

Chronicles

NEWSLETTER OF THE DEPARTMENT OF HISTORY



Fall 2021

Volume XII

From the Chair

Rebecca Manley



This fall, our classes moved from the virtual spaces of pre-recorded lectures, online discussion posts, and synchronous Zoom sessions back to the physical spaces of the Queen's campus. Stepping into the lecture hall on the first day of classes, I felt an unanticipated sense of excitement. After having delivered my lectures in the winter remotely, it was a thrill to address a live and responsive audience. This is not to say that university life has entirely returned to normal. The continued presence of the pandemic is manifest in the face masks we wear in our classrooms and in the persistence of online conferences, presentations, and meetings. Graduate students, whose research plans were upended by the pandemic, are facing the prospect of yet another year of limited archival access. In this issue, PhD candidates Mike Borsk and Maggie Ross reflect on the consequences of these extended closures and on the uneven path to completion. Despite the challenges, our students are adapting and our programs are in many ways thriving. Students at all levels have been overwhelmingly positive about the return to campus and are embracing the opportunities that in-person learning affords.

Another sign of our successful return to campus is the Department's well-attended seminar series, which resumed its in person sessions on the country's first National Day for Truth and Reconciliation. The event, held in Watson Hall on the traditional territories of the Anishinaabe and Haudenosaunee peoples, provided a fitting occasion to reflect on the significance of place and on the role of historians in the work of Truth and Reconciliation. Over the past year, faculty and students have taken up this work in a multiplicity of ways. Students explored the history of Indigenous-settler relations in Scott Berthelette's "Indigenous History of North America." In Steven Maynard's Canadian History survey, the history of epidemics provided an occasion to probe not only the decimation of Indigenous peoples, but also the process of Indigenous knowledge creation as communities developed strategies to survive. Students also had an opportunity to grapple with the reverberations of the "past-in-the-present," the topic of Daniel Woolf's "History in the World," a new seminar featured in this issue.

This year also brought well-deserved recognition to a number of our faculty. Jeffrey Collins was awarded the American Historical Association's prestigious Morris D. Forkosch Prize for the best book in the field of British or British imperial history since 1485 for *In the Shadow of the Leviathan: John Locke and the Politics of Conscience* (Cambridge University Press, 2020). Described as a "remarkable work of intellectual history," the book cements Dr. Collins' reputation as a pre-eminent scholar of early modern British and intellectual history and reflects the Department's enduring strength in these fields. Our faculty were also recognized for their work as teachers and mentors. Jeffrey Brison, a specialist in Canadian cultural diplomacy, was awarded the Faculty of Arts and Science Award for Excellence in Graduate Teaching. And four faculty members were promoted to full professor, including Jeffrey Collins, Allan English, Ishita Pande, and David Parker.

While historical work is often solitary, research is nurtured by intellectual community. The Department is home to several vibrant research clusters that cut across geographic and temporal divides. One of the most active this year was centred on the history of sexuality. Earlier this year, Ishita Pande was appointed co-editor of the *Journal of the History of Sexuality*, the flagship journal in the field, and Steven Maynard was appointed the journal's book review editor. Taking advantage of the opportunities created by Zoom, Dr. Pande established a vibrant History of Sexuality Reading Group in which leading scholars were invited to discuss their most recent books among faculty and a growing cohort of graduate students working in the field. The dynamism of this research cluster was also reflected among our undergraduates, who have been inspired by new courses such as the History of Gender and Sexuality: Global Approaches (for which Dr. Pande was awarded the 2020 teaching award). A sample of the exciting undergraduate research in this area is featured in this issue.

Communities coalesce around common research interests as well as a common sense of mission, shared by faculty, staff and students. The strong sense of community in History was cast into sharp relief this year at the virtual retirement party for Cindy Fehr. In this issue, we celebrate Cindy's contributions and introduce our newest members — Bronwyn Jaques, who has joined our administrative team, and post-doctoral fellows Dr. Eric Fillion and Dr. Rebecca Gruskin. Finally, this year also provided us with an opportunity to hear from the members of our community who are no longer at Queen's — our alumni — who shared their stories on our website and in interviews on our alumni podcast.

Ph.D. Students Reflect on COVID-19, Archive Closings, and their Dissertation Research

Michael Borsk and Maggie Ross, two Ph.D. candidates in the department, share their experiences, frustrations, and adaptation strategies in the face of extended closures of the archives and research sites on which they planned to base their dissertations.

Graduate school is often compared to running. Sometimes, it's a sprint. Other times, it's a marathon. And on those most trying occasions, it might feel like running the gauntlet. Strange, perhaps, that work which requires so much sitting invites active metaphors.

Yet thinking about running is useful for understanding how archival and border closures have affected students' progress on their dissertations within our department. I am a fourth year, at least according to the stopwatch that started ticking when I arrived at Queen's for the doctorate. As many of my colleagues can attest, each year of the degree proceeds at different speeds: the daily rhythm of coursework; the steady plowing through titles for fields; and the excited pace of proposal writing. It is with all that momentum behind us that we become ABD and speed off to the archives.

Except, of course, when a global pandemic strikes. The whole world grinds to a halt, including our research. With respect to the latter, the situation in Canada has been bleak. My principal archive is the Archive of Ontario (AO). I was there just days before they closed in March of 2020. Prior to that, I spent approximately 3 months at the AO where I worked through the papers of the Surveyor General's Office in Upper Canada, the main collection that supports my dissertation. Time, I thought, was on my side. I was fortunate that my chosen sources revealed what I hoped they would. Relieved, I strolled through these records, reading carefully and closely with the confidence that I would be back the next day to read more.

COVID turned that stroll into a stumble, and then a stall. Approved research plans were scrapped, as were proposed trips to the United States. The AO shut down completely, including any digitization services. What progress I could make was invariably done in stops and starts, supported by my supervisor's sage advice as I tried to find new research avenues. All the while, I was entirely aware that the right sources were out there, just out of reach. It was maddening. Whatever was available online, no matter how tangential, became worth looking

at; it was valuable because it was accessible. Somewhat ironically, the most useful documents in this period were archival reports of primary source documents, compiled in the late nineteenth and early twentieth centuries. But away from the archive, I was losing steam and motivation.

That changed for the better on November 1st. Nearly 20 months later, the AO reopened. It has been an enormous relief to be there these last few weeks. I'm incredibly grateful for the archivists and staff who have organized a safe reopening with comparatively minimal access restrictions.

But getting graduate students back up to speed will take time. After all, money for travel remains frozen as funding packages run low; the handful of available archival appointments fill quickly; ATIP and digitization requests are horribly backlogged; and unequal vaccine access means that borders are still closed in parts of the world. As the last 20 months have shown, the path to the doctorate depends on the path out of the pandemic. Graduate students set the pace for neither. And on both, we've still got a long way to go.

By Michael Borsk, with thanks to Elyse Bell and Alex Martinborough for comments.

In March 2020, I wrote a course paper on sex work in Toronto in which I promised that "once archives re-open, I will consult the Toronto Gaol Register to provide data on the number of women arrested in the 1880s." I was optimistic that the city archives, already a place for solitary work, would open by the summer, with further distancing protocols in place. Instead, they re-opened a full twenty months later in October 2021, but with a caveat: visitors would be restricted to three hours per month. My request for more time was denied, despite the cost of travelling to Toronto for a three-hour window, and the impossibility of conducting statistical research without a deep dive into records. Understandably, I have no plans to consult the Toronto Archives until they remove this limitation.

History students share stories like this when asked how their research is going, and most of us have spent hours poring over re-opening guidelines to figure out where, when, and to what degree we can do our work. Compared to students who were interrupted in a middle or late research stage, I'm relatively lucky because COVID hit as I was beginning to map out my dissertation in my first year. Consequently, the pandemic dictated the contours of my project from the outset. This included the places I chose to research and the way in which I collected data.

My dissertation will argue that my cities were chosen

because each offers a unique angle for the study of prostitution, but the reality is that I research where and when I can, and this is almost entirely dictated by each archive. Although I planned to start with Toronto, Kingston was in the green zone for much of COVID, and it now plays a larger role than I expected because for months it was the only location open for data collection. Even then, my work was halted and restarted several times due to stay-at-home orders. Because most archives were not upfront about the length of their closures and failed to offer schedules for reopening, students planned for openings that never happened. I spent weeks combing through Hamilton's digital newspapers, only to be told this month that the archive laid off its staff and has no plan to reopen until the end of 2022. As a result, while the trajectory of my research is scattered, I discovered rich histories in places I had not expected to explore in such depth.

In addition to determining which cities I could examine, the pandemic also affected my methodology. I usually immerse myself in the regions I study; I lived in London, Ontario while writing about it for my Master's, I researched Kingston while at Queen's, and I hope to work on Toronto where I grew up. My plan for Windsor was to spend three weeks visiting archives and getting to know the city's neighbourhoods. COVID restrictions limited me to a four-day trip in which I spent seven-hour days photographing documents (which I was lucky to do—visitors were only permitted one time slot per day, but the archivist made a kind exception since I was travelling from out of town). Research in the pandemic is rushed and cursory; it feels like I'm extracting data without attending to the specificity of place and local knowledge that only comes from prolonged stays.

Conducting historical research was already a process of trial and error before COVID: it takes years to figure out what documents exist, to access restricted records, and then work through sources. The pandemic only compounds these issues, but because I began my project during COVID, I had a unique opportunity to work within the confines of the pandemic, adjusting my plan according to what was possible. And it saved me from the paradox of choice: my options were limited, so rather than ask where I would begin, I simply started with what was available to me. While I'm optimistic that archives will continue to shed restrictions, I caution the university against thinking that pandemic delays and frustrations are over for graduate students. Many of my classmates still cannot view the records they need, and until access is granted on a reasonable basis (i.e., for more than three hours a month), students will continue to work with and against the restrictions.

By Maggie O'Riordan Ross

Undergraduate Student Shelley Yu Reflects on Hist 212 Internship



In Fall 2020, I had the opportunity to intern with Beyond Classrooms Kingston (BCK), a non-profit organization which aims to move classrooms into museums for a week. Here, students get to stay at the museum, look at artifacts, and really develop critical thinking

from journaling or discussing historical objects.

In my role at BCK, I was responsible for two main tasks: (1) researching best practices and tools for remote museum education delivery and (2) creating instructional videos which can be used to instruct elementary students on museum education. As I was fulfilling the first task, I learned about how important it is to cater whatever work you're doing to the specific needs or mission of the employer. Rather than just research general practices for historical learning, I focused my work on BCK's mission of encouraging critical inquiry from students. This focus led me to research tools such as 3-D imaging, interactive software, and question games, which could effectively supplement potential historical lessons. Developing instructional videos for BCK really showed the types of careers available for students who are interested in the combination of education, museum studies, and historical learning. In this creation process, I was able to explore the collections and artifacts available in places such as the Museum of Health Care Kingston for material in my videos.

Furthermore, it was truly satisfying to use the practices and tools I've researched earlier on to make videos which inspired students to enjoy learning the story behind artifacts. The biggest takeaway from this experience is the mission that BCK left me with: rather than just facts and figures, history can be about stories, experiences, and memories, and the work I did at BCK is just one example of how historical careers can appeal to students from any discipline. Now, I am striving to seek a career which touches upon the mission I've learned at BCK.

Teaching about the Past-in-the-Present

While on leave I spent a good chunk of time thinking about what I'd like to teach once I joined our department full-time. Although I still do some work in my original field of early modern British history, most of my research time (somewhat constrained for the past couple of decades) has been spent on historiographic subjects. I've been reading quite widely in theory and philosophy of history for a number of years and have a couple of projects on the go that venture into these areas. At the same time, I've become quite interested in, and to some degree worried by, the implications of the past for the present—the notion that, as William Faulkner wrote, the past is never dead and actually “not even past.” Debates over statues, building namings, and the “right” to tell one's own or another's story have been especially prominent, and heated, over the past few years. In a world of social media and strong opinions about subjects such as memorialization, identity, cultural appropriation, and the authority which the past should or shouldn't hold over action in the present, the time seemed ripe for a course designed to encourage students to think about history more widely in terms of its implications for contemporary society. So I proposed as an experiment a one-term course called “History in the World: Theory, Practice, Controversy,” and have been teaching it this fall to a combined seminar of upper-year undergraduates and Master's students. The class meets as a whole on Monday afternoons for three hours, and I have a separate one-hour session with the MA students on Thursdays to discuss some additional readings.

Most students do not have an extensive background in historiography or historical theory, beyond probably having had at some point to consider the historiography of their particular subfield of study. Consequently, it was important to begin our study of the past-in-the-present by looking at history as both a discipline and a social practice in the past. So we began with 3 weeks on the origins and evolution of the study of history from antiquity to post-modernism, with special attention to certain key thinkers from Enlightenment stadialists and nineteenth-century historicists through Friedrich Nietzsche to the late Hayden White and select postcolonial historians such as Dipesh Chakrabarty. I deemed it equally important that there be some global range to this and that it not be the usual parade of Western names from Thucydides to Ranke, so we spent some time on the comparative experiences of South and East Asian historical cultures.

From there we got into the meat of the course just after Thanksgiving, with class topic titles such as “Decolonizing and emancipating the past”; “History, Memory and Trauma,” “Who owns the Past” (two sessions, including one on appropriation and another on museums and public displays), “Lying about History/Historians on the witness stand,” “Investigating and Rectifying

historical injustices” and “History at the edge of global catastrophe.”

I made a few things clear at the outset of the course (apart from the fact there would be a great deal of reading!) First, that there were no right or wrong opinions on any of these issues, and that the seminar was an open forum for respectful debate; secondly, that I asked students to come to the materials prepared to modify their views on some subjects, or at least to keep an open mind; and thirdly, that we would not shrink from discussing subjects of some difficulty such as war crimes, atrocities, genocide and guilt. Not all of these issues lie dormant in the past; in fact, most don't. Just as my colleague Professor Sen wrote in last year's newsletter about her experience teaching the history of pandemics in the middle of one, I was fully aware from at least midsummer that the awful shadow of the residential school burial site “discoveries” would loom over us. I was pleasantly surprised by students' willingness to discuss these matters civilly, respectfully and intelligently (sometimes in fact I would have wished for a bit more heat). There were one or two slightly uncomfortable moments, as one might expect of a class that had a diverse membership, but all worked out in the end.

To ensure that the class members engaged with the material between classes, and with each other, every week a rotating panel of students (a mix of undergraduates and MA students) had primary responsibility for preparing and circulating a list of two or three key questions. The panel memberships were reshuffled halfway through the course.

Two thirds of the way through term, I decided to supplement the in-class discussion with a table-top exercise specifically focused on the issue of memorials and statues. I created an imaginary university embroiled in conflict over the historical reputation of its founder and potential removal of his statue and even his name. Each student was assigned, by lot, a particular role ranging from a dean through a couple of donors/alumni to several students and faculty on both sides of the issue (I got to play the role of the university's president—my acting talents are limited!). The students really got into their roles and I think they appreciated some of the nuances of the matter and also how political, ideological and even monetary interests can influence positions and decisions that ideally one might think were strictly “historical” or “academic.” The debate came to no conclusion, but that was never an intended result.

My goal at the outset of the course was not to seek answers or definitive conclusions but to raise questions and have students think about just how heavily the “burden of history” lies upon the present, and how it may both provide and sometimes inhibit the finding of solutions to problems that in many cases long-dead generations have imposed on the living. I hope that they will now look at the past, and the discipline, a bit differently.

By Dr. Daniel Woolf

Two New Postdoctoral Fellows Talk About their Research, their Teaching, and Themselves

The Department is excited to welcome two new Postdoctoral fellows this year. **Dr. Eric Fillion**, our new Buchanan Fellow, is working on Canadian cultural diplomacy in World War II and the Cold War, with a particular interest in Brazil. In January he will be teaching an innovative seminar course entitled “Canada in Soundbites.” **Dr. Rebecca Gruskin** joins the department as a Postdoctoral fellow in Global History, and will soon be taking the helm of our largest first-year course, HIST 109: War and Revolution in the Modern World (successor to the second half of HIST 122). Dr. Gruskin's research on North Africa combines environmental history with the global history of resource-extractive capitalism. *Chronicles* caught up with both of our new colleagues to pose some questions designed to capture a sense of who Rebecca and Eric are, and how their research and teaching fit together and influence one another.

Dr. Eric Fillion interview:

Chronicles: First, I'd really just like to have you introduce yourself as a person. You're a few years older than the typical Postdoctoral Fellow; you've already published a book on jazz, and you yourself have a musical background. What would you like to tell us about your life before Queen's?

EF: My life before Queen's began, I think, when I finished high school. Being from Quebec, I was presented with numerous paths to follow at the end of Grade 11. I chose a winding one that took me – from time to time – away from my studies to beat the drums in various studios and on international stages. Note that I am not talking about these detours as interruptions, but rather as springboards for the instinctive sound archivist and historian I would become.

Playing music with and for other people helped me to think more deeply about the ways in which art fosters conversations and enables communities to build bridges between and among themselves. It provided countless experiences of music as a form of mediation, and it compelled me to establish a non-profit archival record label named Tenzier, which has a double mandate to (1) preserve the sonic past of Quebec's avant-garde movements while (2) encouraging intergenerational dialogue through various events. My book *JAZZ LIBRE et la révolution québécoise*, a study of the musical-political praxis of the Quebec left, grew out of the research and discussions that Tenzier made possible.

Thinking back on my record collecting days and interest in the evolution of music scenes and genres, I suppose that I was a historically minded drummer. My background and this constant



need to listen intently to the past set me on the path to doing graduate work in history on the use of music as an instrument of diplomacy. After my PhD, I completed two years as a SSHRC/FRQSC postdoctoral fellow at the University of Toronto, where I stud-

ied international music festivals and pursued my interest in jazz culture with Sean Mills. My laser-focused, winding path now has me following the singer-activist Paul Robeson during his travels to Canada in the immediate postwar years.

Chronicles: The project you are currently completing is on Canadian cultural diplomacy in Brazil. Why Canadian cultural diplomacy as a topic, and why Brazil?

EF: I came to the topic of cultural diplomacy through my experience as a musician and a cultural worker. As for Brazil, I ended up there unintentionally by following an archival trail much longer and much richer than anticipated.

I initially wanted to examine the roles that musicians had played in the cultural competition that unfolded between Canada and Quebec, from the 1960s onward, within the French-speaking world. Unexpectedly, I stumbled upon an intriguing document while doing preliminary research at Library and Archives Canada: a 1944 cultural agreement between Canada and Brazil. I had never heard of this document before since the historiography dealing with our country's place in the world had, for the most part, neglected both cultural and hemispheric relations.

This unusual agreement, the first of its kind for Canada, warranted a deeper investigation. I soon discovered that most of the official and impromptu ambassadors (musicians, but also painters and writers) that travelled to Brazil, from the 1940s through the 1960s, came from Quebec, and they had strong ties to Montreal's predominantly French-speaking political and cultural milieux. It became clear to me that this story, which was about Quebec-Brazil relations as much as it was about Canada-Brazil relations, was considerably more revealing than the one I first wanted to explore.

Tracing the origins of Canadian cultural diplomacy to Brazil was an opportunity to shift the focus beyond three of the prisms – the Cold War, the Massey Commission, and Quebec's foray into the realm of international cultural relations – through which scholars were examining the topic. The project was also a means of decentering the North Atlantic Triangle to investigate Canadians' relationships to the Global South, factoring in the structuring weight of race, gender, and class in the making of international affairs.

I should add that this research provided a wonderful excuse to learn Portuguese and spend three months mining archives in Rio de Janeiro, Brasília, and São Paulo. It was a formative trip. The resulting manuscript, *Distant Stage: Quebec, Brazil, and the Making of Canada's Cultural Diplomacy (1937-1952)*, is now under contract with McGill-Queen's University Press.

Chronicles: In January you are slated to teach a course called “Canada in Soundbites.” How does the course you are planning grow out of your research concerns, out of your autobiography, or from a combination of the two?

EF: It grows out of a combination of the two, no doubt about it. I have been focusing these last few years on the ability of music to enliven the cultural public sphere, bringing individuals and groups together to debate questions of identity, mobility, and citizenship. I, of course, am not alone among historians in eavesdropping on the past. I am especially indebted to Mary Vipond, Barbara Lorenzkowski, and Graham Carr (and more recently Sean Mills and Karen Dubinsky) for inspiring discussions on the uses and meanings of music, and the ways in which modes of listening changed over time and across soundscapes, both urban and rural.

The course is a survey of Canadian history through the prism of culture, particularly that which solicits our sense of hearing. There will be music, not all of which will be pleasant to the ear. Some will be inaudible, traces of it existing only in textual records, paintings, and photographs. It should be obvious by now that I am passionate about the topic. I therefore look forward to an engaging semester that will leave everyone inspired to continue tuning in to the past.

Dr. Rebecca Gruskin interview

Chronicles: You described your work to me as global history with a strong sense of place. Some might view that as contradictory, but could you please reflect on the importance of understanding a place, or understanding kinds of places, in shaping the questions you end up asking as someone who grew up near Lake Superior and ended up doing fieldwork in Tunisia?

RG: Our understanding of place always shapes the questions we ask. I'd argue that it's impossible to write any kind of history—global history or otherwise—without a sense of place. Global history is fundamentally about problems we can't sequester within a given nation or area-studies region. But we all view interconnections from a perspective grounded in the places we know best. Doing a place-based global history is a way of being upfront about this, so that our place-based perspectives become crucial to our analyses instead of outside them. There is no way to be “place-objective.” This should be at the core of how we make arguments about global interconnectivity.



For me, this place-based approach to global history has been useful for centering questions of power, privilege, and marginalization. Broad, general narratives can be incredibly helpful, but it is easy to slip into universalizing dynamics from the places we know. One consequence of this is that places in the Global South can get left out, or they can get wrapped into nar-

ratives that are still fundamentally driven by trajectories in the Global North. I'd argue that it is easier to be ambitious about charting broader connections when you know your place-based limits, not just your place-based strengths. For example, capitalism in Tunisia's phosphate mines doesn't look the same as capitalism in other places, but it is also connected to other places, because capitalism is a global thing. We can do justice to local and regional logics while exploring the global configurations that make capitalism a meaningful category of analysis. This is the approach I'm taking in my book, which is a global history of capitalism in Tunisia's phosphate mines. I use this approach to rethink definitions of capitalism that prioritize Western European experiences.

I grew up in the Lake Superior port city of Duluth, Minnesota, about three hours southwest of Thunder Bay. We export (among other things) taconite and various minerals from inland mining areas. A few years ago, a close friend from Tunisia's largest phosphate region visited me there. Although the boreal forest and lakes felt unfamiliar to her, the mining industry did not! She immediately spotted the stacks of taconite next to the port and asked me if they were phosphates. When I told her about our region's controversy over a proposed new copper and nickel mine, she was keen to weigh in on the debate. She has lived chronic unemployment, environmental degradation, and colonial dispossession, concerns people in our region share. But she has also lived colonialism and capitalism very differently, in a different place and from a different positionality, all of which shaped her perspective on what the proposed mine meant. Our local debates are not the same, but they are related enough to find solidarity. In essence, my approach to global history borrows from work on transnational social movements. When social movements presume an even experience with crisis, it is easy to marginalize those who are most harmed. Seeking interconnections while being open about the ways in which we're grounded in specific places and experiences—not only those we study, but also those we live—is just as important to meaningful solidarity as it is to the craft of global history.

Finally, I find it hard to discuss place in global history without mentioning Katerina Teaiwa's work on phosphate mining in Banaba. Teaiwa discusses Indigenous Pacific ways of knowing and being in which the land and people are inextricably connected. So, when the British Phosphate Commission mined Banaba's

land and scattered it all over Australia, New Zealand, and Japan in the form of fertilizer, Teaiwa writes about the land being fragmented, or in diaspora, and she reflects on what this means for understanding the displacement of the people and their struggle for rights. This is an epistemology of connections in which place matters, and it has huge relevance for the task of decolonizing global history as a field.

Chronicles: What are some of the themes or questions that travel best between your research and what you think students need to learn in the department's biggest first-year global history survey?

RG: My “global history in a place” approach to research is also a way of asserting that we don’t need to know the history of the whole world in order to do global history. I tell my students that global history is the study of interconnections, but it doesn’t mean “the whole world, all at once.” It just means that the whole world is fair game. So, how do we choose which places and scales to look at? Each place or scale we choose is going to show us some things and hide others. I want my students to gain practice making these choices for themselves and thinking critically about them. My task in the lectures is to make my choices explicit, so that the students can practice this kind of critical thinking when they engage with the readings, discuss in the seminars, and complete the assignments.

In a global history course, we need broad narratives to hang onto, but things always look different when we focus on peoples and places that have been left out. What does a history of modern capitalism look like when we don’t presume that Western Europe will always drive the narrative? When we trace the rise of a global energy regime built on oil, how do the interconnections we see change when we focus on sites of production, as opposed to high politics? I want my students to be able to tell global historical stories from multiple perspectives. I think that’s the best way to understand how we got here and how the past shapes possibilities of where we might go.

Events and Talks

Nugent Lecture



The Department of History’s annual Nugent Lecture was held on Thursday, February 11th. Professor Ian Milligan’s talk entitled “Are we all Digital Historians now? Technology and Historical Practice” was held on Zoom.

Ian Milligan is an alumnus of Queen’s History and an Associate Professor of History at the University of Waterloo. His primary research focus is on how historians can use web archives, as well as the impact of digital sources on historical practice more generally.

Seminar Series

Dr. Asheesh Siddique, Assistant Professor
University of Massachusetts - Amherst
January 28th, 2021
Title: “Language and Sovereignty in the Early Modern British Empire”

Dr. Valerie Korinek, Professor
University of Saskatchewan
March 4th, 2021
Title: “Pride of Place: The Politics of Queer Histories in the Prairies”

Dr. David Smith, Associate Professor
Wilfrid Laurier University
September 30th, 2021
Title: “Crime and Payment: One Law for the Rich and One for the Poor?”

Dr. Eric Jennings, Distinguished Professor
Victoria College—University of Toronto
October 28th, 2021
Title: “How Edmond, an enslaved teenager, cracked the secret of vanilla’s artificial pollination on Bourbon Island, 1841”

Dr. Alan MacEachern, Professor
University of Western Ontario
November 11th, 2021
Title: “Wood, Fire, Smoke, Paper, Cloud: An Environmental History of the Miramichi Fire”

Arthur Lower Workshop

Dr. Eric Fillion
Buchanan Postdoctoral Fellow, Queen’s University
October 4th, 2021
Title: “Pop-Friction: Performing Canada at the Festival Internacional Da Canção Popular, 1966-69”

McGill-Queen’s Conference

The Graduate History Students’ Association organized a successful digital rendition of the 18th Annual McGill-Queen’s Graduate Conference in History, on March 11-12, 2021. The event included 27 presenters across nine interdisciplinary panels and 92 registrants for the Keynote Talks. Speakers included Dr. Adele Perry (University of Manitoba) and Dr. Pablo F. Gómez (University of Wisconsin).

Thank you to this year’s organizing committee: Brookelnn Cooper, Kate Finlayson, Leyla Pavão Chisamore, Thomas Bradley, and Victoria Cosby.

Events and Talks are sponsored by: The Bernice Nugent Bequest

Alumni Interviews

Krista Kesselring and Kevin Kee

Krista Kesselring did her PhD in early modern British history at Queen's under the supervision of Prof Paul Christianson. She is now Professor of History and Chair of the History Department at Dalhousie University.

Chronicles: What have you been doing since you left Queen's with your PhD?

Krista: After a year of part-time teaching cobbled together at Queen's and Carleton, I was lucky enough to land a tenure-stream job at Dal. The occasional sabbatical apart, I've been here ever since. I'm from the Maritimes originally, so landing back here has been a treat.

Chronicles: You have a strong specialization in the history of English law and especially crime, with a recent book on murder. What do you enjoy most about legal history?

Krista: Socio-legal history provides particularly good terrain for exploring themes conventionally of interest to historians, such as power and conflict, continuity and change, structure and agency, etc. I enjoy the research because the sources are rich, especially if one is interested in "history from below." I like teaching legal history in part because law has, in many respects, taken the place of religion in our lives so it's a useful entry point for having students see similarities with past actors they might otherwise deem too inexplicably foreign. At the same time, guiding students through the history of crime and the courts is a great way to introduce them to the historical contingency of things they might take for granted.

Chronicles: What's your next big project?

Krista: I'm just finishing a co-authored book on divorce and separation (with Tim Stretton, SMU). On the side, I've been playing around with ideas for a new project on

peace-keeping, peace-building and transitional justice. That said, I might well get side-tracked by an interim project on forced marriage cases in which notions of consent, personhood and legal redress seem particularly interesting, but I'm trying to move toward a more "hopeful history" and telling different kinds of stories about the past than I've done thus far. I've also stumbled across an unusually well-documented witchcraft case that might prove a distraction, one in which the woman accused was found not guilty by her neighbours not once but twice. The thought processes, attitudes to evidence, and popular skepticism laid out in the exceptionally rich depositions might well provide fodder for a more hopeful history. It all depends on getting back to the archives after two years of enforced absence.

Chronicles: You've been an acting dean and also chaired your department. Does your scholarly life ever overlap with your administrative life?

Krista: Connections absolutely exist! A few times too many I heard unexpected echoes of the advice manuals for early modern courtiers – conventions of courtesy, deference, oblique discourse, patronage and "gift-giving" in admin circles sometimes seemed more akin to those of a Renaissance court than to what one might expect of an ostensibly bureaucratic and/or scholarly enterprise (by "gift-giving," I don't mean bribes—I promise—but giving those higher than oneself in the chain what they needed to meet their own superiors' demands to secure what one needed for one's department or faculty). And overly



long discussions of, e.g., the fine distinctions between "goals" and "objectives" when devising purportedly "strategic plans" occasionally reminded me of early modern theological and philological debates.

Chronicles: What do you like most about teaching?

Krista: Often, to be honest, it's rather selfish: not so much what I might be teaching students but what I'm learning from them. Engaging with students very often leads me to see things I thought I knew in new ways.

Chronicles: What advice would you offer to current Queen's graduate students with respect to program completion and their future beyond the degree?

Krista: "Don't let the perfect be the enemy of the good," as the saying goes. Remember that the PhD isn't the first book; it's a dissertation. It needn't be and won't be perfect (and the book won't be perfect either). Bigger isn't better. David Eltis was grad coordinator for part of the time I was at Queen's and, being a quantifier, he tabulated time-to-completion for students in various streams.

As for the future beyond the degree if you want to stay in academia and are fortunate enough to do so (and let's face it, a lot of it is luck), embrace all parts of the job—service and teaching as well as the research. One's most rewarding experiences will likely come from the former rather than the latter. And if you end up in another career, don't for a moment think that's a failure or that your time spent in research and writing has been a waste. I have so many friends from grad school and former students of my own who've ended up quite happily in fields other than the academic (some of whom pity me in marking season). Besides, a big part of an academic's job is "to criticize and to be criticized"—that's not for everyone. However hard it might sometimes be, drown out the negativity by turning to things that keep you curious.

Kevin Kee took his BA, MA, and PhD in Queen's History Department. He is now Professor of History and Dean of the Faculty of Arts at the University of Ottawa.



Chronicles: You arrived at Queen's in 1989 and stayed for a decade. Any favourite courses or instructors?

Kevin: I arrived in 1989 as a transfer student into second year. Queen's accepted my 5 courses from Western, but lost my second-year choices. When I picked up my schedule (in the former Physical Education Centre on Union Street) on registration day it was blank. I headed to Watson Hall and asked students who they'd recommend, and over and over I heard the same name: Catherine Brown. When I told Catherine my story she admitted me into her oversubscribed course on the "Renaissance" (Catherine always used the French pronunciation). At the end of that year she encouraged me to take a course with George Rawlyk. It was a graduate course, and its title - Comparative Colonial Development - wasn't alluring, but Catherine insisted. I'll never forget the first class the following September: George walked into the seminar rooms a couple of minutes late, stared out the window, and told us that this was the most important thing we were going to do this year. It was thirty seconds in and I was hooked; I would work with him for the next five years. After George's sudden death I completed my Ph.D. with two remarkable historians: Jane Errington and Marguerite Van Die. Catherine, George, Jane and Marguerite - they were my guides through history at Queen's.

Chronicles: It's often said that one should not get all one's degrees from the same institution. Why did you choose to do so? Did it provide a challenge afterwards in getting a job?

Kevin: I came from a practical home: my parents and two of my three siblings

worked in health care. Like many students, I thought I needed to do something practical, and my plan at the time was to work in government or law. I was awarded funding, and Queen's admitted me; I enjoyed working with George, and my research was in the field he had pioneered. I knew that getting three degrees from Queen's could be a hindrance to a career in the academy, but the job market was tough in the 1990s, I was studying a field of history that was relatively obscure, and frankly, I did not expect to get a university job. I was following my research program because I enjoyed it, and believed it was important. That was enough.

Chronicles: You have a strong background in humanities computing/digital research. What prompted that?

Kevin: The World Wide Web was launched the year I arrived at Queen's. At its core, my graduate project was about how historical figures had used emerging forms of communication, and as I watched the Internet grow, I knew we were entering a new era. Interest in the use of computation in history was rare in the 1990s, so my computer work was a side hustle for me. I was asked to run the small Watson Hall computer lab, and my skills and interest grew.

In 1998 I applied to a job leading the development of a History of Canada Web site at the National Film Board of Canada headquarters in Montreal. While I had no experience leading a project such as this, my letter and CV moved through four different piles as the NFB deliberated, and eventually they invited me to be their lead historian and #2 on the project. What differentiated me from the other candidates was my technical interest and ability - my side hustle. Working in Montreal, in French, and at a cultural institution that led the world in creating new forms of visual storytelling, was a dream come true, and profoundly changed how I understood communication, technology, and history.

Chronicles: While being dean, have you managed to keep up your teaching and research?

Kevin: Several years ago I taught a required undergraduate course. It was my favourite day of the week. I remain in close contact with several of the students I taught. The unpredictability of administrative jobs makes it a challenge to be in class at a set time. I can't wait to get back to it. After I became Dean I surfed on the research momentum I had created in my previous position as a Canada Research Chair. But as those research grants ended, and as the postdoctoral fellows moved on, my research diminished. I decided to start afresh.

Chronicles: Are you working on a research project currently?

Kevin: I'm currently working on a book-length project inspired by Isaiah Berlin's 1953 extended essay, "The Hedgehog and the Fox," which builds on a line Berlin stumbled across by the 7th-century BC Greek poet Archilochus: "The fox knows many things but the hedgehog knows one great thing." Should we dedicate ourselves to one big principle - the way of the hedgehog - or draw on many? I've long been interested in how we bring arts (especially history) and science (especially computing) together. Apparently Berlin dictated his book in 2 days. I'll need a little longer than that.

Chronicles: What advice would you offer to current Queen's graduate students with respect to program completion and their future beyond the degree?

Kevin: My advice applies to all of us, as we live through what cultural commentators have called the "big sort": get out of your bubble, your comfort zone. If you are like me, you will spend your working day surrounded by your mentors and friends in Watson Hall, as you should. In addition, make time to be with people different than you. It will change your perspective, and enable you to look afresh at your research. And don't be afraid to follow your unique interests in unusual directions. You will build your field in important ways and create opportunities for yourself and others that you could not have anticipated.

The Alumni Archives: Learning to Podcast

by Heather Poussard

History is a field that opens doors to such a variety of careers, but for many, teaching and research seem to be the only logical path for history graduates. Last year, Jenn Lucas and I embarked on a project to create a podcast that not only helped to engage and grow Queen's History alumni network, but also to showcase the variety of careers that are available to graduates from Queen's History.

Figuring out how to actually create and host a podcast was definitely the largest hurdle in this project, even though this was technically not my first attempt at podcasting. I benefitted greatly from creating a podcast for my final project in an undergraduate course I took at Simon Fraser University. However, there are significant differences between working on an assignment that will only be heard by a professor and creating a podcast meant for the public. My first experience was really just recording my own voice, choosing some free music, and finishing with a pretty poor final edit. I had no experience in creating content for a larger audience on a public platform or establishing a series. Luckily, my own personal love of podcasts helped me in figuring out formatting for intros and outros. Ultimately, YouTube became the most important source as I leaned heavily on videos that broke down in detail how to do the basics of editing. There were also many videos that explained in detail how to get a podcast from a file, onto a hosting platform, and then onto the platforms for listeners, which was something I, being admittedly not very technologically intuitive, was grateful for. Aside from the technical aspects of



creating The Alumni Archives, I was also new to being a host and interviewing guests, especially in such a formal setting – and one that's also being recorded! I cannot thank my guests in my first few interviews enough for their patience and guidance. As much as I learned about their interesting lives, careers, and experiences, they also taught me how to be structured without being rigid, and how to ask, what I hope, are thoughtful and relevant follow-ups. Editing my own voice has also showed me, much to my own embarrassment and dismay, the immense amount of filler words I use when speaking, and how loud I am!

Both at Queen's and during my undergraduate studies, I've worked with history departments to research how universities, especially in North America, are promoting history degrees to prospective students. An explicit link to job prospects is important to students and parents, and therefore is often prominently featured on university and departmental websites. Aside from the obvious fields of education, heritage, and law, I was surprised to see fields like business, administration, and even finance appearing on departmental webpages again and again throughout my research. What this podcast has been able to achieve, at least for me and I hope for other students, too, is to look at those kinds of careers that are seemingly unconventional choices for history grads and see them come to life through the experiences of the Queen's History alumni. Many of my first interviews were with former history students who went on to very successful careers in business, something I was not expecting. Listening to Rebecca

Finley-Schidlowsky talk about the specific way that she uses her ability to think historically to deal with challenges in management consulting was unexpected, but so interesting. Tory Hyndman, too, highlighted the way that the research, reading, and writing skills she learned and built during her undergraduate degree helped her day-to-day in executive searches. Getting to hear these kinds of stories is so important for history students at all levels of study.

As a student pursuing their graduate studies in an extremely tight and often disappointing academic job market, learning about these kinds of career options is such a comfort. This comes not only from understanding that there are other jobs outside the academy and museum out there for students like me, but that the skills I've invested in, part of the reason that I love studying history, are big parts of careers I would have never considered. Getting that dream Tenure-Track position immediately after graduate school may not be possible for all of us, but at least I know that I can get a fulfilling position that is not only intellectually stimulating but still relevant to my own interests.

The craziest part of it all is being able to open Spotify on my phone or computer and with a click of a button hear something that I not only created, but that features my own voice! I would like to thank Jenn and the Queen's History department for this opportunity. I am also looking forward to meeting even more alumni and growing the podcast this year. Thanks for listening!

If you are interested in being featured on the podcast, please get in touch with Jenn Lucas at jennifer.lucas@queensu.ca or submit your Alumni Story to be featured on our website.

Staff Member

Cindy Fehr Retires

On October 21, **Cindy Fehr** said goodbye to the History Department after 28 years, and began her second chapter helping run the family business as a very young and energetic retiree. For most of her career with the Department, Cindy worked as the principal assistant to the Department Chair, as well as the Chief administrative assistant for Jewish Studies and Muslim Societies/Global Perspectives. As the person responsible for making arrangements for visiting speakers and other major events, Cindy was often the face of the Department to the outside world, a job she accomplished brilliantly.

For *Chronicles* we have included excerpts from some of the tributes that were delivered at Cindy's retirement celebration. Although it took place over Zoom, there was a huge silver lining: Cindy's family members were able to "attend" from all over, including her daughter Christina from Tennessee.

Rebecca Manley (Department Chair):

"For me, what stands out even more than all the work that Cindy has done and all that she's accomplished, are her personal qualities, and if there's one word that characterizes Cindy most in my mind, it's the



word *kind*. Over the years, we've all been touched by Cindy's warm smile, by her big heart, by her caring and compassion. And from the very moment that I started working with Cindy it was really clear that she cared not only about her work, but she also cared a great deal for the people she worked with, and their families. And we've all benefited from this and appreciated this so much in Cindy.

Another term that, to my mind, really captures Cindy is *positive*. Cindy has been an unfailingly positive presence in our office, and even on the most dreary days, when we were tasked with the most tedious work, she never complained, and she had this sort of sunny disposition and positive outlook that really helped set the tone.

These are just some of the many elements that make working with Cindy so pleasurable and so meaningful for all of us who do. Cindy's retirement marks, as Jamey Carson, our former chair, put it, the end of an era. On behalf of everybody gathered here, of everyone in the Department, I'd

like to wish Cindy all the best as you embark on this next chapter of your life."

Howie Adelman (former Director of Jewish Studies):

"For many years Cindy welcomed Jewish Studies and Muslim Societies Global Perspectives. She gave her all to work with us to arrange lectures, posters, housing, lecture halls and catering, sometimes going out shopping herself to get a better deal. Cindy could anticipate the needs of the programs and troubleshoot our lapses. Cindy came to events and was always eager to know how they went. She cared about both programs and worked to support their missions. As Adnan told me, it wasn't just about the arrangements for her but also having a good rapport with those she worked with, and doing the work together with sincerity and a sense of purpose which made the whole process more meaningful and pleasant. Cindy had a long view of the Queen's way and a solid understanding of the personalities involved. She provided us with helpful and confidential advice to take the necessary steps for programs. I know that Cindy will go on to some very exciting new plans. She has a wonderful family and a golfing business that will keep them outdoors and in the fresh air. We will look back warmly on our time working together."

Happy Retirement Mrs. Cindy Fehr

by Cathy Dickson

How do I describe Mrs. Cindy Fehr
She's supportive, kind and always there
She'll lift up your spirits, when you're feeling down
And a heart for helping others, that's well known around town
She was practically a girl, when she started in History
We won't mention her age now, we'll keep it a mystery
Her first day in the office was almost 3 decades ago
How quickly time passes, this we all know
Our friendship began, from the first day we met
I was a new member of the department, and I knew I was set
We would have many laughs and stories to tell
But today is the day to say farewell
Your schedule of 4 days a week and summers off
Your gig was almost as good as a prof

With history in the past, the future that I foresee
Many trips to see Christina in Tennessee
Spending lots of time with Ben, Jordan and Jim
And no more last minute photocopying for Tim
Your time will be your own, until your next project of course
But with an exciting new chapter ahead, there will be no remorse
Without your presence in the office, I don't want to picture it you see
But I am excited for you and what your future will be
You will be greatly missed, and I'm sad to say goodbye
And I promised myself, I wouldn't cry
So I'm going to make the ending, short and sweet
You've been a great co-worker and friend, one that can't be beat
I wish you much happiness, good health, lots of blessings and more
And lastly, I know who to call if I'm in need of new décor

History Welcomes Bronwyn Jaques



The Department of History welcomes our newest staff member, **Bronwyn Jaques**.

Bronwyn joined the History Department in November 2021 as the Administrative Assistant, Events and

Communications. Bronwyn completed her undergraduate degree in History at Queen's University in 2014 and her MA in Cultural Studies at Queen's University in 2016. She is currently completing her PhD in Cultural Studies under the direction of Dr. Jeffrey Brison (History) and Dr. Lynda Jessup (Art History) and plans to defend her dissertation in early 2022. Her SSHRC-funded doctoral research, "Prison Tourism and the Mobilization of Dark Heritage at Kingston Penitentiary," focuses on the intersections of dark tourism and public history at Kingston Penitentiary. Bronwyn is thrilled to be returning to her academic roots in the History Department and looks forward to supporting faculty and students with communications and event coordination.

Dr. Geoffrey Smith in Memoriam

Professor Emeritus Geoffrey Smith, who came to Queen's in 1969, passed away on April 1, 2021 at 80 years of age. An unparalleled showman in the lecture hall, Professor Smith for years taught two of the History Department's most popular undergraduate classes. "Conspiracy and Dissent in American History," the course inspired by his Pulitzer Prize-nominated 1973 book, remains

so topical that he once contemplated coming out of retirement to revive it. "Sport and Society in North America" was the course he continued teaching to packed rooms in the School of Kinesiology and Health Studies after his late-career departure from the History Department.



Dr. Smith's 2011 article on "Conspiracy and Dissent," for the Queen's Alumni Review: <https://www.queensu.ca/gazette/alumnireview/stories/book-course-and-future-american-republic>

Dr. Smith's obituary in the Queen's Gazette: <https://www.queensu.ca/gazette/stories/queen-s-remembers-professor-emeritus-geoffrey-smith>

Colleague and former students tribute: <https://www.queensu.ca/history/news-and-events/news/colleagues-and-former-students-pay-tribute-to-geoff-smith-1941-2021>

Dr. Aditi Sen's New Book



Congratulations to **Dr. Aditi Sen** on the publication of *Bollywood Horrors: Religion, Violence and Cinematic Fears in India*.

Edited by: Aditi Sen, Ellen Goldberg and Brian Collins
[Bloomsbury Publishing](#)

Bollywood Horrors is a wide-ranging collection that examines the religious aspects of horror imagery, representations of real-life horror in the movies, and the ways in which Hindi films have projected cinematic fears onto the screen.

Dr. Jeff Collins Wins 2021 Book Prize



Congratulations to **Dr. Jeffrey Collins** on winning the American Historical Association's Morris D. Forkosch Prize for his book *In the Shadow of Leviathan: John*

Locke and the Politics of Conscience. The Morris D. Forkosch Prize is awarded annually to the best book in English in the field of British, British imperial, or British Commonwealth history since 1485.

The Forkosch prize judges praised Collins's work in the following terms:

"In a remarkable work of intellectual history, Jeffrey R. Collins uncovers John Locke's deep engagement with the ideas of Thomas Hobbes. Drawing on meticulous archival research, *In the Shadow of Leviathan* demonstrates that Locke's notion of religious freedom as an inalienable right arose from his grappling with Hobbes's claim that toleration is a "gift of sovereignty." In making this case, Collins transforms our understanding of the relationship between emerging liberalism and religion in postrevolutionary England."

Dr. Amitava Chowdhury Appointed Special Advisor to the Dean

Dr. Amitava Chowdhury, the Department of History's Chair of Undergraduate Studies, joined the Faculty of Arts and Science as Special Advisor to the Dean on Global and Decolonization Initiatives. Dr. Chowdhury's duties include investigating and advising on global and decolonization initiatives to ensure they are in accordance with the Faculty's Strategic Plan.

Dr. Jeffrey Brison Wins Faculty of Arts & Science Award for Excellence in Graduate Teaching



The Department is delighted to announce that **Dr. Jeffrey Brison** has been selected as the recipient of this year's Faculty of Arts & Science Award for Excellence in

Graduate Teaching. The award honours faculty members who have made outstanding contributions to promoting graduate student excellence through teaching, supervision, and mentorship at the graduate level. Dr. Brison's nomination was supported by 36 letters, written by current and former students, and colleagues in the History Department, which emphasized his dedication, kindness, and generosity of time and expertise. Wishing a warm congratulations to Dr. Brison on this fantastic achievement!

Dr. Karen Dubinsky Wins Panorama Award

Dr. Karen Dubinsky and Dr. Susan Lord were awarded the Panorama Award from the Canadian Bureau for International Education.

These two individuals' commitment to excellence has paid off with the Cuban Culture and Society program. Queen's has seen numerous cohorts of students coming out of this program transformed with new academic goals and ways of understanding the world. Dr. Dubinsky and Dr. Lord's collaboration, careful planning, and advancement of meaningful cultural exchange are outstanding in the modern landscape. It has been a decade of resourceful leadership and an incomparable level of international relationship-building dedicated to widening students' understanding of Cuba. As the world adapts to its upcoming challenges, their model of focusing on intentional learning before and during travel is one that we wish to see emulated across Canada.

[See Queen's Journal Article](#)

Congratulations to Dr. Ishita Pande, Winner of the History Faculty Teaching Award (2019-20)



Nominated by multiple students, **Dr. Ishita Pande** is described as "foster[ing] a welcoming environment for class discussion," while also remaining "engaging and informative." With a

course structure designed to accommodate all students, Dr. Pande demonstrates her commitment to student success. In commenting that they were initially nervous about taking a course offered by Dr. Pande due to the content being outside their realm of historical knowledge, one student credited the excellent instruction, support, and background knowledge possessed by Dr. Pande as being the reason they greatly benefitted from the course. A consistent theme across the nominations submitted was the support and knowledge Dr. Pande provides students with, which highlights how incredibly deserving she is of this award.

Congratulations to Eric Bateman and Katelyn Arac, Winners of the 2019-20 Award in Teaching Excellence for a Teaching Fellow



Eric was nominated for this award by multiple students in his seminar for HIST 122: The Making of the Modern World. In addition to

creating engaging tutorials centered on fostering a love for history and an understanding of course material, Eric has been credited by students as providing an "astonishing level of support" to each individual, working hard to accommodate the different needs presented by his students.

Katelyn was nominated for her course HIST 390: The History of International Human Rights. Katelyn was described as an individual who regularly demonstrates her willingness to go above and beyond for her students. Her dedication to course material, accommodation for various learning styles, and passion for her subject area was noted by her students as marks of a truly great instructor.



Graduating Student Award Winners

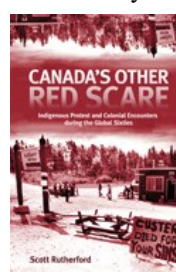
These awards honour students for their dedication and outstanding performance in their History courses over the course of their undergraduate degree.

- ◆ Jeremy Jingwei received the Medal in History
- ◆ Olivia Anstess received the Grattan O'Leary Prize in Canadian History
- ◆ Alexander Kotsopoulos received the Frederick W. Gibson Prize in Canadian History
- ◆ Kathleen Ferns received the Helena M. Child Prize
- ◆ Annelies Verellen received the John Sherwood Memorial Prize
- ◆ Michaela Cardo received the Thomas M. Walsh, M. A., Memorial Prize in History

Congratulations to all of our 2021 graduating students and our award winners!

Dr. Scott Rutherford Wins Book Prize

The Ontario Historical Society has awarded History alumnus, **Dr. Scott Rutherford** the 2020-21 J.J. Talman Award for best book on Ontario's social, economic, political, or cultural history for his book *Canada's Other Red*



Scare: Indigenous Protest and Colonial Encounters during the Global Sixties.

Dr. Rutherford teaches in the Departments of Global Development Studies and Cultural Studies at Queen's.

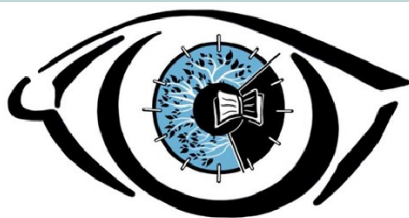
Undergraduate News

New Undergrad Journal *Living Histories*

Letter from the Editor of *Living Histories: A Past Studies Journal*

“... the past should be altered by the present as much as the present is directed by the past.” This quotation from T.S. Eliot’s *Tradition and the Individual Talent* stands out to me as an interesting way to think about history. The interplay between past and present events and how we can interpret temporal phenomena are fascinating subjects – ones that merit further academic discussion from numerous perspectives.

Hello, my name is Samuel Russell, and I am very excited to be the executive editor of *Living Histories: A Past Studies Journal*, the inaugural issue of which should appear in May 2022. By including a wide range of subjects from across the Faculty of Arts and Science, *Living Histories* aims to connect historical events to contemporary issues, and to encourage a multi-faceted approach to making sense of the past as it continues to have impact upon the present. This new interdisciplinary journal is a student-led initiative which gives undergraduates a chance to gain experience in the academic publication process. As a fourth-year student who had the opportunity during my degree to develop virtual exhibits on behalf of the Queen’s Library as well as faculty in the History Department, I understand the value experiences like these hold for students. It is a great feeling to have your academic work formally recognized, and it is important to have these chances available for students to elevate their academic skills. *Living Histories* is managed by an editorial team of current undergraduate history students including Alexandra Paul, Teagan Sliz, Jocelyn Carr,



Annie Dowd, Elizabeth Grundy, Jaxon Kassirer, Shelley Yu, and with departmental supervision from Dr. James Carson. We are grateful to have the privilege of founding this exciting platform from which we hope Queen’s students will benefit for years to come.

Undergraduate Student Summer Research Fellowships (USSRF)

Three History students were awarded Queen’s Undergraduate Student Summer Research Fellowships in 2021. The program, for promising students in the humanities, fine arts, and social sciences, has been administered by the Office of the Vice-Principal (Research) since 2011 and is highly competitive; each student works with a faculty supervisor on a project of interest to both. Poster presentations occurred virtually in November 2021. Congratulations to all students and supervisors.

Zoe Mack

Acts of Indecency: Lesbianism and the Law in 20th Century England

Zoe Mack describes the project: My research, supervised by Prof. Ishita Pande, attempted to address why lesbianism was ignored by 20th century English criminal law, and how it was framed in the rare moments it did enter into the legal archive. I took an institutional approach to this problem by looking at sources such as parliamentary debates, evidence hearing transcripts, and proposed criminal law amendments. I produced a virtual exhibit of these documents, which drew on the

work of historians like Caroline Derry, in order to interpret the historical legal discourse surrounding lesbianism. I found that the failure to criminalize lesbianism may have been an institutional strategy to suppress its existence. Rather than exercise direct control over the lesbian, British Parliamentarians chose instead to relegate her to obscurity by implicitly denying her existence on an institutional level.

Sam Russell

The Art of Life: The Russian Renaissance, 1890-1917

Sam Russell describes the project:

This past summer, I had the exciting opportunity to begin my first research project and was fortunate enough to work with my academic role model, Prof. Ana Siljak. The goal of our project was to create a website for educating viewers through virtual exhibitions that showcased different facets of the Russian Renaissance (1890-1917). This historical period was a prolific time for the arts in Russia which influenced the progression of aesthetics and culture beyond just Russia’s borders. My specific research focus was on Mikhail Vrubel, a visual artist whose works encapsulate the spiritual and creative struggles of the human condition. Vrubel’s work relates to larger contemporary themes and ideas, like symbolism and the revival of folk arts and myths, as highlighted in exhibits by my fellow students Yanna and Siobhan. While learning lots about the subject matter, I also learned critical thinking and time management skills. I am very grateful to Prof. Siljak, Yanna, and Siobhan for this great experience!

David Niddam-Dent

Command, Culture, and the Horrors of War: Analyzing the letters of Lt.-Cmdr. Tony Coughlin

Prof. English describes the project: This summer I supervised a Queen's University Undergraduate Student Summer Research Fellowship (USSRF). The Fellowship supported David Niddam-Dent in his analysis of about 800 letters from Lt. Cdr. Clifton Rexford "Tony" Coughlin, Royal Canadian Navy Voluntary Reserve to his wife Martha. He had a short but distinguished service career capped by winning a Distinguished Service Cross for his role in the March 1944 sinking of the German submarine U-744 while commanding HMCS Chilliwack. Tragically, Tony died in October 1944 as the result of injuries suffered in an accident in a storm at sea. David presented his research findings virtually to an audience that included the Principal and the Vice-Principal Research.

Samuel Russell Awarded The Rivard-Prendergast Studentship

The undergraduate committee awarded this year's Rivard-Prendergast Studentship to **Samuel Russell**.

Under the direction of Dr. Ana Siljak, Samuel will be researching the global and gendered histories of "madness" and associated treatments, as well as the ways neurasthenia and hysteria have historically been gendered concepts. Focusing on sources from England, Russia, and the United States, Samuel plans to investigate "the connections made between modernity and mental illness" across the three countries. As Samuel proposes, "I hypothesize that national culture [and] local understandings of gender relations affected understandings of madness, as well as the treatment of individuals living with neurasthenia or hysteria in these contexts."

The Rivard-Prendergast Studentship

Award provides \$3600 to an outstanding student enrolled in HIST 515 Independent Research Paper to undertake an independent research project under the supervision of a faculty member. This award, made possible by an endowment from Queen's alumni Cathy Rivard and Alan Prendergast, is intended to provide meaningful financial support for research activities and offers a unique opportunity for intellectual and professional growth by encouraging undergraduate research.

Graduate News

PhD Candidate Shannon Brown Wins Best Article Prize

PhD Candidate **Shannon Brown** wins CSN Best Article Published in the Journal of Canadian Studies.

A warm congratulations to Shannon Brown, PhD Candidate, on winning the Canadian Studies Network Best Article Published in the Journal of Canadian Studies Prize! Shannon's article, "Molly Wood's Bush: Settler Colonialism, Queer Activism, and Commemoration in Toronto," can be found in Vol. 54, Issue 2 of the *Journal of Canadian Studies* and is available online and in hard copy via the [Queen's Library](#).

New Position for Georgia Carley

Dr. Georgia Carley, who completed her PhD in 2015, has recently been hired as a Curriculum Development Specialist with the Toronto Transit Commission (TTC). Georgia's thesis, "The Manner of Confering and Treating With Them": The Board of Trade, the 1730 Anglo-Cherokee Treaty, and the Confluence of Global British Treaty Practices," was completed under the supervision of Dr. Jane Errington and Dr. Sandra den Otter.

New Book by Queen's Historians

Why We Fight: New Approaches to the Human Dimension of Warfare, published by McGill-Queen's University Press, features seven current or former Queen's historians: **Rob Engen** (PhD 2014) co-editor and chapter author, chapter authors **Claire Cookson-Hills** (PhD 2013), **Sonia Dussault** (PhD Candidate), **Ian Hope** (PhD 2011), **Robert Martin** (PhD 2004), **Robert Williams** (PhD 2017) and co-editor and chapter author **Dr. Allan English**. It is the first major Canadian study of combat motivation in almost forty years. It examines the face of battle as experienced by Canadians and explores sexual violence in war, professionalism, organizations, leadership, shared intent, motivation in extremism, and the toxicity of the "warrior" culture.

Matthew Barrett Publishes New Comic Book

Dr. Matthew Barrett (PhD 2019) has produced the first peer-reviewed, original comic book ever published within an academic article. His "He would be expected to crack": Battle Exhaustion, Desertion and the Court Martial of Lieutenant R. J. Woods," is published in [Canadian Military History](#).

Tim Olinski's Article Receives Third Place Prize

Timothy Olinski's (PhD Candidate) article "The Archaic Greek Way of War," has been chosen as this year's third prize winner in the *Journal of Military and Strategic Studies*' 2021 Annual Student Award of Excellence. The manuscript will be published in an upcoming issue of the JMSS.

Austin Wild Receives Honourable Mention

Austin Wild's (MA 2021) paper "Warden & Odlum: Positional Vs. Personal Leadership Power in the Officers of the Canadian Expeditionary Force" received an Honourable Mention in the *Journal of Military and Strategic Studies*' 2021 Annual Student Award of Excellence.

Congratulations to our recent Doctoral Graduates

Dr. Steven Barrow

Steven's thesis "Breaking the Cycle: Oral Histories of Trauma & Resilience Among 2SLGBTQ+ Homeless Youth in Ontario" was completed under the supervision of Dr. Karen Dubinsky.

Dr. John (David) More

David's thesis "The Severity of This Service": Canadian Inland Mariners in the Early Post-Conquest Era, 1760 to 1817" was completed under the supervision of Dr. Jane Errington.

Dr. David Quintyne

David's thesis "In the Lie of this Multicultural Land: An Analysis of Barbados-Canada Relations, 1966-1990" was completed under the supervision of Dr. Barrington Walker.

Dr. Melissa Shaw

Melissa's thesis "Blackness and British 'Fair Play': Burgeoning Black Social Activism in Ontario and its Grassroots Responses to the Canadian Colour Line, 1919-1939" was completed under the supervision of Dr. Jane Errington.

Dr. Hee Min (Julian) Yang

Julian's thesis "Author and Audience: Creating 'Sanctification' in Middle Byzantine Hagiography" was completed under the supervision of Dr. Richard Greenfield.

Dr. Nan Zhou

Nan's thesis "From the Physical Body to the Body Social: The Development of Enlightenment French Materialism" was completed under the supervision of Dr. Harold Mah.

Melissa Shaw Wins Dissertation Prize

Congratulations to **Melissa N. Shaw** (PhD 2021) for receiving the Department of History's Dissertation Prize for 2020-21.



Her supervisor, Jane Errington, describes Shaw's thesis "Blackness and British Fair Play: Burgeoning Black Social Activism in Ontario and Its Grassroots Responses to the Canadian Colour Line, 1919-1939" as groundbreaking. Informed by a sophisticated appreciation of the international literature about Black history in the first half of the 20th century, "Blackness and British Fair Play" very skillfully and persuasively tells a story that until now has been absent from Canadian history. Engaging, extensively illustrated, and elegantly written, this dissertation makes a significant contribution to expanding our knowledge of what was a crucial time in the nation's development and how, amid pervasive anti-Black racism, Black Canadians attempted to find/create their own place and sense of belonging within it. Dr. Shaw is a Provostial Research Scholar in Institutional Histories, Slavery, and Colonialism Postdoc Fellow at McGill University. In fall 2022, she joins McGill's Department of History and Classical Studies as an Assistant Professor.

Nyah Hernandez Wins MA Thesis Prize

Nyah Hernandez is a recent graduate of the History Department's two-year Master's program.



Her thesis project, "Experiential Blackness: Race, Identity and Memory in Contemporary Dominican Society," won the 2021 MA thesis prize for its outstanding creativity and excellence in writing, research, and analysis. Nyah's supervisor, Nancy van Deusen, states that Nyah's original approach combines the oral, the written, the internet, the archived and the commemorated as sites of analysis in a wonderfully rich study. Her project examined modern conceptions and understandings of Blackness and the Black experience within Dominican Society and the ways it has been shaped through the country's unique and tumultuous history. At present, Nyah is working in the Dominican Republic as the Director of Charlie's Foundation, a Canadian non-profit organization in La Ciénega de Cabarete, a town located on the Northern coast of the Dominican Republic. The foundation focuses on providing life and language skills to youth in order to promote lifelong success in the community workforce.

Congratulations Nyah!

Thank you for your support!

We are grateful to have supportive alumni and friends who are inspired to make a difference at Queen's. Over the past year, contributions to the History trust have enabled us to enrich the learning experience of our students: they have funded honoraria for guest speakers in our classrooms, enabled students in a seminar on crime and punishment in North America to go on a field trip to the Kingston Penitentiary, and supported student initiatives and interdisciplinary speaker series. At the graduate level, trust funds have supported a special workshop in digital history methods led by Queen's History alumnus Dr. Ian Milligan and have enabled our students to secure digital copies of archival and manuscript materials that could not be accessed in person. We have also benefited tremendously from endowed gifts from our alumni that fund post-doctoral fellowships, studentships, speaker series, scholarships, and archival research for our students. We at the Department of History thank you for your support!

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