian for the 21st Century

After three decades of teaching at Queen's University, Professor Harold Mah decided it was time to close his office door in Watson Hall. He had served the university in many capacities,



including a three-year stint as the Chair of Undergraduate Studies in History, as well as participating on committees at the university level and in the departments of French and German. He cherishes memories of the many bright students who flocked to his undergraduate lectures in European history and participated in his senior seminars. Even now, he continues to supervise a Ph.D. student, one of the eight doctoral candidates who traveled from as far away as Bulgaria and China to study with him in Kingston. Yet the creative possibilities beyond Queen's beckon: an opportunity to dedicate himself fully to the many unfinished and ambitious projects on historiography and theory should not be delayed.

Harold E. Mah is a consummate scholar whose research and essays have helped to define twenty-first-century trends in intellectual historiography. Since his own doctoral studies in the 1980s, he has stayed the course of intellectual history, confident in its critical promise, even as many of his contemporaries embarked in studies with other foci, from social history to post-colonial studies. By maintaining his focus on a cluster of

and post-Enlightenment French and German thinkers, his research remains a point of departure for intellectual historiography. It illuminates hitherto undocumented influences on nineteenth-century European thought and recovers unrecognized transnational and transcultural themes while retracing connections between philosophers, theologians, social scientists and artists whose oeuvres continue to cast long shadows over understanding of the modern. Combined with innovative methodologies drawn from literary criticism and models found in the social sciences and psychology, his books and articles are teaching the next generation of scholars seeking to understand the emergence of public spheres and the historical underpinnings of political thought and the culture of our times.

Mah's own path toward the academy traversed multiple disciplines and national borders. It began in Alberta as an undergraduate studying philosophy at the University of Calgary; a search for the means to contextualize the major philosophical and social texts he had read led him to history and then to California where he earned an M.A. and, in 1982, a Ph.D. in History at Stanford University. His first full time position was a joint appointment in the departments of history and comparative literature at Ohio's flagship university, Ohio State at Columbus. In 1988, he returned to Canada where he began a long tenure in the Department of History at Queen's University. He has served as an external reviewer for scholars seeking promotion in Political Science and Cultural Studies, as well as in History at many universities, including Harvard University, University of Texas (Austin) University of California (Berkeley), University of Montreal and the University of Toronto.

The reputation that Mah enjoys among students of political thought and history extends well beyond European studies. When this faculty member, a specialist in Middle Eastern history, told her colleagues in Turkey that she had accepted a position at Queen's University in 2004, they immediately cited Mah's research. Scholars working on Ottoman intellectuals and the urban life of artists in Istanbul's coffee houses were influenced by his path-breaking reflections on the emergence of public spheres in France and Germany, treated in his article "Phantasies of the Public Sphere: Rethinking the Habermas of Historians," which appeared in the *Journal of Modern History* (2000).

In addition to oft-cited shorter studies, Mah's two monographs firmly established his reputation as one of the foremost scholars of modern European intellectual culture with a

particular focus on the German intellectuals of the nineteenth century. A collective intellectual biography of major figures who followed Georg Wilhelm Friedrich Hegel (1770-1831) is the subject of his first book, which was published by the University of California in 1987. *The End of Philosophy, the Origin of "Ideology": Karl Marx and the Crisis of the Young Hegelians* traces the transformation of the abstract and idealist inquiry of Hegel into radical programs and militant advocacy for social transformation in the writings of economists like Marx, liberals like Arnold Ruge, and critics of Christianity like Bruno Bauer. In effect, these "Young Hegelians" "collapsed" the epistemological abstraction with their emphasis on concrete applications to effect social change, or as in the case of Bauer, secularized the theologies of Christianity.

Foreshadowed in a 1994 article, "The Epistemology of the Sentence: Language, Civility, and Identity in France and Germany, Diderot to Nietzsche," a contribution to a special issue of *Representations* devoted to the idea of "National Cultures before Nationalism," the theme of his second monograph concerns how the nineteenth century German elite were held in the thrall of the language, history and culture of France. *Enlightenment Phantasies: Cultural Identity in France and Germany, 1750-1914* (2003) explores the deep transnational currents of Europe's intellectual and artistic milieu. It demonstrates that for many of nineteenth century German intellectuals, France, French and the protracted conceptual aftershocks of the French Revolution defined modern civilization itself. Professor Sarah Maza, who reviewed the work for the *American Historical Review*, not only underlined the work's challenge for the traditional separation between the early modern and modern political thought, but the strikingly literary nature of Mah's exposition, commenting that "[*Enlightenment Phantasies*] develops like a work of music with chapters ... offering a series of increasingly complex variations on the opening motif."

European and North American institutions have recognized Mah's scholarship with many honors. In 1992-93, he was awarded the J. Richardson Dilworth Fellowship for his membership and residence at the Institute for Advanced Study, School of Historical Studies in Princeton. "The French Revolution and the Problem of German Modernity: Hegel, Heine, and Marx," *New German Critique* (1990) was awarded the 1993 George Armstrong Kelly International Prize on the history of German political thought. In 1995-96, he was appointed fellow of the Society

for the Humanities, Cornell University. His scholarly opinion on the merits of new manuscripts on intellectual history and other subjects has been sought by major university presses, as well as journals dealing with literature, politics and the history of ideas.

Recently, Mah and I did have a rare opportunity to catch up in front of the bulk foods counter at Tara Natural Food Shop on Princess Street. There, for a quarter of an hour, we swapped stories of adventures in archives, accidents of reading and research. He recounted how came to write "Suppressing the Text: The Metaphysics of Ethnographic History in Darnton's Great Cat Massacre," (*History Workshop Journal* [1991]) after finding a copy of the text used by the Princeton professor in the Queen's library. He realized that Danton, whose account of a conspiracy by apprentices in early modern France to carry out the mass slaughter of their mistresses' pets is found on the must-read list for undergraduates in European history, ignored problematic parts of the text. Rather than an uplifting story of workers' rebellion, as Darnton would fashionably have it, the text, according to Mah, tells a cautionary tale that warns workers away from what emerges as a self-defeating revelry of impulsive violence—an account written by someone who had little sympathy for an oppressed underclass.

Now more than a quarter of century old, it is this article that captures for me the subtleties of reading and the fearless, but often playful, challenge to accepted wisdom about authors and ideas that characterizes Mah's oeuvre overall, scholarship that has charted a future for intellectual historiography. His emphasis on situating the thought of the individual in a visual, audible, social and readable context will certainly be in evidence in the new projects he has planned or already in progress, including an examination of the paradoxes and opportunism of the literary critic Roland Barthes in the 1960s and beyond and an exploration of the often uncomfortable and not infrequently conflicted relationship between the craft approaches of many historians and theoretical formalization that defines the work of social scientists and literary critics.

By Dr. Ariel Salzmann

Professor Mah was a committed and creative teacher and is a dazzling conversationalist, embodying the spirit of the enlightenment that he studied. Colleagues will miss his hearty laugh and his sparkling dialogue, but we look forward to continued conversations in the years ahead.

Dr. Richard Bailey Retires



Professor Richard Bailey was born in British Columbia and grew up in Northern Ontario. He attended the University of Waterloo where he pursued both his Undergraduate and Graduate Studies. He wrote his doctoral thesis "New Light on George Fox and Early Quakerism: The Making and Unmaking of a God" under the supervision of Dr. John F.H. New. Dr. Bailey's areas of expertise are religious dissent in the 16th and 17th centuries and the Church of England on the North West Canadian frontier. He studied Early Modern European intellectual history and the European Reformation under the tutelage of well known scholars in the field including Professors Walter Klaassen, Kenneth Davis, and James Stayer. He minored in First Nations' history – this interest having a personal element as his great grandfather, George Holmes, began his clerical career in Athabasca in 1884 and ultimately served there as Bishop of Athabasca.

Dr. Bailey's professional career began at Nipissing University in North Bay, Ontario before transitioning to Bishop's University in Quebec and the University of Calgary in Alberta before arriving at Queen's University.

Dr. Bailey knew that Queen's would be his final stop in what seemed even then, an endless academic pilgrimage. To put himself through school he worked as a city transit bus driver. Dr. Bailey tells a story of a pivotal point in his life that would lead him one day to an academic career. "On one fine day I closed the rear doors on an elderly lady and took off dragging her down the street. I had

missed her in the rearview mirror. Thankfully this scene occurred in front of a hospital where she ended up miraculously unscathed and even though my supervisor later that day said he allowed people one mistake in life it was a reminder to me that I really needed to be in another career."

Dr. Bailey came to Queen's University as a SSHRC Postdoctoral Fellow (1992-1994) and worked with Dr. Paul Christianson. He returned to teach in the Department of History in 2000 and went on to become a Continuing Adjunct Assistant Professor until his retirement in July, 2018.

Throughout his academic life, from undergraduate to the present, he has been interested in the history of dissent and the marginalized and persecuted throughout history. This is a topic that has great personal resonance for Dr. Bailey and it took him far afield to remote areas in northern England and Scotland, to the hidden valleys of the Pyrenees mountains in France and Spain, the Alpine valleys where the Waldnesians hid from persecution. He questions, Why were they willing to suffer martyrdom for their beliefs? Why do societies marginalize people?

Dr. Bailey has been asked on numerous occasions what he will do when he retires. His first thought is to explore volunteer work, perhaps at his local library. Continue working on the Bishop Holmes' Archive, which will take him to the Provincial Archives of Alberta. As well, work on the ongoing trilogy focused on early Quakerism and the fascinating ideas of immateriality behind its worldview that led to esoteric conversations between some of the more educated Quakers and the Cambridge Platonists. Then maybe a shot at some reflective writing of a semi-autobiographical nature combined with, in his words, a "probably futile effort" to understand how we got to the present from the 1960s. As a teenager he was swept away by the back to the land movement and communal utopian spirit of the time. He was part of a mass of youth hitchhiking across the continent in search of "who knows what." Jokingly put by Dr. Bailey "we were on the move with Mao's Little Red Book in one back pocket and The Prophet Kahlil in the other."

A few words from Dr. Bailey, "I have been blessed to have had wise teachers and mag-nanimous colleagues. And there is much of value I have gleaned from them as well. What Professor New once wrote to me continues to be a guiding light for me and I hope I have been successful in forwarding this same advice on to my students. 'What I hope

you have learned from me is not so much any particular thing or how to spin a more convincing argument, but the ability to extract fresh interpretations from evidence, especially from minute examinations of crucial evidence to squeeze out their maximum meanings. I hope you have learned to side-step the cant and convention of “orthodox” interpretations. I hope you have learned, or honed, a lively curiosity and a sense of wonder and amazement about the bizarre nature of what all people now (and in the past) say and do and believe. Above all it is this sense of amazement I hope I have passed on to you.”

Dr. Bailey became a mentor for many students as Dr. John F.H. New was for him throughout his teaching career. Students had nothing but praises for Dr. Bailey at his recent retirement party that was held at the Grad Club on November 7, 2018.

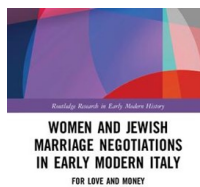
A sampling of quotes from his former students shows how Dr. Bailey has been an inspiration to his students: “My time in his class was indeed the perfect capstone to my Queen’s experience, and his work makes me proud to be an alumnus of this Department.” “Your love for your work, your students and your colleagues has been an example that I can only hope to someday achieve myself.” “When I become a teacher, I will aspire to be like Professor Bailey.” “He has shown me what it really means to be a teacher. I hope to also go beyond being just a history teacher, but a life teacher. Your dedication is inspiring. Thank you for your inspiration, wise words, and care.”

As shown in the many heartfelt words from his former students, Dr. Bailey has made a positive difference in many lives. His many acts of kindness, his guidance and his compassion for others that he has demonstrated throughout his teaching career has made an everlasting impact on his students. We are very thankful that Dr. Bailey decided to pursue a teaching career and left the bus driving behind.

Dr. Bailey will be greatly missed by his students and colleagues. We wish him health and happiness in his retirement.

Dr. Bailey is always happy to hear from his former students at bailey@queensu.ca.

Recently Published Books

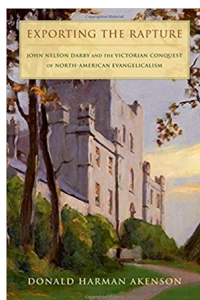


Howard Tzvi Adelman

Women and Jewish Marriage Negotiations in Early Modern Italy

[Routledge Taylor & Francis Group](#)

2018

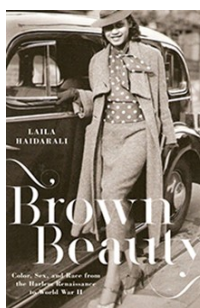


Donald H. Akenson

John Nelson Darby and the Victorian Conquest of North American Evangelicalism

[Oxford University Press/](#)
[McGill-Queen's University Press](#)

2018—[Podcast](#)



Laila Haidarali

Brown Beauty: Color, Sex, and Race from the Harlem Renaissance to World War II

[NYU Press](#)

2018



Awet T. Weldemichael

AFRICAN LIBERATION THEOLOGY: Intergenerational Conversations on Eritrea's Futures

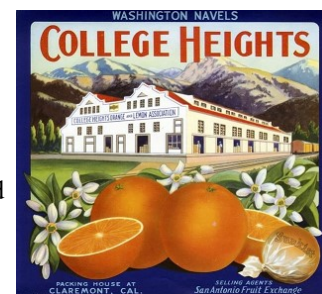
[Africa World Press](#)

2018

SSHRC Award Winners Faculty Projects

Rosanne Currarino

Between 1870 and 1910, the United States ceased to be a nation defined by individual proprietors and became a nation defined structurally, economically and culturally by corporations. Much of the voluminous literature on this “incorporation of America” explains incorporation as the undertaking of equally rapacious individuals and firms. But if we look away from the boardrooms, we see Americans everywhere – on farms, in union halls, in the South, in the West – debating the merits of incorporation, wrangling with its prospective dangers, and forming corporations themselves. Incorporation was a national project. “Orange Grove Capitalism: Imagining the Modern American Economy, 1870-1910” looks at how one group of Americans wrestled with the process and implications of incorporation: the middle-class men and women who moved to California in the 1870s, became citrus growers, and, after much hemming and hawing, incorporated themselves as the marketing cooperative we know today as Sunkist.



Ana Siljak



In the rapidly industrializing and socially divided Russia of the late nineteenth century, a movement arose to reinvigorate Russian culture, known as the Russian Renaissance. Taking as their motto Fyodor Dostoevsky’s dictum that “beauty will save the world,” a group of poets, artists, and philosophers dedicated themselves to promoting the redemptive power of aesthetics for a troubled age. Together, these figures engaged in a quest to give new meaning to the arts, to elevate aesthetics to new spiritual heights, and, in the process, to heal the wounds of a materialist, industrializing, secular world. Their writing and artistic creations transformed the Russian cultural landscape,

and, after their emigration to Europe, they significantly shaped European interwar culture. Thanks to SSHRC, I will be able to delve into their lives, their correspondence, and their literary and artistic achievements in order to tell the story of this remarkable period of Russian cultural awakening.

Jeff Collins



The project is entitled 'The King's Book: the intellectual history of a martyrdom'. It will be a study of the most popular English book of the 17th century, the *Eikon Basilike* (or 'image of the king') purportedly written by King Charles I before his execution in 1649. The 'Eikon' went through more than 50 editions and was enormously controversial. It became the central text of English royalism after the civil wars. This project will offer thematic analysis of the 'Eikon' as an enormously influential piece of political writing. But it will also offer a history of complex material history of the 'Eikon' as a book: exploring the conditions of its production, efforts to censor and suppress it, and the response that it evoked among elites and average readers alike. Finally, the project will document and interpret the decades-long controversy – never fully settled – as to whether the 'Eikon Basilike' was actually a royal composition or a fraud.

Nancy van Deusen



Professor Nancy E. van Deusen, a specialist in colonial Latin American and early modern Atlantic World history, is the recipient of a five-year SSHRC Insight Grant to work toward the completion of a monograph

entitled, "The Disappearance of the Past: Indigenous Slavery and the Making of the Early Modern World." Research in over twenty archives in twelve different countries will provide an overview of how and why our knowledge of the ubiquitous enslavement of between two and four million people between 1492 and 1860 has disappeared. Key to this study is an ethnographic consideration of how "slavery's archive" – defined as the assemblage and codification of written and other sources in local, state or imperial repositories and the subsequent production of knowledge based on those collected materials – has aided in the silencing of this monumental history.

History Welcomes Post-Doctoral Fellow Swen Steinberg

Dr. Swen Steinberg earned his PhD in 2013 at the University of Dresden in Germany and joined the Department of History in November 2018 for a two year post-doctoral fellowship. His research interests include the history of knowledge and history of science, exile and migration studies, corporate culture concepts, and economic transformations. In 2016, he completed a two-year postdoctoral fellowship at the University of California in Los Angeles, financed by the German Research Foundation. In 2017, he was a visiting fellow of the German Historical Institute in Washington, DC. His current book project, "A History of Knowledge on Mountains and Woods: Forestry and Mining between Europe and America, 1860–1960," reflects his interest in a new history of knowledge and in working at the intersection of migration and knowledge. He is the author of three monographs in German, including his PhD thesis on religious corporate culture concepts in rural regions and in the pulp and paper industry (*Unternehmenskultur im Industriedorf: Die Papierfabriken Kübler & Niethammer in Sachsen [1856–1956]*, Leipzig UP, 2015) and numerous articles. He has edited eight volumes and two special issues, with an additional two special issues on young migrants in the history of knowledge and refugees from Nazi-occupied Europe to British overseas territories after 1933 due to appear in 2019.



Welcome to Pre-Doctoral Fellow Scott Berthelette

Scott Berthelette is a PhD Candidate at the University of Saskatchewan, who researches the history of Indigenous peoples, the Métis, the Fur Trade, and French-Indigenous relations in North America. He is currently completing a Pre-Doctoral Fellowship for Indigenous Students at Queen's University within the Department of History. He is a member of the Manitoba Métis Federation, the federally recognized self-government of the Métis people of Manitoba. His Social Sciences and Humanities Research Council (SSHRC)-funded dissertation is titled "Between Sovereignty and Statecraft: New France and the Contest for the Hudson Bay Watershed, 1663-1774," and examines how French-Canadian voyageurs and *coureurs de bois* were instrumental intermediaries between Indigenous peoples and French imperial agents in the Hudson Bay Watershed. In 2016, he published an article titled "'Frères et Enfants du même Père': The French Illusion of Empire West of the Great Lakes, 1731-1743" in the peer-reviewed history journal *Early American Studies*.



Winners of History's 2016-2017 Teaching Awards

At the November 30th, 2017 Annual Faculty Lecture/reception the award winners of the 2016-17 History Teaching Awards were presented.



[Dr. Laura Carlson](#) received History's Faculty/Adjunct Teaching award. Laura was nominated by her students from her Hist 121 lecture "The Intellectual Origins of the Contemporary West."



The winner of the Teaching Award for a Teaching Fellow was presented to [Kerim Kartal](#). Kerim was nominated by students from his Hist 122 seminar "The Making of the Modern World."

Congratulations to Dr. David Parker, Winner of the 2018 Principal's Award for Promoting Student Inquiry

The Principal's Award for Promoting Student Inquiry recognizes innovative instructional design that promotes active learning among students. This year's recipient is Dr. David Parker. David engages his students, he inspires them, and he endows them with the tools and the support required to chart their own path as learners. This year's newsletter profiles David's class, HIST 353, as a tribute to David's teaching and as an excellent example of how our undergraduate students are engaging in original research.



Undergraduate Research: A glimpse inside Professor Parker's HIST 353

In History, we pride ourselves on our focus on research, particularly in upper level seminars designed for third and fourth year students. In these courses, we aspire to teach students a wide range of research skills, from the ability to locate sources to the ability to interpret them. In this issue, we focus on one course that does this exceptionally well — Dr. David Parker's HIST 353: *Revolutions and Civil Wars in 20th Century Latin America*. David was awarded the 2018 Principal's Award for Promoting Student Inquiry for this course, and it is easy to see why.

At the very first meeting of the class, David tells his students that this class is devoted to research, and that they will be in the drivers' seat. "You choose the topic," he tells them. "Follow your curiosity." The entire course is structured to help students develop the skills required to succeed in this endeavour and to ensure that they remain on course. According to student Michael Jobson, Dr. Parker encouraged students and built up their confidence in the first half of the course as they prepared for their final assignment, at which point "he stepped back and gave us the most

challenging task I have ever been given in all my years of education." Student Isaac Callan, who described the course as "the single most interesting and inspiring course that I have had the pleasure of taking," reserved special praise for the course's focus on research. "In just one semester," he reflected, "History 353 has given me research skills and resources that my previous two and a half years at university did not equip me with."

The syllabus and the assignments that make this course what it is reflect years of sustained reflection on student learning and the research process. David took the standard research paper and broke it down, creating an ambitious and at the same time feasible challenge for his students. The first half of the course provides students with a crucial framework to help them conceptualize their projects. Gradually, the emphasis shifts from interpretative debates to primary sources and how they figure into these debates. It is at this juncture that the students begin to think seriously about their research topics. It is also here that David's innovative approach becomes particularly apparent. After asking his students to select a topic, David has them locate and delve into a single primary source, "a process," in Isaac's view, "that set HIST 353 above other courses."

Locating primary sources is not easy, and David has built in a session for the class with Graeme Campbell, the Public Documents Librarian. David calls this session (following JK Rowling) "Fantastic Documents and Where to Find Them." Graeme discusses what documents are and what makes them unique, a variety of search strategies to locate primary sources, and provides an introduction to a number of relevant document collections available through the library or the internet. This, however, is only the beginning. After identifying their document, students are asked to write a document synopsis, which is followed by a formal presentation to the class. Reflecting on this assignment, Michael explains that it "demanded not only that I find these documents, but that I understood their provenance, the conditions and reasons for their maintenance, the need to ask myself why it was that I could read one document whilst another was inaccessible or redacted, and to comprehend both the merits and detractions of using primary sources as the basis for drawing conclusions." The objective, as David tells them in the first class of the term, is "to help them develop a method to make sense of their documents, a method that they learn by applying it just to a single document or a very small set of related documents. Yet with the understanding that the skills and methods

they develop are scalable, and are the very same skills and methods that any historian, or really any researcher no matter what the discipline, in academia or in the non-academic 'real world' of the public or private sector, would use for research projects of any size."

I had the pleasure of meeting the students in the class as they delivered their research presentations. They were working on a fascinating array of topics. Madison Carmichael had come upon an instruction manual for participants in Cuba's literacy campaign of 1961, "Let's Alphabetize," which served as the basis for her paper "An Education in Revolution." Michael Jobson located an American diplomatic telegram sent by then United States Ambassador to El Salvador, Robert White, to United States Secretary of State Alexander Haig in January, 1981 regarding the murder of four American churchwomen. Alice Pleasant had found government sources of another sort, CIA documents that offered fascinating insight into the relationship between US Foreign Secretary Henry Kissinger, US Ambassador to Argentina Robert Hill, and the Argentine military. And Isaac Callan, who was also working on American-Argentine relations, had tracked down a contract between an American Public Relations firm and Argentina's Military Junta submitted to the US Department of Justice under the Foreign Agent Registration Act.

Instructed to pursue their leads and find out everything they could about their sources, the students in HIST 353 pursued their research in government collections, newspapers, memoirs, and more. Isaac later recalled how Dr. Parker had met with him to review his materials, and encouraged him to pursue an early lead he had found about the firm. Isaac did extensive research using publicly available government documents, but he did not let the matter rest there. As he noted while still working on his paper: "I have had phone conversations with the Burson-Marsteller archivist, the resident historian at Georgetown University about a pro-Argentine seminar held there in 1979, spoken to several different members of Amnesty International about a document leaked through them in 1977 and logged calls with a few former members of the Burson-Marsteller Argentina team about the strategies they used to help legitimise the junta." A number of the students in the class now fondly recall the hours they spent in Stauffer poring over their sources. By the term's end, the students had not only produced top notch research papers of fifteen to twenty pages, but had, in the words of student Alice Pleasant, "experienced the process of original historical research first hand."

History Students Present at Inquiry at Queen's

Research constitutes one of the pillars of a university education, but all too often the opportunity to engage in substantive research comes only at the very end of an undergraduate career. In History, our robust system of core seminars provides students with an opportunity to undertake a major research project as early as their second year. In this year's newsletter, we highlight the research of three second year History students whose projects began in Dr. Sandra den Otter's year long core seminar on Modern Britain and culminated in presentations at the annual Undergraduate Research Conference Inquiry at Queen's.

Sara Buder's research addressed the medico-legal insanity defence in criminal trials in Victorian England. Her presentation entitled "Failures of the M'Naghten Rules: Women and the Insanity Defence in Victorian England," probed how gender affected the treatment and punishment of mentally ill individuals who had been convicted of crimes. When I asked Sara how she got interested in her topic, she replied that, "I have always been extremely interested in studying law and its origins. I enjoy reading about early trials in the legal system and the social history that comes with them. However, I wanted to investigate the ways that society reacted to the early uses of the insanity defence in Victorian England. Specifically, I noticed in my early readings that rather than being labelled as insane, people suffering from mental illnesses at the time were sometimes given titles such as 'missing,' 'absent,' or 'unconscious'. I sought to understand why the term insane was sometimes avoided and while doing so, new doors were opened to explore topics such as women and the insanity defence."



Gender also figured centrally in the research of Tegwyn Hughes. Her project, entitled "For Girls: The Sexual Politics of Girls' Comics in Post-War Britain," used popular girls' comics such as *Bunty*, *Mandy*, and *Judy* to explore changing assumptions about gender and gender norms in British society. I inquired how Tegwyn had come to work on comics. "I grew up reading my Mum's collection of girls comics that were from the 1960s-2000s," she responded. "They were romantic, dramatic, and comedic comic strips for girls, some of the first girl-only periodicals for young women in Britain originally. I have always loved re-reading the narratives, so when Dr. den Otter proposed a research assignment that let us concentrate on any topic within the timeline and spheres we were discussing, I knew immediately what I wanted to delve into further." Tegwyn was initially nervous about presenting her research at Inquiry, but in the end really enjoyed it. "My research took over a semester and I was so happy to be sharing the final product." Tegwyn's final paper was awarded the Catherine Brown Essay Prize for the 2017/18 school year for the best essay in a second year History course.



Like Tegwyn, Elizabeth Hurley's research addressed popular culture in postwar Britain. In "Paint It Black: An Analysis of The Rolling Stones' Interactions with Black American Blues and Its Implications on Britain's Youth Counterculture, 1962-1968" Elizabeth probed how Britain's racial imagination influenced young people to challenge the dominant notions of citizenship and national identity during the 1960s. She argued that central to the Rolling Stones' public image

as the recalcitrant leaders of the country's countercultural movement was the band's imaginative connection to racial transgression. A fan of the Rolling Stones, Elizabeth was drawn to the topic when she realized that "the band's encounters with the blues corresponded with topics we covered in class about race and postwar politics in Britain."



For all three students, the research process, and the presentation of their work to the public, was a deeply rewarding experience, endowing them with skills, confidence, and a deep appreciation for research.

Undergraduate Research Fellowship Megan Sue-Chue-Lam

This past summer, I completed an Undergraduate Student Summer Research Fellowship. Over the course of four months, I conducted research on the Royal Ontario Museum's 1974 blockbuster exhibition, "Archaeological Finds of the People's Republic of China." I examined the impact of the exhibit through the lens of cultural diplomacy, analyzing its role in fostering mutually beneficial relations between the ROM, the Canadian public, and the People's Republic of China (PRC).

Bringing "The Chinese Exhibition" to the ROM was part of the PRC's soft power strategy to strengthen diplomatic ties to the west. By featuring the PRC's interpretation of Chinese history, the ROM had a hand in legitimizing China's official nation-building narrative. The push-and-pull dynamic of the production of the exhibit exemplifies the complex nature of negotiating cultural diplomacy between nations, institutions and publics that diverge ideologically.

The fellowship afforded me a foundational opportunity to develop the research skills I had gained throughout my undergraduate career by utilizing them in a new environment outside of the classroom. Doing research in Toronto broadened not just my knowledge of an important moment in Toronto's cultural history but of cultural diplomacy more generally. It also empowered me to pursue my research interests independently. I highly recommend any undergraduate student apply for the USSRF, especially those who wish to pursue graduate research.



Graham Bezant. *Chinese Exhibition opens at the ROM - Aug 7/74 - RCMP constable Donald McQuillan, 1974, Toronto Star Archives*

History Undergraduate Conference

The History DSC X Nyantende: Move Forward Conference and its speakers provided attendees with real life testimony and insight into real Queen's students and their endeavours after graduation.



We hoped this event would both show attendees what they can do as a Queen's

student (whether in history or any other discipline), as well as bring students and faculty together through networking. In creating this event, we partnered with the Nyantende foundation in order to support a good cause in providing children in the Congo with education.

International Workshop: Sex in Translation

The workshop "Sex in Translation in Post/Colonial India: Vernacular Archives and Global Itineraries," brought scholars working on the history of sexuality in the Indian subcontinent to Queen's University on April 19-20, 2018. Prof. Charu Gupta, University of Delhi, delivered the keynote address, "Regulating Romance: Hindus, Muslims, and Proscribed Pleasures in Modern India." The workshop asked invited participants to reflect on vernacular archives to account for the global emergence of the scientific study of sex in the last decades of the nineteenth century. Participants from institutions in India, Canada and the United States, had intensive discussions over pre-circulated papers that asked: How were ancient Indian treatises on citizenship and ethics, such as the Kamasutra, made anew into works of sexual science through European translations in the nineteenth and twentieth centuries? How were the works of American evangelists rendered useful and comprehensible for north Indian, Urdu-speaking, Muslim audiences? Were works in Hindi and Bengali with generic titles such as "Sexual Science" or "Married Love" copies of the works of prominent sexologists such as Magnus Hirschfeld, Havelock Ellis, Sigmund Freud and Marie Stopes, or did the incorporation of local materials and case studies make them "original" contributions to the new science? How did the Indian vernaculars become a site for the production, transformation and contestation of scientifically-defined sexual commonsense? How do local contexts make global knowledge?

Organized by Dr. Ishita Pande under the rubric of the Global History Initiative, which supports faculty in organizing annual workshops on diverse themes in global history, the workshop was made possible by support from the Nugent Fund, the Department of History, the Principal's Development Fund for Visiting Scholars, and a SSHRC Connection Grant.

Tributes to Professor Emeriti

Dr. Klaus Hansen

Dr. Klaus Hansen died on March 29, 2018, at the age of eighty-seven from complications of Parkinson's Disease. He leaves behind his wife of fifty-eight years, Joan and their four children, Eric, Chris, Evan, Britt and five grandchildren.



Dr. Hansen completed his PhD at Wayne State University, Detroit, in 1963. He taught at Ohio State and Utah State University, before coming to Queen's in 1968, where he taught until his retirement in 1996. He specialized in Antebellum US History, and wrote at his retirement that his proudest achievements were "the works of his students, who have published on Perry Miller, Emerson and Rousseau, Mormonism and American culture, and the feminism of nineteenth-century farm women."

His two books, *Quest for Empire: The Political Kingdom of God in Mormon History* (Michigan State University Press, 1964) and *Mormonism and the American Experience* (University of Chicago Press, 1981) are thematically focused on the Council of Fifty, a topic which fascinated him ever since he was an undergraduate at Brigham Young University in the 1950s, and whose significance was fully validated by the central authorities of the LDS Church in September 2016.

Former student, Gordon Pollock states that "Klaus Hansen was the model of scholarship. As his student I was amazed at his perceptive comments about antebellum America, eloquently analysing the era's art, politics, social and theological experimentation, its literature. Klaus Hansen was my *beau ideal* of an academic: thoughtful, cosmopolitan, cultured, considerate."

Klaus is described by many as a very thoughtful, genuine and kind man who was always thinking of others. He had a way of brightening up your day - perhaps partially from hearing his contagious laugh. For those of us who knew him - we are thankful.

Please read more about Klaus's [life and career](#) in his interview (page 4) from our November 2014 *Chronicles*.

Dr. Gerald Tulchinsky

Professor Emeritus Gerald Tulchinsky passed away on Wednesday, December 13, 2017 after a lengthy illness. Husband of Ruth for 56 years and father of Steve, Ellen and Laura and grandfather of Hannah and Jillian.



Dr Tulchinsky was born September 9, 1933 in Brantford, Ontario. He received his B.A. in 1957 from the University of Toronto, his M.A. in 1960 from McGill University and his PhD. in 1971 from the University of Toronto. He began his teaching career at Loyola College in 1960. He then went on to teach at the University of Saskatchewan from 1965-1966, and proceeded to join the Department of History at Queen's University in 1966. He retired from Queen's in 1999.

Dr. Tulchinsky taught Canadian history to undergraduate and graduate students in Canadian social and economic history; comparative urban development in Canada and the United States; Canadian commercial and business history; the Holocaust; the Jewish experience in North America; and Canadian urban history. After his retirement he became Director of Jewish Studies in the Department of History.

He was the author of six books, including, *The River Barons: Montreal Businessmen and the Growth of Industry and Transportation, 1837-53* (University of Toronto Press, 1977,) *Taking Root: The Origins of the Canadian Jewish Community* (Lester Publishing, 1992,) *Branching Out: The Transformation of the Canadian Jewish Community* (Stoddart Publishing, 1998,) *Canada's Jews. A People's Journey* (University of Toronto Press, 2008,) and *Joe Salsberg. A life of Commitment* (University of Toronto Press, 2013,) and *Shtetl on the Grand* (Friesen Press, 2015.)

Dr. Tulchinsky made signature contributions to Canadian economic history and Jewish history, contributions that were the subject of a symposium held to honour Jerry's scholarship sponsored by the Irving and Regina Rosen Lecture Series in Jewish Studies this May. The symposium underscored the importance of Jerry's scholarship, but the panelists also commented on the man. Jerry is remembered as a great teacher, writer and

mentor. He was an inspiration to many and he was a man who never stopped working on what he loved to do—write. We will miss him.

Moving tributes to Jerry by [Dr. Peter Campbell](#) and [Dr. Gordon Dueck](#) were published on our website, and we encourage you to read them. You can also read more about Dr. Tulchinsky's life (page 9) in our [2012 Chronicles](#).

John Sherwood Memorial Lecture

The John Sherwood Memorial Lecture commemorates John Sherwood and his concern with the relationship between technology and the humanities. The series, established with the support of his family, colleagues, and friends, focuses on the history of science and technology. It has brought a host of distinguished scholars to Queen's over the years, and this year was no exception. The 2018 speaker was Dr. Michael D. Gordin, Rosengarten Professor of Modern and Contemporary History and Director of the Society of Fellows in the Liberal Arts at Princeton University. Dr. Gordin's lecture, "Identifying Einstein: Being German or Jewish in Prague (and Elsewhere)," offered a fascinating account of a little known chapter in the history of the famous physicist, illuminating the complex interplay between Einstein's identity, his scientific work, and the places he inhabited.

Zozan Pehlivan (PhD, 2016)

"It Takes a Village"

Zozan's route from Toronto toward Queen's University in late summer 2009 took her along the shores of Lake Ontario. As the Coach Canada bus entered Kingston and pulled up on Union Street in front of what is now the Smith School of Business, she stared out the window in disbelief. She had finally arrived to the city that she would affectionally call "Kingston-village." It would be her home throughout her graduate career between tours of research in Turkey and Great Britain.

Born in Diyarbakir, Turkey, Zozan's father moved the family from the East to Istanbul to make sure that his children could take advantage of the big city's educational opportunities. Scholarships allowed her to earn both undergraduate and M.A. degrees at English-language private universities (Bilgi and Sabanci universities respectively).



In 2008, the world-renown scholar, Professor Suraiya Faroqhi of the University of Munich, who taught Zozan as an undergraduate, suggested that she contact Ariel Salzmann, a Queen's faculty member. Salzmann shared Zozan's interests in the Kurdish areas of the late Ottoman Empire.

To carry out her research abroad, Zozan won a highly competitive Mellon Fellowship offered by the University of London. That year allowed her to explore the many primary sources on Middle Eastern history in the British archives and the British Library. It was in the course of this research year that she became aware of a significant relationship between climate change and social upheaval in the Ottoman Empire. The severe impact of climate crises, particularly those owing to the far-reaching heat and cold cycles caused by El Niño and La Niña (El Niño-Southern Oscillation) lead to deteriorating relationships and violence between vulnerable peasant and pastoralist populations in the eastern regions of the empire.

Dr. Pehlivan received an honourable mention from the History Department for her outstanding dissertation, "Beyond 'The Desert and the Sown': Peasants, Pastoralists, and Climate Crises in Ottoman Diyarbakir, 1840-1890." Following her graduation Dr. Pehlivan took up a post-doctoral fellowship at the Indian Ocean World Centre at McGill University. A key participant in an international team of historians and scientists who recently won millions of dollars in national and international funding to carry out a long-term research project on environmental change, she continues her affiliation with and contributions to the Canadian academy. In Fall 2018, Dr. Pehlivan began her teaching career as an Assistant Professor in environmental history at the University of Minnesota (Twin Cities).

Although she faced many hurdles as a graduate student, she is proof that the Department of History provided a caring village of faculty, staff and classmates who nurtured her talents and put her on the road to success.

By Dr. Ariel Salzmann

Congratulations to recent Doctoral Graduates

Dr. Connor Kelly

Connor's thesis "Latin Christian Manhood on Crusade: A Gender Analysis of French and Norman Lament, 1095-1145" was completed under the supervision of Dr. Adnan Husain.

Dr. Yun Liu

Yun's thesis "Launching Environmental Protection Policies in Hubei, China, 1970 to 1990" was completed under the supervision of Dr. Emily Hill.

Dr. Valerie Martin

Valerie's thesis "Loyalty, Racializing Power, and the Gendering of the Press: The Newspapers and the Making of an Authoritative Voice for Canadian and 'Anglo' Gentlemen in the 'Province of Quebec,' 1764-1791" was completed under the supervision of Dr. Jane Errington.

Dr. Douglas Nesbitt

Doug's thesis "Days of Action: Ontario's extra-parliamentary opposition to the Common Sense Revolution, 1995-1998" was completed under the supervision of Dr. Karen Dubinsky.

Dr. Jackson Tait

Jackson's thesis "The English State Lottery-Loan and the Origins of Modern Public Finance in the Atlantic World, 1694 - 1826" was completed under the supervision of Dr. Jeff Collins and Dr. Sandra den Otter.

Dr. Jun Wang

Jun's thesis "*Shizhe Shengcun* (Survival of the Fittest): The Development of Social Darwinist Ideas in China since 1865" was completed under the supervision of Dr. Emily Hill.

Dissertation Prize

Dr. Patrick Corbeil received History's 2017-18 Dissertation Prize for his thesis entitled "Secular World: The Development of Victorian Secularism as a Global Ideology in its Imperial Context, 1840-1880." Patrick was supervised by Dr. Sandra den Otter and Dr. Andrew Jainchill.

Christo Aivalis Publishes

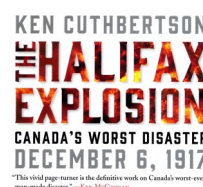


The Constant Liberal: Pierre Trudeau, Organized Labour, and the Canadian Social Democratic Left was produced through Christo's Doctoral Dissertation at Queen's.

He was also the winner of the Department of History's annual dissertation prize. Dr. Aivalis is now a SSHRC Postdoc at the University of Toronto.

[UBC Press](#)

Ken Cuthbertson Publishes



The Halifax Explosion: Canada's Worst Disaster

Ken Cuthbertson, Arts'74 (History)



Mr. Cuthbertson served as editor of the Alumni Review for 28 years.

[Harper Collins Canada](#)

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 enabled two undergraduate students, one profiled here, to accept competitive summer research fellowships that were dependent on a departmental contribution. It also helped finance class field trips, a range of student-run initiatives, and our students' participation in 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, which entered into a new partnership this year with the Poverty Research Network at the University of Glasgow, 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 or feel free to contact the University's Gift Planning team (gift.planning@queensu.ca) to learn about all of the gift options available.

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