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Annual Newsletter of the Department of History

Chronicles

Fall 2022 | Volume XIII

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Chronicles reporting and editing team: Daniel Woolf and Bronwyn Jaques

Cover image: Le Temps présent veut que chacun suporte le grand fardeau &c : dette nationale, impôt territorial : [estampe]. Carl de Vinck. Images de la Révolution française / Images of the French Revolution, Stanford Libraries.

Message from the Chair

Fall 2022 | Volume XIII

by Dr. Amitava Chowdhury
Chair and Associate Professor,
Department of History

Earlier this year, in July, I began my five-year term as the new Chair of the Department of History at Queen's University. Honoured by the trust placed in me and blessed by the successful tenures of my predecessors, I am excited at the prospect of embarking on this new journey. We are on firm and promising grounds. The size of our undergraduate program has enlarged over the last two years, reversing the downward trend of the previous several years, and our graduate program continues to be one of the largest History programs in the nation. The faculty remains productive and resilient, and the department has weathered the storm stirred up by the pandemic. We have navigated momentous shifts in some axes of our operations without sacrificing our core mission. The state of the union remains strong, and our morale is high.

And yet we must mind our step. The lingering pandemic has left academia wounded in ways we could not have imagined only two years back. Declining international enrollment in the university and other associated factors have yet again brought us to the brink of budgetary woes that we thought we had left by the wayside more than half a decade ago. Alongside, while the pandemic brought many welcome technological solutions in its wake, it also opened a Pandora's box of ill-begotten ideas masquerading as pedagogical avenues which now lurk in the corridors of higher learning and



Image courtesy of Amitava Chowdhury.

threaten academic rigour. A mist of despondence often darkens the tenor of student surveys when asked about prospects and plans. To be fair, troughs in a trajectory are a part of long-term cycles, and we must not stoop to idle fretfulness. But we must be clear-eyed about the challenges that lie ahead. How do we maintain a superior academic mission in the face of budgetary unease, if not privation? How do we ensure engagement and access without sacrificing rigour and excellence? How do we maintain the size of our faculty complement and the strength of our programs, and how do we craft and carve out a departmental identity that would enhance our standing and ensure our longevity?

Happily, the events and accomplishments of the past year reminded us of the very purpose of our being. New books by my colleagues Scott Berthelette, Richard Greenfield, David Parker and one of our postdoctoral fellows, Eric Fillion, were occasions for celebration that came at the heels of a year of great success in securing

grants and awards. This year, twelve graduate students won SSHRC graduate awards, and four faculty members secured SSHRC Insight grants marking this as one of our most successful years for grant writing in recent years. In addition, numerous students and faculty won many other recognitions and accolades that you will find on the following pages.

In 2022, we welcomed Daniel McNeil, Professor in the Department of Gender Studies, as our newest cross-appointed faculty member. Daniel's expertise in Black Studies and global intellectual history will complement our expertise in cognate fields in the department. We also welcomed Megan Welton, our new Marjorie McLean Oliver Postdoctoral Fellow in Classical and Medieval Europe and Amy Fedeski, our new Alfred and Isabel Bader Postdoctoral Fellow in Jewish History. I look forward to their valuable intellectual contributions in the coming months and years.

New ideas and innovations are already on the way. I have no hesitation in saying that our department is a leader in experiential learning and internship opportunities for undergraduate students in the Faculty of Arts and Science. Drawing from an elaborate network of placement opportunities we have forged in recent years, the department now provides internship opportunities in academic publishing, museums, library and archives, academic organizations, and research initiatives. Relatedly, the department is now well-poised to make great strides in global engagement. Handicapped by the pandemic's restrictions, we could not facilitate student exchange, study abroad, and international mobility in the recent past. To mark a departure from the stagnant COVID years and perhaps partly as a gesture towards a new era of global engagement, the

department has now established a new program, the Bader College History Summer Plus Program, facilitated by the newly instituted Summer Study Award. The very first cohort of this program will attend summer courses at the Bader College (formerly the Bader International Studies Centre) at Herstmonceux Castle, United Kingdom, in the summer of 2023, and we hope the program will pave the way for similar collaborations with other institutes and institutions around the world. In all this and more, we remain committed to our love for the discipline of history and unwavering quest for finding things out.

Emboldened by our past achievements, tempered by our recent experiences, perturbed by the many challenges, and yet heartened by our collective resolve, I find myself at the crossroads of tradition and transformation. From here, a new path will emerge for you and for me. It will be my task to help forge this path, and as I begin my journey, I ask you to send me your ideas, thoughts, and advice. In the end, if we are to reach our desired destination, I will need your counsel and good wishes.

Department News

The History Department launches History Summer Plus at Bader College for Summer 2023



Bader College at Herstmonceux Castle, UK. Image courtesy of Bader College.

The History Department is thrilled to announce that we will launch a brand new study abroad program, History Summer Plus at Bader College, in the summer term of 2023.

History Summer Plus offers upper-year History students the opportunity to study as a cohort for six-weeks at Herstmonceux Castle in East Sussex, U.K. Through History Summer Plus, students will have the chance to conduct primary research at local and national archives in the United Kingdom and explore experiential learning opportunities both on campus and beyond.

As part of the History cohort, students will enroll in 6.0 units of History or History substitution courses and 3.0 units of electives. In addition to a wide range of electives from which to choose, the course offerings will include:

- HIST 402: Sex and Death in the Middle Ages, an upper-year seminar course which includes studying medieval primary source materials in museums, archives, and libraries;
- HIST 594: Independent Study Course, where students will engage in an independent research project under the supervision of a faculty member;
- IDIS 304: British Studies I, an interdisciplinary course that includes field trips to London to examine Britain through the study of history, politics, current affairs, literature, art, and popular culture.

To help support our History Summer Plus students, the Department of History will provide Summer Study Awards for eligible students, which will be awarded on the basis of academic achievement and valued at a minimum of \$1,000 per student.

History Trust Fund supports student initiatives in and beyond the classroom

This past year, our History Trust Fund has supported a number of Department- and student-led initiatives within and beyond the classroom setting.

In 2022, the Trust Fund supported the creation of a new undergraduate award: the Equity, Diversity, Inclusion, and Indigeneity (EDII) Award. The EDII Awards are given to undergraduate History students for the best essays or projects devoted to the histories of equity-deserving

groups. This year's recipients were **Arianne Ettehadieh** for her paper "The Historical Presence of the Abenaki First Nations in the Eastern Townships of Quebec" and **Zoe Mack** for her paper "Queerness versus the Collective: Tensions Between Sexuality and Racial Uplift in the Works of Countee Cullen and Richard Bruce Nugent."

The Trust Fund also enabled two four-day writing retreats, organized by the Department, for our PhD students: an on-campus retreat in May and an overnight, off-campus writing getaway at the Elbow Lake Environmental Education Centre (affiliated with Queen's University Biological Station), located 30 minutes north of Kingston. These writing retreats provided our students with dedicated time to focus on their dissertations, while fostering a sense of community among the upper-year cohorts. We were fortunate to be able to offer these retreats as cost-free opportunities for all students involved, thanks to our generous Trust Fund donors.

The Fall Reading Week retreat at Elbow Lake was a particular success. Over the four-day retreat, our PhD students spent time reading secondary sources, annotating primary

documents, and writing and editing drafts of their dissertations while also enjoying time on the lake and the conservation area's hiking trails. As PhD candidate **Katie-Marie McNeill** reported, "the [Fall] writing retreat was an excellent event that supported both dissertation progress and community building in the department. Students in attendance supported one another through writing challenges in the days and enjoyed each other's company in the evenings. This retreat helped me to advance to the next stage of writing in my dissertation which would have taken considerably longer in my regular environment. Elbow Lake provides a quiet space to focus without the distractions of home and campus."

With Trust Fund support, the History Department also organized a Graduate Student Research Showcase, where PhD candidates **Amelia Rosch**, **Margaret Ross**, and **Emma Wyse** presented their doctoral research projects to faculty, staff, and fellow students. This was a wonderful opportunity to celebrate the diversity and breadth of our graduate students' research projects and to provide students with the opportunity to receive feedback from the larger History community.



PhD students enjoying the autumn weather at Elbow Lake Environmental Education Centre during the Fall Reading Week Writing Retreat, October 14, 2022. Image credit: Katie-Marie McNeill.



PhD candidates (from left to right) Amelia Rosch, Margaret Ross, and Emma Wyse at the Graduate Student Research Showcase, November 17, 2022. Image credit: Bronwyn Jaques.



HIST 402 students touring Kingston Penitentiary, October 2022. Image credit: Rebecca Smith.

Additionally, the Trust Fund supported exciting and enriching field trips to local heritage sites in our undergraduate courses. This fall, Teaching Fellow and PhD candidate **Rebecca Smith** took her students to the Kingston Penitentiary Tours and Kingston Haunted Walks for her class HIST 402: Like Common Criminals: Crime in Canada and the United States, 1776–1970. This seminar course examines the ways crime and criminality are understood in popular imagination and the intersections with the cultural, legal, and political histories of Canada and the United States. The Trust Fund enabled every student in HIST 402 to engage with concrete artifacts, attitudes, and beliefs related to crime and criminality's history in Canada. As Rebecca said, "[a]t the Kingston Penitentiary, our readings about moral architecture, social attitudes, and acts of resistance were made manifest in a piece of carceral architecture that has defined Canada's criminal justice history since the 1830s. This experience was augmented by our Haunted Walk experience, which allowed us to explore relevant local crime events on location and discuss the differences of presentation, evidence, and credibility presented by the intersection of education and entertainment in popular culture. My students enthusiastically

elevated their research analysis and our class discussions with the insights they acquired in these fantastic learning opportunities." Students in HIST 402 were equally appreciative of having the opportunity to apply course concepts outside of the classroom. As undergraduate student **Spencer Dearborn** wrote, "it is really cool to take knowledge and discussion from the classroom and apply it to the real world. It makes studying history so much more engaging!"

The Trust Fund also supported a number of GHSA events over the last year. In March 2022, the GHSA organized two virtual panel discussions with History alumni on careers in the heritage sector and in fields unrelated to History. Both panels were moderated by PhD student **Joanne Archibald**. The Trust Fund provided honoraria for six panelists who discussed their professional journeys and how they have leveraged their degrees in history. This fall, the GHSA also organized a Ghost & Mystery Trolley Tour for our graduate students, with financial support from the History Trust Fund.

We are very grateful to our Trust Fund donors whose generosity facilitates events and initiatives that enrich our students' experiences in so many wonderful ways. Thank you!



Graduate students on the Ghost & Mystery Trolley Tour, organized by the GHSA, October 2022. Image credit: Josh Weisenberg-Vincent.

New History Bursary established in memory of John F. Fielding

The History Department is pleased to announce the establishment of the John F. Fielding Memorial Bursary, created by The Terry and Marion Poole Foundation in John's memory. This bursary will be awarded to second-year History undergraduate students on the basis of financial need. The bursary will be renewable for two subsequent years.

Terry and Marion Poole generously established this bursary in the memory of their friend, John Fielding. Terry and John met when their children played hockey together in Brockville, Ontario, and they remained friends for many years.

John was a life-long learner, educator, and lover of Canadian History. He taught history for 37 years: 22 years as a secondary school teacher and 15 years as a professor in Queen's University's Faculty of Education, where he taught history pedagogy. John was also active in the community and committed to social justice initiatives. He worked as a curriculum developer with the CRB Foundation's Heritage Project and was involved in the National Heritage Fairs, where he developed and implemented educational programs for elementary and high school students.

The History Department is very grateful to The Terry and Marion Poole Foundation for this gift which will have a significant impact on the lives of many of our undergraduate students.

History Department features student work for Black History Month Research Showcase

To celebrate Black History Month in February 2022, the History Department featured eight essays written by undergraduate students that addressed Black histories, Black cultures, and Black experiences. Excerpts from the essays were featured on our social media accounts and the full essays are available to read on the [Department's website](#).

Wennie Chen, "The Role of Law in Shaping the Lives of Black People in Eighteenth-Century Canada."

Amy Abraham, "The Reclamation of Dignity: The History of Dance for Black Women in the United States."

Jennifer MacAdam, "Cold Case: The Forgotten Story of how Black People Lost Their Identity to the Judicial System."

Ilina Nikolovska, "Reflections on African American Experience."

Tess Shields-Mclean, "Women's Experiences in the Civil Rights Movement."

Madeleine Ronan, "Of Segregation, Surveillance and Suppression: The Power of the Press in 18th Century Canada."

Grace Armstrong, "Engendering the Harlem Renaissance."

James Goodyear, "The Legacy of Slavery: The Law's Role in Entrenching Anti-Black Racism in Canada."

Department Events

Department Seminar Series:

**September 30, 2021 | David Smith
(Wilfrid Laurier University)**

"Crime and Payment: One Law for the Rich and One for the Poor?"

**October 28, 2021 | Eric Jennings
(University of Toronto)**

"How Esmond, an enslaved teenager, cracked the secret of vanilla's artificial pollination on Bourbon Island, 1841."

**November 11, 2021 | Alan MacEachern
(Western University)**

"Wood, Fire, Smoke, Paper, Cloud: An Environmental History of the Miramichi Fire."

**March 3, 2022 | Rebecca Gruskin
(Postdoctoral Fellow in Global History)**

"Water and Dust: Phosphate Mining, Environmental Degradation, and Global Capitalism in Tunisia (1880s–2010s)."

Arthur Lower Workshop in Canadian History:

**October 4, 2021 | Eric Fillion
(Buchanan Postdoctoral Fellow in Canadian History)**

"Pop Friction: Performing Canada at the Festival Internacional da Canção Popular, 1966–69."

**January 26, 2022 | Funké Aladejebi
(University of Toronto)**

"Black Liberation and the Closing of Ontario's Last Segregated School."

**March 22, 2022 | Tom Hooper
(York University)**

"The Battle of Church Street: Queers, Police, and the Streets of Toronto, 1981."

Annual Lectures:

Faculty Lecture | December 2, 2021

"Historical Periodization: A Defence," with Daniel Woolf.

Nugent Lecture | March 17, 2022

"History and Modern Conscience: Evidence from the British Empire," with Priya Satia (Stanford University).

Conferences:

February 3 & 4, 2022

Poverty & Scarcity in Global History Conference, organized by the Global History Initiative.

February 22–24, 2022

History from Loss: A Global Introduction to Histories Written from Defeat, Colonization, Exile, and Imprisonment, Zoom-based symposium organized by Daniel Woolf and Marnie Hughes-Warrington (University of South Australia).

August 26–28 & October 14–15, 2022

Curating for Change: The Work that Music Festivals do in the World, organized by Eric Fillion and Ajay Heble (University of Guelph).

Department of History academic events are made possible through the generous support of the Bernice Nugent Bequest.

Nugent Lecture: "History and Modern Conscience: Evidence from the British Empire" with Dr. Priya Satia (Stanford University)

Dr. Priya Satia, Raymond A. Spruance Professor of International History and Professor of History at Stanford University, joined us on March 17, 2022 at the Tett Centre for Creativity and Learning for our annual Nugent Lecture, one of our most important academic events of the year.

Dr. Satia's lecture, "History and Modern Conscience: Evidence from the British Empire," examined the historical discipline's role in the history of empire and the ways history emerged in the modern period as a system of ethical thought that guided the imperial exercise of British agency.

The annual Nugent Lecture is made possible through the generous support of the Bernice Nugent Bequest.



Dr. Priya Satia delivering the annual Nugent Lecture at the Tett Centre for Creativity and Learning, Kingston ON, March 17, 2022. Image credit: Bronwyn Jaques.

Faculty Lecture: "Historical Periodization: A Defence" with Dr. Daniel Woolf



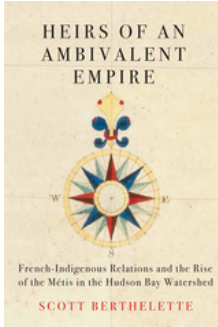
Dr. Daniel Woolf presenting the annual History Faculty Lecture at the University Club, December 2, 2021. Image credit: Julie Woolf.

Dr. Daniel Woolf gave the annual Faculty lecture in December 2, 2021 on the subject "Periodization: a Defence."

Beginning with a brief analysis of periodization strategies in two classic early examples of cultural history by Jacob Burckhardt and Johan Huizinga, the lecture examined some of the critiques of periodization but then argued that much of the criticism of periodization derives from terminological confusion between distinctive periodization schemes and the cognitive process of periodizing.

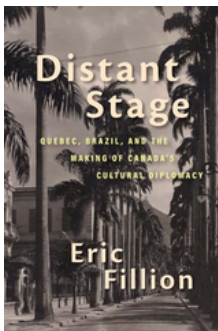
While there are traps and risks in any division of history into chunks, the intellectual activity of regular periodizing and reperiodizing—bracketing and rebracketing related events and thereby reconceiving causal connections—remains essential to understanding history. And beyond simply rescaling time (moving our metaphorical lens backward or further to include longer or shorter spans), it is the very multiplicity and permeability of period definitions and sequences that lend meaning and order to an otherwise chaotic past.

New Publications



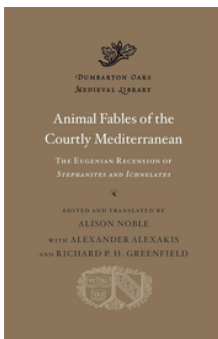
Scott Berthelette, *Heirs of an Ambivalent Empire: French-Indigenous Relations and the Rise of the Métis in the Hudson Bay Watershed* (McGill-Queen's University Press, 2022)

Heirs of an Ambivalent Empire charts the relationships between French-Canadian fur traders and Indigenous trappers and hunters and the new communities they formed.



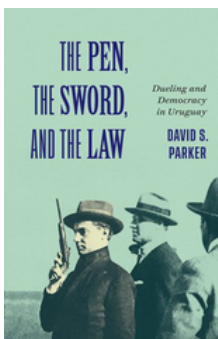
Eric Fillion, *Distant Stage: Quebec, Brazil, and the Making of Canada's Cultural Diplomacy* (McGill-Queen's University Press, 2022)

Distant Stage studies the neglected histories of Canada-Brazil relations and the role played by culture in Canada's pursuit of an international identity.



Richard Greenfield, *Animal Fables of the Courtly Mediterranean: The Eugenic Recension of Stephanites and Ichneutes* (Dumbarton Oaks Medieval Library 73; Harvard University Press, 2022), co-edited and translated with Alison Noble and Alexander Alexakis.

This volume presents (with facing English translation) the Byzantine Greek text, originating in twelfth-century Sicily, of a collection of stories containing lessons on how to succeed in life, drawn in part from the Arabic work *Kalīla wa-Dimna*.



David S. Parker, *The Pen, the Sword, and the Law: Dueling and Democracy in Uruguay* (McGill-Queen's University Press, 2022)

The Pen, the Sword, and the Law examines the history of dueling in Uruguay and its connections to democracy and freedom of the press.

Course Features

HIST 217: Indigenous Peoples and New France, 1534-1800

by Dr. Scott Berthelette

My course HIST 217: Indigenous Peoples and New France, 1534-1800 examines the history of Indigenous peoples and French colonists in North America from the sixteenth to early nineteenth century. France was a colonial power in North America from the early 16th century (which was the age of European discoveries and fishing expeditions) to the early 19th century (when Napoléon Bonaparte sold Louisiana to the United States). The French colonial enterprise was spurred by economic exchange, religious motivation, inter-imperial rivalries, as well as the desire to establish an effective settler colony in the Saint-Lawrence Valley, the Maritimes, and Louisiana. From the founding of Québec in 1608 to the ceding of Canada to Great Britain in 1763, France placed its stamp upon the history of the continent, much of whose lands – including Acadia (the Maritimes), the Great Lakes Basin, and the vast territory of Louisiana and the Mississippi Valley – lay under its presumptive control. I remind my students that the vestiges of New France are all around us today. In Quebec (the province most associated with the legacy of New France) their provincial motto and license plate reads “Je me souviens,” which remembers the days of “Nouvelle France” and the legacy of a conquered people. The physical legacies of New France are fairly obvious in the province of Quebec, but even here in Kingston, for example, we have the ruins of Fort Frontenac (a French military fort built in July 1673) behind the Leon’s Centre, and an Ontario’s Historical Plaque commemorating the fort’s namesake Louis de



Military Commission Granted to Chief Okana-Stoté of the Cherokee by Governor Louis Billouart, Chevalier de Kerlérec; 2/27/1761; Military Commissions of the French and Indian War, 9/1789 – 1/29/1907; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD

Buade, Comte de Frontenac et de Palluau, governor-general of New France, which overlooks Kingston’s marina and Lake Ontario.

Reflecting on Euro-Indigenous relations during the colonial period, the late-nineteenth century American historian Francis Parkman (1823-1893) once wrote: “Spanish civilization crushed the Indian; English civilization scorned and neglected him; French civilization embraced and cherished him.” The notion that Indigenous peoples and the French shared a special affinity has a long (but false) history indeed. While Indigenous peoples were resisting Spanish conquistadors in the South, Indigenous peoples in the Great Lakes and Mississippi Valley were smoking the calumet (peace-pipe) with French explorers. While English colonists invaded Indigenous lands and put bounties on their scalps, French traders exchanged merchandise for furs, married into Indigenous societies and fathered children.

Frenchmen gave gifts, carefully cultivated relationships with Indigenous leaders, and learned how to do business in “Indian Country.” In reality though, Indigenous-French relationships were rarely smooth, often strained, and sometimes broke apart completely. Even at its best it should be noted and never forgotten that these relationships were part of a colonial project in which France endeavoured to build an empire in North America using Indigenous manpower and resources. At the end of the day, the French were in someone else’s country, doing their best to take over, to exploit resources, and to colonize Indigenous peoples!

While chronicling the rise and fall of the French empire in North America, the course also examines these events from a diverse Indigenous point-of-view. In the past, historians have erroneously portrayed Indigenous peoples as merely reactive to European colonialism and imperial expansion in North America. Some of these histories have portrayed Indigenous peoples as mere appendages of French and British Empires in the struggle for North America, occupying a peripheral role in a much broader imperial narrative. Too often, when teaching the history of New France and early Canada, lecturers and textbooks are prone to privilege the biographies of European explorers and fur traders, predominantly men like Jacques Cartier, Samuel de Champlain, Governor Frontenac, and Pierre-Esprit Radisson, to list a few names that might be recognizable. This course looks at the individual Indigenous leaders (male and female) who grappled with the realities of French colonialism and who originated from various societies such as the Wendat, Haudenosaunee, Anishinaabeg, Dakota, Cree, Natchez, Mesquakie, Illinois, Shawnee, Lenape, and Mi’kmaq, to name only but a few. It is also important to note that Indigenous peoples were not a homogenous group of people just as

“Europeans” weren’t all the same, just as the “French” weren’t all the same. Indeed, when French ships appeared off the Atlantic coast, North America was home to a wide range of Indigenous peoples. In fact, even within specific geographic regions there were many and diverse Indigenous Nations who followed very different traditions and spoke very different languages than their neighbours.

Geographically speaking, this course is not limited to what students might think of as “Canadian history.” This is a story of truly continental proportions that pays as much attention to regions like the Southern Great Lakes, the American Bottom, and the Gulf of Mexico as it does to Quebec. At the end of the day, the story is more complicated than a French versus Native or a Colonizer versus Colonized paradigm. Indigenous and European peoples of North America were diverse with different agendas, goals, and objectives that changed according to the shifting realities of an expanding seventeenth- and eighteenth-century World. It is my hope that this class will enable students to develop the tools to examine and analyze sources related to Canada and the United States’ early history as a way to question and reinterpret our shared complex colonial pasts.

HIST 844: The Production of Knowledge in the Early Modern World

by Dr. Nancy van Deusen

Two years ago, I began thinking about creating a course on the production of knowledge in the early modern world. It was a natural development given that my current research focuses on Indigenous slavery's archive, and specifically how knowledge about slavery was produced and effaced. Critical considerations of the production, dissemination, storage, and erasure of knowledge were very much on my mind. I also noted that the term "production of knowledge" was becoming increasingly de rigueur in conference papers and book titles. Being a curious sort, I decided to create a graduate seminar with a broad thematic scope, specifically oriented to the early modern period. My goal was to introduce graduate students to a more global and theoretical perspective of "knowledge," without needing background training in a specific geographic area or culture.

As I began more serious preparation, I came to understand that what has become an emerging field of study has its roots in intellectual history, material culture history, and history of science curricula. Given my own deep interests in the philosophy of history and historical theory I assembled readings that were both methodological and epistemological: methodological in the sense that they consider how scholars have approached the production of ideas and texts (including maps, material



Image credit: Pixabay.

objects, and chronicles) by means of visualization, transmediation, translation, circulation, and adaptation, writ large, in the early modern period; and epistemological in the sense of understanding the conditions and possibilities that made knowledge production possible and why people thought they knew what they knew.

Fall of 2022 is the second time the course has been offered. Seminar discussions are often lively and profound. We grapple with meaning making related to cartography, healing practices, sexuality, diplomacy, intellectuals as sources of authority, experiential knowledge about the human body in colonial and trans-imperial settings, as well as how bureaucracies and archives create violent truths. The course gives added depth and breadth to already strong graduate course offerings.

Experiential Learning

Expanding Undergraduate Experiential Learning Opportunities

By Jenn Lucas

Program Manager: Strategic Planning & Curricular Initiatives and HIST 212 Instructor

Faculty and instructors in the Department of History have always been dedicated to providing students with a wide range of skills and experiences during their undergraduate studies in history. These skills are imparted to students through a variety of assignments, readings, discussions, and opportunities to apply and demonstrate the skills they have developed. During the fall 2022 term, experiential learning opportunities embedded in our courses have included field trips to the Museum of Healthcare, the Kingston Penitentiary, and the Kingston Haunted Walks. Our undergraduate curriculum benefits from these opportunities to immerse students in the local heritage sector and learn from the public history experts working in our community. These exciting experiential learning opportunities are not limited to students. For example, the History Department staff recently



Kayla Benevento, Frontenac County Schools Museum intern Fall 2022. Image credit: Jenn Lucas.

"I had a wonderful time getting to apply my passion for history in real-world settings. I felt like I was contributing to a part of something bigger than myself and creating a lasting impression." **Ella Heiss**, Winter 2022 intern with W.D. Jordan Rare Books and Special Collections



Department of History staff on a tour at the PumpHouse Museum with History major and museum tour guide, Hannah Mitchell. Image credit: Amitava Chowdhury.

toured the PumpHouse Museum with tour guide and 4th year History major, **Hannah Mitchell!**

The History Department also offers dedicated internship opportunities for students to work with over 40 local, national, and international organizations. These internships are offered through our courses HIST 212: Experiential Learning in Historical Practice and HIST 501/HIST 502: Queen's Archival Internships. These unique programs allow undergraduate students to gain experience in publishing, archival studies, museum management, collections work, communications, educational programming, and so much more. The articles below by **Carolyn Kane** and **Patricia Roussel** outline how the work that students do with our local partners contributes to the Kingston heritage community. Each internship is different, allowing students to tailor their internship experience to their distinctive interests and career goals.

These internship opportunities would not be possible without our dedicated and enthusiastic internship partners. Visit the [HIST 212 website](#) to learn more about our partners and please consider supporting them by visiting them for a tour, signing up for their newsletter, or following them on social media. If you are interested in hosting a HIST 212 intern (remote or in-person positions available) please contact jenn.lucas@queensu.ca.

Colourful Histories: Experiential Learning Opportunities at Queen's at Home and Abroad

By Carolyn Kane

History Undergraduate Student and HIST 212 Intern (Fall 2022)

During the Fall 2022 term, I worked with the Queen's Library W.D. Jordan Rare Books & Special Collections to create a colouring book that focused on medical content, with the goal of encouraging mental health during exams. I worked with Brendan Edwards at the W.D. Jordan Special Collections unit in Douglas Library and with Angelique Roy at the Bracken Health Sciences Library. I had the privilege of working firsthand with items in the university's collections that are ten times my age.



Carolyn Kane at Seven Sisters cliff, England. Image courtesy of Carolyn Kane.



An example of Carolyn's colouring book (left), based on a historical text (right).

The four components of the internship were to (1) Plan and design a "stress-relief" colouring book that included engaging imagery from historical texts and brief contextual information on the original source and its significance to the history of medicine/the history of the book.

(2) Plan and design a supplementary virtual edition of the colouring book.

(3) Aid in the planning of a small "pop-up" exhibition of the original source material at Bracken Health Sciences Library.

(4) Assist in drafting a social media communications plan to raise awareness on campus about the project and to engage an international audience via the New York Academy of Medicine's annual #colorourcollections virtual colouring festival.

I am considering a career in Library and Archival Science and I am thankful to have gained a lot of valuable skills in this area during my internship. However, I would not have felt confident enough in my skill set if I had not taken HIST 241: Issues in History: Decolonizing the Archive with Dr. Claire Kennan, last year. During the Archives course, I had the privilege of going to the Keep archive in East Sussex, UK, and the National Archives of England and Wales located in Kew, just outside of London. Upon visiting both repositories, I gained new, and to me fascinating, insight into how much work goes into preserving history. In

addition to visiting archives, I had the opportunity to create my own archive, "Art of the Empire: Indigenous Peoples of Canada," focusing on the relationship between the British Empire and Indigenous Peoples in Canada through art and material culture (mainly paintings). Having taken HIST 241 in my first year, I subsequently declared a major in History. I have learned so much from these experiences and feel honoured and thankful to have been supported by the oversight of Brendan Edwards, Angelique Roy, Jenn Lucas and Claire Kennan.

Museum Work that Keeps Communities Afloat: Bringing Marine History to the Hearts and Minds of Youth

By Patricia Roussel

History Undergraduate Student and HIST 212 Intern (Winter 2022)

History is alive in the eye of the beholder. My personalized twist on Plato's famed 'beauty is in the eye...' quotation is one I have experienced first-hand during my internship at the Marine Museum of the Great Lakes. In this position, I witnessed and participated in bringing to life local history in the hearts and minds of Kingstonians through museum programs and partnerships. The passion, organization, and networking within the Marine Museum's small team, and those of surrounding partners, have altered my understanding and appreciation for museum work. Having experienced the inner-workings of planning and programming, I see museum work not as a nine-to-five job where one is glued to a desk, but as an ever-changing bustle that reaches the community through relaying the past through a modern, relatable



Patricia Roussel at the Marine Museum, Kingston ON. Image courtesy of Patricia Roussel.

lens. By working under the museum's inspiring leadership, I have gained an incredible appreciation for the creativity and dedication required to become a storyteller of the past.

In its almost 50 years of existence, the Marine Museum has become a renowned fixture in the Kingston community with its dedication to sharing the rich marine history of the Great Lakes through a multitude of different platforms. Whether these be school programs that interactively teach local history and environmental awareness, or adult outreach programs that encourage community networking and knowledge sharing, the Marine Museum fits its history to its target audience.

The museum responded to the recent challenges associated with COVID-19 restrictions and the museum's move to a new space with an impressive degree of flexibility. This constant drive to give back to the community became a strong motivator as I began planning a youth program for the Museum.

During my internship, my main project was the planning, instruction, and delivery of a craft for Kingston youth aged five to ten. The targeted message of this craft was to highlight Kingston's history of shipwrecks and the conservation of underwater ecosystems. Following these themes

I created an underwater porthole craft that entailed the colouring of a local shipwreck and Lake Ontario marine life to swim around it and their placement on two paper plates. After completing this craft, students were encouraged to look through their portholes to gain an 'underwater perspective' on the natural and cultural heritage preserved in underwater ecosystems.

As project leader, some of my challenges included a condensed timeline for assembling 300 craft kits and bringing interactive elements for virtual participants. To combat these challenges, I maintained open communication with my manager to ensure I was meeting her expectations for the program. I also reflected on past programs to see how they brought interactive and educational elements to their virtual spaces, which, I found, gave great direction to my planning. With this, I created an instructional YouTube video that included detailed instruction on how to make the craft as well as lessons on shipwreck history, marine wildlife, and conservation to explain the craft's significance.



An example of Patricia's underwater porthole craft. Image courtesy of Patricia Roussel.

Additionally, the most rewarding part of this project was hosting an in-person craft day for students to come and make the craft with their friends and families. It was wonderful to have questions like, "Is this a real shipwreck?" or "What kind of fish is this and where do they live?" I was very happy to answer these questions as they showed that students were giving real thought to the craft and its significance. This in-person event was also a great opportunity to network with fellow museum coordinators and learn how they adapted their programs to meet COVID-19 restrictions.



Elementary school students at the Museum's craft day. Image courtesy of Patricia Roussel.

I am very appreciative of my internship at the Marine Museum. Having planned and led just one of their many programs, I have gained a new respect and appreciation for the creativity and dedication that goes into museum management. I have developed skills in adaptable teaching, in-person and online, timeline accountability - paired with project management and organization - and networking within a historical community. With my experience in programming and communications, I have gained a new understanding and appreciation for the job museums play in safeguarding communities' pasts to ensure that these living histories are used to write the future.

Graduate Research Feature

Kandice Baptiste speaks on foregrounding Mohawk perspective through community-based research

To mark National Day for Truth and Reconciliation on September 30, Dr. Scott Berthelette spoke with MA student Kandice Baptiste about her community-based research project on the history of Kanyen'keha:ka (Mohawk) ironworkers in Tyendinaga Mohawk territory and the importance of centering Indigenous perspectives and experiences in research. Kandice Baptiste was born and raised in Tyendinaga and is the Director of the Four Directions Indigenous Student Centre at Queen's University. She is also currently working on her Master's degree in History, under the direction of Dr. Scott Berthelette and Dr. Lisa Pasolli.

Kandice's project documents the ways that Kanyen'keha:ka ironworkers have contributed to and continue to advance Kanyen'keha:ka worldview and sovereignty through their trade. While research and writing have been conducted on the ironworkers from Six Nations of the Grand River and Kahnawake, the contributions of Kanyen'keha:ka ironworkers from Tyendinaga are often left out of the story. Correcting this gap in representation is an important part of Kandice's work:

"Everyone is excited to be able to see themselves, their families, and their community represented, because ironworking is something



Image courtesy of Kandice Baptiste.

that has touched so many families [in Tyendinaga] ... I hope everyone will be able to see themselves in [my] work."

Through oral history interviews with ironworkers – many of whom are members of her own family – Kandice foregrounds the lived experiences and knowledge of people in her community.

"We are a story-based people," Kandice explains. "We rely on stories to pass down knowledge and it is important to then translate those stories into written form. The benefit [of oral history] is that I can capture the stories that haven't really been recorded and that actually give voice to the community. I think that's the most important thing: the community and the folks who are doing the work, or have done the work if they're retired now, should speak for themselves. I don't need to rely on somebody else's interpretation of it, because [the ironworkers] tell it to me themselves. Then I can do my best to honour how they've spoken and record that appropriately in my thesis. The

biggest benefit is that the people and community have the power, they have the control."

By employing this oral history methodology, Kandice emphasizes community knowledge and disrupts the exploitative, extractive practices which are characteristic of anthropological or ethno-historical research on Indigenous communities. By privileging community knowledge, Kandice's project is, in the words of Scott Berthelette, "putting the historical narrative back into the hands of the [Kanyen'keha:ka] community and the people."

Kandice sees her project as an intervention in the historiography of Indigenous labour and masculinity: "In the past, folks have written about us academically and in popular culture, like in newspapers and magazines, and portrayed Mohawk ironworkers as stoic and fearless, [which] plays on the 'savage' narrative where our men are reckless out there, doing flips on the beams and not caring [about their safety], because there's an innate or genetic predisposition to dangerous work. There are academics who then have contributed to that narrative, and written about us in that way - that our men are irresponsible and thoughtless. For me, my intervention is to write this narrative from our own perspective.

"I always think about Rick Hill, from Six Nations, who wrote *Skywalkers: a history of Indian ironworkers* - the only book that I could find that's written by Haudenosaunee people about Haudenosaunee ironworkers - and he broke down the word Haudenosaunee into 'they built long houses.' That's what Haudenosaunee means, and so by definition, our language marks us as builders. It's not like we woke up one day and thought 'we'll be ironworkers because it's dangerous and we're reckless.' Ironworking is



Kim Baptiste, Kanyen'keha:ka (Mohawk) ironworker and Kandice's father, working on a construction site. Image courtesy of Kandice Baptiste.

building on the tradition of building longhouses and building communities, physically, that then we would tear down and take to the next place a long time ago. And there is this re-creation that happens from that time to now. The intervention that I'm trying to make is to remind folks that this history actually starts as far back as we can remember. That's why it's so critical for me to bring in Haudenosaunee scholars who aren't necessarily historians or who write specifically about this topic, because they are the ones who are talking about how we bring in principles from old stories to today. There is cultural continuity ... Ironworkers have been helping us build and rebuild our Confederacy for a long time."

Postdoctoral Fellow Profiles

Q&A with Dr. Amy Fedeski, Alfred and Isabel Bader Postdoctoral Fellow in Jewish History



Image courtesy of Amy Fedeski.

Dr. Amy Fedeski joined the History Department in Summer 2022 as the new Bader Postdoctoral Fellow in Jewish History.

Chronicles: Where did you grow up and where have you studied?

Amy: I grew up outside Birmingham (UK, not Alabama!). I then did my BA at the University of Sheffield in History and Politics, followed by an American history MPhil at Selwyn College University of Cambridge and a History PhD at the University of Virginia.

Chronicles: You've just recently finished your PhD—what was it about?

Amy: My dissertation focused on the work of Jewish American activists in US refugee politics from the Nixon to the Carter administration. I argue that these activists, who represented groups like HIAS and the JDC, played an important but understudied role in the remaking of migration law with the Refugee Act of 1980.

Chronicles: You yourself were not raised Jewish. How did you become interested in Jewish history and become fluent in Hebrew?

Amy: I would date my interest in Jewish history specifically to my mid-teens. I was interested in history from a very early age but it wasn't until then that I started reading books and watching documentaries on Jewish history in my spare time. At school and later as an undergraduate I focused on Cold War history and on the history of 1960s/70s social movements. When I found out about the Soviet Jewry Movement, I was fascinated, and resolved to study it from then on! As for the Hebrew, I studied it so I could do research with sources in that language. Though I'm not fluent quite yet, I definitely enjoy the challenge of translating and researching at the same time!

Chronicles: What are you working on during your Bader postdoc at Queen's? Are you doing any teaching?

Amy: I'm teaching three courses a year: in my first year, that means I'm teaching Jewish Migration History as a seminar (to fourth-years this semester and to third-years next semester) as well as teaching a lecture course on Modern Jewish History next semester. Next year I'll do the same set up but with the lecture course being on Jewish History before 1492, and the seminar being on Jewish Political History. It's a fair teaching load for a postdoc, but I still have time for some research. Primarily, I'll be turning my dissertation into a book manuscript.

Chronicles: How do you find living in Canada after living in the UK, the US and Israel?

Amy: Wonderfully calm- and not just politically! I haven't experienced much culture shock, which might be to do with the cultural similarities between Canada and the UK/US, or the lack of a language barrier, or perhaps just the fact I haven't experienced winter yet!

Chronicles: Tell us about your next project.

Amy: My next project focuses on 'yordim'-emigrants from the Soviet Union who went to Israel, only to decide to return to Europe and seek entry to the US, Canada or other third countries. As they were deemed to have resettled in a safe country, these returnees were largely unable to obtain refugee visas, and so they found themselves in a complex legal limbo, unwilling to return to Israel or the USSR but unable to settle permanently elsewhere. There were a few thousand of these migrants over the course of the Cold War and my project explores their experiences and the way in which they advocated for themselves politically across three continents.

Chronicles: You have an interesting story involving immigrants and murders in the 1970s that sounds like the making of a Netflix series. Can you sum it up for our readers?

Amy: In 1979 a young man was found dead on the campus of TU Berlin. When police searched his apartment for clues, they found dozens of blank passports, stolen visa stamps and fake entry documents. The murder was soon linked to two others- one in a West Berlin prison cell, the other in Ostia, Italy. Over several months, police uncovered the truth: an international human trafficking ring was operating throughout Cold War Europe, helping Soviet Jewish 'yordim' leave Israel and begin a new life in a country of their choice- for a high price. West German authorities threatened to deport anyone found to carry documents falsified by the gang, and gave the ringleaders long prison sentences- but the full circumstances of the young man's death never came to light.

Chronicles: What are your hobbies?

Amy: When I'm not teaching, I like to travel. I currently have a goal of seeing every country in Europe and every state in the USA. In fact, I've just returned from an amazing trip to Iceland where I saw the Northern Lights for the first time (I was very impressed!). I also enjoy swimming, weightlifting and pilates. I balance out my exercise regime with the results of my other hobbies: cooking and baking!

Q&A with Dr. Megan Welton, Marjorie McLean Oliver Postdoctoral Fellow in Classical and Medieval Europe



Image courtesy of Megan Welton.

The Department welcomed Dr. Megan Welton in the Summer of 2022. Megan is the new Marjorie McLean Oliver Postdoctoral Fellow in Classical and Medieval Europe.

Chronicles: Where are you from and where did you do your degrees?

Megan: I was born in Newmarket, England, a little town famous for its heath, horseracing, and sausages. When I was ten, my family moved to the United States, first to Washington D.C., and then to Dayton, Ohio. I undertook my undergraduate degrees in History and Classics at Miami University in Oxford, Ohio, a delightful liberal arts college with devoted professors and a vibrant academic scene.

I was encouraged to apply to Cambridge University for my M.Phil. in Medieval History, and I had the immense fortune to be selected by Professor Rosamond McKitterick to undertake a thesis on a tenth-century ruling woman: Adelheid, the first Ottonian empress (d.999).

After Cambridge, I began my Ph.D. at University of Notre Dame, under the supervision of Prof. Thomas Noble. Notre Dame boasts over sixty medievalists spanning almost every discipline (not to mention legions of graduate students), along with the best medieval library collections in North America. It was an ideal intellectual space in which to formulate my mind in medieval studies.

Chronicles: Tell us a bit about your research area and current book project.

Megan: I would define myself as a political and intellectual historian of the early Middle Ages. My graduate research revolved around the political careers of tenth-century ruling women across western Europe, which including queens, empresses, gubernatores, and women of the nobility. My book project, entitled *Crowned with Virtue: Political Discourse and Ruling Women in Tenth-Century Europe*, will be the first comparative study of the cultivation of virtue by tenth-century ruling women. Virtue, I argue, furnished the basic language through which political events in this period were debated and the obligations of rulers articulated. By analysing the careers of “ruling women” in tenth-century England, late Carolingian Francia, and the Ottonian Empire, this book shows that ascriptions of virtue were part of an inherited discourse rooted in classical antiquity that structured political thought and informed political action in the tenth century. Through this

discourse, ruling women were compared with, and even stood as exemplars for, kings and ecclesiastics in the early medieval world.

Chronicles: You have a strong interest in medieval citizenship, a period when cities are not supposed to have been very important. What have you been finding?

Megan: Even as the Roman city declined, the idea of what it meant to be a citizen, to belong to civic community, and to live in a civic space not only retained its vital importance in several political, legal, and narrative works, but took on several interesting transformations in the varied transitions throughout the centuries. The idea of the citizen, and of belonging to a patria, took on additional valence in a wide range of religious and liturgical texts, with a focus on belonging to the celestial city and becoming a citizen of heaven.

Chronicles: You've come here from the US but have a very wide international experience including England and the Netherlands. Has that been helpful to you intellectually?

Megan: It would be hard to overstate how much my international experience has guided and grounded my intellectual formation. I have had the immense good fortune to work with scholars on both sides of the Atlantic, who not only shared their own groundbreaking findings and helped me figure out how to find some new ideas myself, but also modelled different modes of how to be a member of the broader academic community. In Europe, it was wonderful to be part of a team with scholars at various stages of their career, from Masters students to full professors, and to learn how to

collaborate in a field that so often functions in isolation. This collaborative aspect has been so important to me these past few years, particularly during the isolation that we all felt during the pandemic.

Chronicles: You are now working on a somewhat earlier period, late antiquity. What drew you back a few centuries?

Megan: At Notre Dame, we were encouraged to take in the broad landscape of medieval studies, both in terms of the wide range of disciplines in which we were trained but also in our geographical and chronological scope. During my first few years, I worked quite closely with Prof. Martin Bloomer, whose excellent courses sparked my interest in Cicero, memory, and the classical tradition in Late Antiquity. This grounding served me well on the "Citizenship Discourses" project, as it would be difficult to grasp the complexities and transformations of the terminology surrounding citizen from imperial Rome to the early Middle Ages without delving deeply into the wealth of material that has survived from Late Antiquity. Early medieval authors and artists themselves engaged deeply with their varied pasts, commenting, excerpting, and modelling their new compositions and creations with material that they found in older works.

Chronicles: How have you been using your time on your postdoctoral fellowship?

Megan: Since arriving in August, I have found the academic environment at Queen's so welcoming and conducive that I have already battered down the hatches to delve straight into work. This has led me to finish and submit two articles that I was researching this summer, and

make a good start on a new article directly related to my new project on communities, crisis, and the practice of virtue in the early Middle Ages. With graduate students in history and art history, I have also started a new reading group "Virtue and Rhetoric: A Sampling of Sources from Roman Antiquity to the Early Middle Ages."

Chronicles: Have you any career advice for our current undergraduate and graduate students who may be contemplating an academic career? How, for instance, should they go about selecting a PhD program?

Megan: I would say the most important aspect of selecting a Ph.D. program is choosing your supervisor. You will work so very closely with them over several years, and they will act as your mentor and advocate in the wider academic world for the rest of your career. I was very lucky to have excellent mentors and advocates throughout my graduate career, including my supervisor, and I could not imagine navigating the choppy seas of academe without them.

Chronicles: Tell us about your dogs!

Megan: What a lovely question! I have the two best pups in the entire world: Teffi (named after my favorite Russian émigré author), who is a six-year-old Cairn terrier mix that we rescued from Texas, and Hettie ("Henrietta!" when she has misbehaved), who is a one-year-old Airedale Terrier. They are both wicked smart, a bit mischievous, and the most lovely pets for which anyone could ask.

Chronicles: What courses will you be teaching this year and during your postdoc?

Megan: I am thrilled to have the opportunity to design and teach my own courses at Queen's. In the winter term, I will be teaching a large lecture course, "Combating Crisis in the Global Middle Ages," which will introduce students from all majors to the ways in which societies throughout the medieval world responded to crisis from c.500 to c.1500. Each section of the course will be arranged thematically, addressing 'Crises of the Mind,' 'Crises of the Body,' and 'Crises of City.' Throughout, the goal will be to investigate how manifold crises forced medieval individuals and communities to deliberate on proper responses and remedies, triggering intense debates about how to live and with whom to associate.

Next year, I plan to teach an upper-level course - "Perilous Virtue: Women and Ethical Action in Antiquity and the Middle Ages" - designed to spark the minds of history and classics students alike. It will investigate the ideological construction and performance of ethical action by classical and medieval women.

Faculty News

Congratulations to Dr. Richard Greenfield and Deanna Turner, winners of the 2020-21 Department of History Teaching Awards

A nominee for the Faculty Teaching Award multiple years in a row, **Dr. Richard Greenfield** was nominated by his students for his seminar course HIST 443: The Origins of Crusading and the Creation of the Crusader East: 1095-1150, which he taught remotely in 2020-21. His students described him as a “fantastic instructor” and called his class “incredibly engaging” and “superb.” In their nominations, students praised his “passion for history” as “contagious” and appreciated his clear communication, encouragement, and methods of assessment. In what proved to be a particularly challenging year, students also appreciated his ability to foster discussion and “encourage student participation.” By the end of the term, students reported feeling “equipped with the tools to think critically” about sources and were inspired to continue learning more about the topic.

Deanna Turner is a PhD candidate in the Department of History whose research centres on Canadian publishing history. Last year, she taught HIST 431: Atlantic Canada, an upper-year seminar course, which one student described as “one of the best courses [they had] taken at Queen’s.” In her nomination letters, students describe Deanna as “an amazing instructor” who is “always available to assist students.” In particular, students praised Deanna’s ability to

create a positive learning environment in a class held remotely over Zoom. As one student remarked, “seminars via Zoom are difficult and Deanna was able to start a conversation when we were all just awkwardly sitting there. She was extremely good at prompting discussion, open to student feedback and questions, and accommodating to students’ needs.”

Congratulations to Dr. Greenfield and Deanna!



Top: Dr. Richard Greenfield accepting the Faculty Teaching Award, December 2, 2021; Bottom: Deanna Turner (right) accepting her Teaching Fellow Teaching Award, with Dr. Rebecca Manley (left) and PhD student Joanne Archibald (middle), December 2, 2021. Image credit: Cathy Dickison.



Howard Adelman retires from History Department

Dr. Howard Tzvi Adelman retired from Queen's University in 2022. Dr. Adelman was an Associate Professor in the History Department from 2007-2022 and was the Director of the Jewish Studies Program from 2007-2018. He is the author of *Jewish Marriage Negotiations in Early Modern Italy: For Love and Money* (Routledge, 2018) and published widely on topics related to social and cultural Jewish history in the early modern period.

Howie, as he was known to colleagues and friends, studied at Cornell University in Ithaca, NY (BA 1974) and the Jewish Theological Seminary before taking his PhD at Brandeis University in Boston with a dissertation on the seventeenth-century Jewish Venetian intellectual Leon of Modena. Before joining Queen's faculty he taught at a number of universities in the United States, Germany, Australia, and Israel.

We wish Howie all the best in his retirement!

Nancy van Deusen appointed Principal Emeritus Daniel R. Woolf Professor in the Humanities

Dr. Nancy van Deusen was appointed the inaugural Principal Emeritus Daniel R. Woolf Professor in the Humanities, a position she will hold for five years.

The Faculty of Arts and Science established the Principal Emeritus Daniel R. Woolf Professorship in the Humanities in 2022 in honour of Dr. Daniel

R. Woolf, Principal Emeritus and Professor of History, to celebrate and support high-quality teaching and research conducted by faculty members in the Humanities at Queen's University. The Professorship was funded through designated gifts from several donors, including members of the Board of Trustees, who worked with Dr. Woolf during his term as Principal and Vice-Chancellor.

Four Faculty Members awarded SSHRC Insight Grants

Dr. Marc Epprecht, Dr. Laila Haidarali, Dr. David Parker, and Dr. Awet Weldemichael each received Social Sciences and Humanities Research Council (SSHRC) Insight Grants in the 2022 competition.



Marc Epprecht, "Futures of Care: Community Challenges to Extraction in South Africa and Canada" (co-applicant).



Laila Haidarali, "Beauty and 'The Unfinished Business of Democracy': Black Women, Fashion, and Modelling, 1945-1955."



David Parker, "Policymaking in the Mirror: Global Knowledge, National Image, and the 'Social Question' in South America, 1889-1943."



Awet Weldemichael, "Somalia after Piracy: The Political Economy of Maritime Resource Conflict in the Western Indian Ocean."



Scott Berthelette wins Principal's Impact Course Award

Dr. Scott Berthelette received a Principal's Impact Course Award for his proposed undergraduate upper-year seminar course, tentatively titled "The Geography, History, and Ecology of Anishinaabewaki: Anishinaabeg in the Great Lakes Basin, 1000ce-1867," which will be offered in 2023-24. This new course will privilege an Indigenous studies methodology of place-based experiential learning. Following a period of intensive, in-classroom learning to provide the necessary theoretical and historical frameworks, students will engage in place-based learning at sites of settlements, locations related to food sovereignty, and sites related to Indigenous conflict, trade, diplomacy, and treaty-making across Eastern Ontario.

The Principal's Impact Courses is a Queen's University initiative that financially supports the development of new courses that address the goals of Queen's Strategy, including integrating teaching and research, enhancing inquiry-based learning, and strengthening local and global community connections.



Daniel McNeil cross-appointed to Department of History

The History Department was thrilled to welcome **Dr. Daniel McNeil** as our newest cross-appointed faculty member in early 2022. Dr. McNeil is a Professor in the Department of Gender Studies and the Queen's National

Scholar Chair in Black Studies. His research interests include Black Atlantic Studies, diaspora and decolonization, migration and multiculturalism, and public history and public humanities. This cross-appointment will enable Dr. McNeil to undertake collaborative research and supervise graduate students within the Department of History.



Eric Fillion receives SSHRC Connection Grant

Dr. Eric Fillion (Buchanan Postdoctoral Fellow and Adjunct Professor) received a SSHRC Connection Grant for "Curating for Change: The Work that Music Festivals do in the World," a two-part conference that took place in August and October 2022 at Guelph University and Queen's University. This conference brought together scholars, practitioners, artists, organizers, and patrons in the realm of music-making to reflect on the work that independent, artist-run, or boutique music festivals do in promoting vital forms of activist arts-based practices, pedagogies, and community-making.

Nancy van Deusen receives Honorable Mention for 2021 James Alexander Robinson Article Prize

Dr. Nancy van Deusen received honorable mention for the 2021 James Alexander Robinson Article Prize at the Conference on Latin American History for her article, "Indigenous Slavery's Archive in Seventeenth-Century Chile," *Hispanic American Historical Review*, 101:1 (February 2021), 1-33.

Undergraduate News

Reflecting on 2021-22

by Dillon A.J. Chicoski & Isobel Gibson

Co-Presidents, History Department Student Council (DSC)

The DSC has been busy over the past year advocating on behalf of students, organizing events for undergraduate students, working with the History Department to keep students informed, and helping to promote the department to potential students. These activities were carried out during the 2021-2022 academic year by our predecessors, Chloe Fine and Amy Abraham and we are grateful for their immense dedication to the DSC, to the department, and to students. We have taken their dedication as a model to emulate over the 2022-2023 academic year as we perform our duties as co-presidents.

Owing to the move back online last year during the beginning of the Winter semester, the DSC, unfortunately, was not able to convene as many in-person events as desired. Despite those difficulties, the DSC under the prior co-presidents still managed to put on several great events for history students. The DSC hosted: a virtual History Job Fair with assistance from Student Academic Success Services; a trip to the Agnes Etherington Art Centre where students were given a tour of the exhibits by the staff; and a trip to Murney Tower where students were given a tour of the tower by its staff.

Over the past year, the DSC has also devoted a great deal of energy connecting the student body with the department. The DSC is

responsible for bringing the questions and concerns of students to the department and did so, especially during the difficult transition back online last year. Another transition during which the DSC brought student concerns to the department was the switch from the 4.5 unit seminar plans to the 3 unit seminar plans.

Under Chloe and Amy, the DSC was always active in performing its many duties and we aim to achieve the same degree of activity during our time as co-presidents.

Congratulations to our 2022 Undergraduate Award Winners!

Convocating Awards:

Medal in History

Zoe Mack

Department of History Equity, Diversity, Inclusion & Indigeneity Award

Arianne Ettihadieh

"The Historical Presence of the Abenaki First Nations in the Eastern Townships of Quebec."

Zoe Mack

"Queerness versus the Collective: Tensions Between Sexuality and Racial Uplift in the Works of Countee Cullen and Richard Bruce Nugent."

The Helena M. Child Prize

Shelley Yu

The Frederick W. Gibson Prize in Canadian History

Michelle Khanna

The Michael R.G. Harris Memorial Prize in Naval and Military History

Jocelyn Carr

"'I am not the same man I was': Perceptions of Shell Shock and Standards of Masculinity During World War I."

The Michael R.G. Harris Memorial Scholarship in History

Amanda Hacker

"'When He Begins to Move His Lips, You Know He's Lying': The Johnson Administration and Credibility during the Vietnam War."

The Andrew Haydon Prize in Colonial History

Ashlyn Gregory

The Arthur M. Keppel-Jones Essay Prize

Dillon Chicowski

"On Gaius Julius Caesar: The Place of the *Comentarii de Bello Gallico* in Roman Historiography."

The Alexander MacLachlan Peace Prize

Tess Shields-McLean

The Grattan O'Leary Prize in Canadian History

Jennifer Bacher

John Sherwood Memorial Prize

Elizabeth Grundy

The Osborne Studd Book Prize in History

Allison Headrick

The Thomas M. Walsh, M.A., Memorial Prize in History

Molly Gangbar

Returning Student Awards:

Rivard-Prendergast Studentship Award

Indira Fisher

"Who Gained from Hydroelectric Power in the 20th Century British Columbia and at What Cost? Development of W.A.C. Bennet and Mica Dams and Their Impacts on the Tse'kehne and Secwepemc Nations."

The Arts 1909 Scholarship in History/ The 1909 Arts Scholarship in History

Mark Whittaker

The James Henry Bocking Memorial Scholarship

Annie Dowd

Catherine Brown Scholarship in History

Thea Day

Kathryn Dawson Scholarship

Alexandra Paul

David Alexander Ekdahl Prize in History

James Goodyear

Arthur and Evelyn Lower Scholarship

Nate Malhis

Annie Sokolova

Yanna Tsedryk

Thevany Vaitheeswaran

The W.B. Munro Scholarship in History

Wennie Chen

The Sarah Murray Scholarship

Willem Rosenberg

Susan Near Prize in History

Isobel Gibson

Jasmine Hosseininejad

Sophie Keith-Brown

Alice Pierce Waddington Scholarship in History

Kai Siallagan

Navigating another Lockdown in Grad School

2021-22 in Review

by Joanne Archibald

President, Graduate History Student
Association (GHSA)

The GHSA started the year navigating another COVID lockdown. The executive organized a virtual trivia night for our graduate students in February to beat the winter blues. Once we were able to gather again, we hosted three events in March: An outing to a Frontenacs hockey game and two virtual career panels – one which discussed careers inside the heritage industry (with panelists working as historians at Parks Canada, ASI, and the Murney Tower Museum), and one which highlighted how history students can excel in non-history jobs (with panelists working as communications professionals, EDI curriculum consultants, and running international relations think tanks).

With the arrival of a new academic year, the GHSA hosted four orientation events in September including two pub nights (one for incoming MA students, the other for incoming PhDs), a welcome picnic by the lake, and a campus tour. At the end of the month, the GHSA hosted a very successful Beers with Profs event at the Grad Club, with over 40 professors and grad students attending. Additionally, the GHSA held an election to fill remaining positions on our executive. In October, the GHSA organized a private trolley tour that explored many sites of Kingston that are considered to be haunted –

perfect for Halloween season! In November, the GHSA organized and ran a PhD coffee chat/bring your own lunch event to encourage networking and mentorship, as well as two research focused events: a 3-Minute Thesis competition for the MAs and provided support for the department-led PhD Research Showcase.

The GHSA continues to host monthly meetings on the first Tuesday of every month. In November, Dr. Andrew Jainchill attended our meeting to provide students with greater clarity on how the department allocates funding.

As always, anyone can get in touch with the GHSA by email at ghsa@queensu.ca.



Top: GHSA Beers with Profs event at the Grad Club, October 2022. Image credit: Kat MacDonald; Bottom: GHSA orientation event for graduate students, September 2022. Image credit: Kat MacDonald.



Deirdre McCorkindale appointed Assistant Professor

PhD candidate **Deirdre McCorkindale** was appointed Assistant Professor in Black Canadian History at the University of Guelph in July 2022. She teaches in the History department and the new Black Canadian Studies Minor program.

Deirdre is currently completing her doctoral studies under the supervision of Dr. Barrington Walker and Dr. Rosanne Currarino. Her dissertation, "What Colour is Intelligence?: Kent County and the Tanser Study," explores scientific racism through a specific examination of the history of racial intelligence testing on Black children in Kent County, Ontario.



Alanna Loucks receives the Charles J. Watts Research Fellowship

PhD candidate **Alanna Loucks** received the Charles J. Watts Research Fellowship from the John Carter Brown Library. Alanna's doctoral research examines the larger familial and economic networks created by four French families between 1642 and 1763 to understand the interconnected nature of their lives and interests within the larger context of colonial North American and the Atlantic World. She is working under the supervision of Dr. Nancy van Deusen and Dr. Jane Errington.



Michael Borsk chosen as McNeil Center Dunn Dissertation Fellow

PhD candidate **Michael Borsk** has been awarded the 2022-23 Dunn Dissertation Fellowship at the McNeil Center for Early American Studies at the University of Pennsylvania in Philadelphia. Michael's doctoral research focuses on the history of land surveyors in British Upper Canada and the American Old Northwest and their impacts on the formation of state-backed property. He is completing his dissertation under the supervision of Dr. Jeffrey McNairn.



Carli LaPierre wins FAS Dean's Award for Social Justice

PhD student **Carli LaPierre** received the Faculty of Arts and Science Dean's Award for Social Justice, awarded to graduate students making important contributions to their fields of study and based on academic merit. Carli's research focuses on the history of 18th century North America. Specifically, her doctoral project examines how imperial and colonial actors used visual imagery (maps, surveys, sketches, and paintings) to situate themselves in space. She is completing her research under the direction of Dr. Jeffrey McNairn.



Joanne Archibald awarded the Donald S. Rickerd Fellowship

PhD student **Joanne Archibald** was awarded The Donald S. Rickerd Fellowship in Canadian-American Studies. Her research focuses on Canada's military and political history, geopolitical history related to the Cold War, and the creation and expansion of the Canadian identity. She is completing her doctoral studies under the supervision of Dr. Allan English.

Louis-Patrick St-Pierre wins Dumbarton Oaks Summer Fellowship

PhD candidate **Louis-Patrick St-Pierre** was awarded a prestigious, all expenses paid, eight-week Summer Fellowship at the Harvard University Dumbarton Oaks Research Library and Collection in Washington, DC. Louis' dissertation is on the construction and performance of ninth and tenth-century Byzantine Romanness, which he is completing under Dr. Richard Greenfield.

Carlie Visser selected as Champion for Mental Health

PhD Candidate **Carlie Visser** was selected as a Champion for Mental Health. She was nominated by her students in HIST 283: Gender in North American History, 1880 to 2000, which she taught in Winter 2022.

The Champions for Mental Health Program recognizes and celebrates educators and staff who create supportive environments where student mental health is valued and supported.



Iryna Skubii wins residential fellowships in Germany and Austria

PhD candidate **Iryna Skubii** received residential fellowships from the German Historical Institute in Warsaw, Poland, and the Institute for Human Sciences in Vienna, Austria. These fellowships supported Iryna's stay in Warsaw and Vienna during the summer and fall of 2022 and allowed Iryna to conduct research for her doctoral project. Iryna's dissertation focuses on the history of consumption, materiality, and the environment during the Soviet famines in Ukraine. She is completing her PhD with Dr. Rebecca Manley.



Erin Gallagher-Cohoon wins Creative Writing Prize

PhD Candidate **Erin Gallagher-Cohoon** received First Prize in the *Prairefire: A Canadian Magazine of New Writing's* Creative Non-Fiction Competition for her piece "Dads in Dust."

Erin Gallagher-Cohoon receives Honourable Mention for McMurtry Fellowship in Legal History

Erin Gallagher-Cohoon received an honourable mention for the Osgoode Society's R. Roy McMurtry Fellowship in Legal History for her dissertation project on the history of queer families in Canada, which she is completing under the direction of Dr. Karen Dubinsky.

Congratulations to our recent Doctoral Graduates!

Dr. Peter Rayls, "Informal Information: A Cultural History on NORAD's Creation 1944-1957," November 2022. Supervisor: Dr. Allan English

Dr. Claire Litt, "Le Gioie Della Vita: The Gemstones, Health, and Beauty of the Medici Women," October 2022. Co-supervisors: Dr. Tony D'Elia and Dr. Una D'Elia (Art History).

Dr. Paul David Johnston, "Readying to Call Down Thunderbolts: NATO Tactical Air Power During the Cold War, 1951-1990," September 2022. Supervisor: Dr. Allan English.

Dr. James Andrew Bonar, "New Atlantis: A Venetian Vision of the Americas," August 2022. Co-supervisors: Dr. Tony D'Elia and Dr. Nancy van Deusen.

Dr. Timothy Michael Olinski, "The Battle of Lepanto: The Image of the Turk in Renaissance Neo-Latin Poetry," August 2022. Supervisor: Dr. Tony D'Elia.

Dr. Katelyn Arac, "War Criminals, Multiculturalism, and Post-war Liberalism in Canada," April 2022. Supervisor: Dr. Barrington Walker.

Dr. Christopher John Coome, "Retracing Eternity: Freemasonry, Theosophy and the Occult Revival," March 2022. Co-supervisors: Dr. Jeff Collins and Dr. Don Akenson.

Dr. Nicholas Haisell, "The Useable Past: History and Collective Identity in Nova Scotia, 1835-1920," February 2022. Supervisor: Dr. Jamey Carson.

Christopher Coome wins Dissertation Prize

The recipient of the Department's 2021-22 PhD Dissertation prize is **Christopher Coome**. Chris completed his dissertation, "Retracing Eternity: Freemasonry, Theosophy and the Occult Revival," in March 2022.

In their nominations, co-supervisors Dr. Don Akenson and Dr. Jeff Collins praised Chris for the originality of his thesis and its contribution to the field, as well as his writing style and use of sources. Dr. Akenson called Chris' work "an unusual, subtle, and engaging work in cultural history" and surmised that "without a doubt it will be a book in short order." Dr. Collins praised Chris' dissertation as "a very impressive piece of research on the history of cult revival in the late 19th century" that was "deeply researched and beautifully written."

Amel Bensalim wins MA Thesis Prize

Amel Bensalim is the recipient of the 2021-22 Department's MA Thesis Prize. She completed her MA thesis, "Metamorphosis in the Ifriqiyan Cocoon: Ḥafṣid State Formation, Diplomacy, and Transformation, 1220-1450," in 2021.

In his nomination letter, supervisor Dr. Adnan Husain referred to Amel's thesis as "the most outstanding thesis I have read in over twenty years of graduate teaching." He praised Amel for her use of Arabic and Latin primary sources and her perceptive analysis expressed in cogent and clear historical writing.

Amel is now pursuing a PhD in History at Princeton University.

Alumni Spotlights

Q&A with History Alumna Adelle Blackett

Professor Adelle Blackett graduated from the Queen's History Department in 1989 and pursued a career as a legal educator in the areas of Labour and Human Rights Law. Her alma mater awarded her an honorary doctorate at Queen's Fall Convocation this past October.

Chronicles: You graduated in the late 1980s from Queen's with a degree in History. What are a couple of your memories of your time as an undergraduate?

Adelle: I arrived at Queen's in Fall 1987, with parents who were still in shock that I was not going to live at home and attend "Sir George Williams" [now part of Concordia University-ed.] or McGill. But Queen's did the parental orientation so well that they came back about an hour later convinced that choosing Queen's was a great life decision. They were right. But for the momentary concern I faced when I looked out my residence window one night and saw a sea of purple people (the hopeful thought was, oh there is a lot of diversity here at Queen's - right!), I was off to a good start.

Shortly into our time in residence on the 5th floor at Vic - for the women who wanted to live in French - we had a mysterious flood. I cannot remember how it started or why, but I did hold onto the lovely shirt that we made with "We survived the flood on 5" and the far from literal translation, "Bonne jusqu'à la dernière goutte" surrounding an image of a floormate floating along in a coffee mug. You had to be there...



Adelle Blackett accepting her honorary doctorate at Convocation, Fall 2022. Image courtesy of Adelle Blackett.

As for History, I still remember some of my classes as if it were yesterday. Class sizes were small, and instructors got to know their students well. I took Central American History with Professor Catherine Legrand and still recall the special interest she showed in my term paper on Belize. Catherine recommended me for law school, we stayed in touch, and I later had the good fortune to become her colleague at McGill. As life would have it, a few years after leaving Queen's I had the chance to offer comments on draft labour legislation from Belize while an intern at the International Labour Office (ILO) in Geneva. The understanding I had of the history of the country and region allowed me to offer comments that sought to be attune to the context. It seems they were well received as the ILO invited me back as an international legal official.

Chronicles: In what ways did your education in History prepare you for life in the legal profession?

Adelle: I said at convocation that history is my first love and it has remained a part of my

trajectory in law. In fact, I struggled in the first year of legal studies as I realized the 'history' was part of what was being stripped away as we were reading caselaw, to identify the 'precedent'. It was later in law and life that I realized the extent of the contestation between the understanding of the relevance of the past to any notion of the 'rule' of law. A stark example illustrates the broader challenge: there is an entire project on the history of slavery and the reliance in law on the precedent emerging from cases that literally involved enslaved Africans. These cases are not about emancipation. Rather, property law, insurance law, maritime law, contract law, particularly in the US but also in precedent received from the UK have been developed through principles that emerge quite directly from cases upholding slavery. Moreover, there is an emerging body of legal scholarship that traces the emergence of liberal legal principles from the centuries' long Atlantic slave trade. My education in History not only kindled my interest in thinking critically about law, but also helped me to find my path to legal academia, through research that is heavily rooted in understanding the (evolving) relationship between history and law.

Chronicles: You've had an outstanding career as a legal educator especially in areas such as labour law, human rights, and employment equity. What drew you to these areas of the law?

Adelle: Thank you. I have been very fortunate to be able to do what I care about. There is a mix of family and community history, and a desire to make a difference. Labour law is in many ways human rights law in action – most people spend most of their working lives at work. And, if you challenge the traditional boundaries of the labour market and consider the work that makes labour markets possible – that is, care work –

then you can see why equitable working conditions are such an integral part of building just societies, for all. That is also why my work has included the interface with trade policies – centering trade contributes to thinking both about how we understand the relationship between societies and economies, and how we engage with distributive justice.

Chronicles: Arriving at Queen's in the mid 80s, you would have been at that point one of the rare students of colour. Did that affect your experience of your undergraduate education?

Adelle: Queen's has a well-earned reputation for being very good at welcoming undergraduates. It was easy to meet other students from different horizons – I made some fabulous friends from across the country and from different parts of the world. I am still in touch with several to this day. That said, being part of an underrepresented group had a major and unanticipated impact on how much I spoke out in class. Basically, I clammed up – for perhaps the first time in my life, I felt like I had a heavy weight of representation on my shoulders and managed it by speaking sparingly, measuring every word. I did find other ways to exercise my voice, largely through writing. I also got involved in student organizing, including the Arts and Science Undergraduate Society, and co-authored a report for the current issues committee on how to represent Queen's diversity to encourage diversity. It was a way to explain, even then, why representation matters.

Chronicles: What are the biggest challenges you have faced in your career?

Adelle: Sometimes my biggest challenges have become the greatest opportunities. Being underestimated in different responsibilities I have

taken on has at times been painful and caused some self-doubt or imposter syndrome. However, over time I have come to appreciate that the underestimation is not really my problem; in addition, it can become a part of the motivation to excel. Being motivated in this manner can of course become its own trap. Like many people who have been “firsts” in some ways, I have also had to work hard to try not to define myself by others’ expectations, and instead to bring my authentic self to the work that I do. Doing so can open some space to reshape the defining norm of the position itself. And that is when, and how, I have truly been able to excel. My goal has remained to make the spaces I occupy progressively more capacious, so that those who come after me are able to see themselves in those spaces, too.

Chronicles: Tell us a bit about your 2019 book and what prompted you to write it?

Adelle: My book is entitled *Everyday Transgressions: Domestic Workers’ Transnational Challenge to International Labor Law*. It was a long time in the writing and covers a lot of terrain. It takes an historical and legal pluralist approach to understanding how social movement actors can change the laws that affect their lives. In the case of domestic workers, who mostly work in isolation in someone else’s household, often far away from their own families, it was no small feat for them to organize transnationally to build international law that would include them and that would then chart a path for courts and legislatures around the world to start to build equity into their ‘household workplaces’. I had the privilege to participate in the process up close at the ILO, and the book enabled me to theorize transnational labour law in a way that underscored the work of these historically marginalized and politically active women.

Chronicles: Have you some advice for our current undergraduate history students in making the transition into the work force?

Adelle: Plan for your future, and then expect the unexpected. My housemates at Queen’s would tease me (gently) because I tried to plan for most contingencies – I had note cards mapping out life and career alternatives from A – Z. The maps were helpful because they made dreams seem possible. But dreams have a way of taking flight. Hold on, and make sure to enjoy the ride.

Q&A with History Alumnus Robert Wright

Dr. Robert Wright completed his MA in 1983 and his PhD in 1989 in History at Queen’s. He is now a Professor of History at Trent University—Oshawa.



Image courtesy of Robert Wright.

Chronicles: Tell us a bit about what you do now, where you are, and what your main academic interests are.

Robert: I’ve been teaching history at Trent University since 1985. My main research area is postwar Canada, but because I’m posted to

Trent's satellite campus in Oshawa, I also teach courses in areas where I think the historiography is especially strong, including the Nazi Holocaust and the North American national-security state.

Chronicles: Tell us about your time at Queen's. During what years were you here?

Robert: I arrived for my M.A. in September 1983 and graduated with my doctorate in 1989. I recall my arrival much more clearly than my departure. As I was bouncing down the 401 from the GTA to Kingston in a U-Haul truck in early September, I listened to the wall-to-wall media coverage of the Soviet downing of KAL flight 007. Days later I had my first-ever in-person chat with Queen's diplomatic historian the late Geoff Smith, who was already analogizing the tragedy to the Lusitania and assessing its likely impact on the increasingly chilly Cold War. I thought, I've definitely come to a department where history lives and breathes relevance!

Chronicles: Who supervised your MA and PhD?

Robert: The late George Rawlyk supervised both of my Queen's degrees. Anyone who knew Rawlyk will not be surprised to hear that his influence on my work as an historian was without parallel. He was a formidable presence in the department in those years, in more ways than one. In the mid-1980s, Rawlyk had the most grad supervisions in the department, he served as grad director, and he was a powerhouse researcher and publishing scholar. Rawlyk was also a no-nonsense mentor—generous and agreeable when his students were emulating his unsparing work ethic, not so much when they were not! He taught me many life lessons, of which I think the most enduring was to take one's work extremely seriously, but not oneself.

I also had the privilege of getting to know Arthur Lower during my time at Queen's. He was then in his nineties and living in a Kingston apartment. I volunteered to visit him a couple of times a week, which basically meant reading his correspondence, news items and stock-market prices aloud while we shared micro-waved dinners. I was extremely lucky to have had this experience, not only because Lower was one of Canada's foremost mid-century historians but because he was born in 1889, the same year as Mackenzie King, and was only too happy to chat with a newbie grad student about his time as a Royal Navy officer in the Great War, among his other remarkable life experiences. My dissertation ended up being in the interwar period, thanks in part to these conversations.

Chronicles: Did you have an opportunity to teach while you were a graduate student, and was that helpful as you transitioned to being a faculty member?

Robert: I was a TA and later an instructor in George Rawlyk's popular History 262 (Can-Am Relations), which was already famous for launching so many of his supervisees into illustrious teaching careers. I recall it as "helpful" in the sense that it presented an almost vertical learning curve. To this day, I still employ the techniques I learned from that TA experience, most notably by emulating Rawlyk's patented approach to grading hundreds of undergraduate exams in one sitting.

Chronicles: Tell us a bit about your publications and your current research project.

Robert: Most of my books are biographical or episodic studies in postwar Canadian history, including a couple of books on Pierre Trudeau,

one on Ken Taylor, and another on the 1995 Québec referendum. Oddly enough, the book I am currently writing is on the Great Depression, which marks a return to the subject area of my dissertation these 35 years later.

Chronicles: Do you have advice for our current graduate history students in planning their careers either inside or outside the university sector?

Robert: Whenever I am asked about the usefulness of grad history degrees vis-à-vis the Canadian labour market, which is often, I give the same answer that George Rawlyk gave me in 1984: you embark on your graduate career in the hope that it will be your ticket to a high-flying career but there are no guarantees. You have to want it.

Q&A with History Alumna Joanne Paul

Dr. Joanne Paul completed her undergraduate degree in the Department of History between 2005 and 2009.

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

Joanne: I did my MA in Politics at University of Victoria with Prof James Tully. Thanks to him, the great Prof Quentin Skinner agreed to supervise my PhD, at Queen Mary, University of London, and I've been living in England since. From 2013 to 2022 I worked as a lecturer (UK-lingo for Prof), most recently at University of Sussex, which is just down the road from Bader College, where I did my first year with Queen's, so I felt a bit like I'd come full circle.



Image courtesy of Joanne Paul.

Perhaps that sense of completion was part of why I left my job at Sussex in September 2022, and I've expanded my public-facing work for magazines, radio, TV and trade publishers.

Chronicles: What were some of your favourite courses while you were at Queen's and what did you take away from them?

Joanne: I very quickly realized as an undergraduate that I was drawn particularly to Early Modern Intellectual History (which is what I still do now), so my most memorable courses were in that vein. I took a number of courses with Prof Jeffrey Collins and Prof Andrew Jainchill, who both taught me that a subject considered 'dry' by many was not only thrilling (trust me - it's true!), but fundamental to our understanding of the world then and now.

Chronicles: Your historical "home turf" is Tudor England. What drew you to that period?

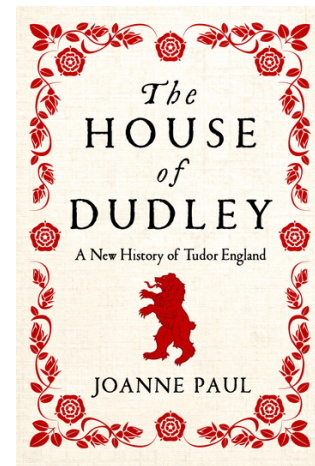
Joanne: I think like many who grow up with a love of history, the Tudor period can be

captivating, and of course there are a great many accessible fiction and non-fiction books published about that period. I did resist that call at first, however, as an undergraduate, perhaps thinking it was a little too unacademic or unintellectual, because it was popular. How wrong I was, and I now spend a lot of my time attempting to bridge the imagined gap between 'intellectual' and 'popular'. The fact is, the Tudor period, which also overlaps – of course – with the English experience of the Renaissance, is a fascinating liminal period between the 'medieval' and the 'modern'. It's the period right before the 17th century, when a lot of what is recognizable about the world we live in now was cemented. I like to think about it as an intellectual and cultural sandbox.

Chronicles: Tell us a bit about your three books.

Joanne: My first book was a summary of the thought of Thomas More, largely for use by students. I focused on a theme of 'the common' that I argue runs through his oeuvre, a sort of critique of Enlightenment individualism *avant la lettre*, and one that might be helpful as we see the dangerous effects that individualism has wrought in the 21st century. *Thomas More* was published by Polity Press in early 2017.

I returned to my PhD thesis after *Thomas More* was published. It traced the 'discourse of counsel' (political advice-giving) in the so-called 'monarch of counsel' between the Wars of the Roses and the English Civil War. What I came to realize was that the 'discourse of counsel' was not only supplanted by the modern discourse of sovereignty: it gave rise to it. Arguments about 'counsel' clarified and cemented the need for a strong language of sovereignty. Once again, it's one of those discarded ideas in the sandbox,



Joanne Paul's *The House of Dudley: A New History of Tudor England* (Pegasus, 2022).

that we might do well to return to if we have to reimagine our modern politics. *Counsel and Command in Early Modern English Thought* was published in the 'Ideas in Context' series by Cambridge University Press in 2020.

My most recent book was my first foray into writing for a popular audience. The book tells the story of the Dudley family over three generations in the Tudor period, as they repeatedly rose staggeringly high and fell hard (onto the block!). *The House of Dudley* was published in 2022 in the UK and will hit Canadian bookshops in March 2023.

Chronicles: A permanent academic job is often regarded as the "Brass Ring" for PhDs. You were successful in getting one, and in the UK, no mean feat for a non-national. And yet you voluntarily walked away from it earlier this year. Was this a tough decision?

Joanne: UK Higher Education has been going through a difficult time, with frequent reasons for industrial action and the threat of redundancies constantly looming. Workloads are becoming unmanageable, and I was especially finding that I could not devote the time or

energy to teaching that I felt was required by the job. It is heartbreaking to do something you love at a lower standard than you think it deserves. I think it's easy to become convinced that because something is hard to get, it requires hanging on to. My logic was that, rather, I was miserable in a post that someone else was desperate to have and might enjoy. And I, myself, had a chance of joy and fulfilment doing something else.

Chronicles: Do you think you'll return to Canada at any point?

Joanne: I would love to! I miss Canada a lot, and I note that Canadian institutions have weathered the perfect storm of the last few years somewhat better than we have in the UK. For that reason, I would not dismiss returning to an academic post in Canada out of hand (yes, that's a hint).

Chronicles: What's your next big project?

Joanne: I am not actually allowed to discuss my next book (under contract with the same publishers as *The House of Dudley*) yet! But it's someone I've written on before.... Watch this space (or, rather, my social media spaces).

Chronicles: You've had an active profile on social media, podcasts and even television. Was your undergraduate experience at Queen's helpful in this regard?

Joanne: Well, when I was at Queen's Facebook had just been invented and was still limited to those with university email addresses (yes, Gen Z, this was a thing), so it was very helpful in that regard! I was also involved in a number of clubs, perhaps most notably QIAA and a sketch comedy troupe, both of which taught me a lot about promotion, public speaking and branding.

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

Joanne: My biggest piece of advice is to follow your passion (something I did very badly). Find these passions, too, in your coursework and course selection; it will make finishing your degree much easier, and help you find a path past it.

Learn more about History Alumni on the Alumni Archives Podcast

The Alumni Archives is a podcast produced by Queen's History. In each episode, a department alumnus discusses their career path from university onward highlighting the twists and turns of their chosen career, the importance of adaptability and of following the strengths and passions developed through studying history, and of course, their best memories of Queen's. Last year, the Alumni Archives produced nine new episodes. These episodes featured communication professionals, freelance writers, consultants, entrepreneurs, lawyers, and leaders of think tanks. We extend our deepest thanks to those who have participated!

If you would like to be featured on the podcast and share your story with current students, please contact Jenn Lucas at jenn.lucas@queensu.ca.

Alumni are also encouraged to add their story to our [Alumni Stories](#) page on the department website. Please keep in touch!

Alumni News

Brittany Luby wins Governor General's History Award

Dr. Brittany Luby (BAH 2007) received the Governor General's History Award for Scholarly Research in 2021 for *Dammed: The Politics of Loss and Survival in Anishinaabe Territory* (University of Manitoba Press, 2020). Brittany is an Associate Professor at Guelph University.

Julian Yang joins Kangwon National University

Dr. Julian Yang (PhD 2020) joined Kangwon National University, one of the top ten national flagship universities in Korea, as a tenure track assistant professor in Ancient and Medieval Western History. Julian completed his PhD under the supervision of Dr. Richard Greenfield.

Katelyn Arac accepts Postdoctoral Fellowship at Wilfrid Laurier University

Dr. Katelyn Arac (PhD 2022) joined Wilfrid Laurier University this fall as a Postdoctoral Fellow with the Laurier Legacy Project, a public history project that examines the times and legacy of Sir Wilfrid Laurier.

Rob Engen takes new position in Australia

Dr. Rob Engen (PhD 2014) accepted a new position as Senior Lecturer in War Studies at Deakin University, Victoria, Australia, working exclusively with the Australian War College in

Canberra. The War College provides graduate level professional military education courses for officers in the ranks of Major to Colonel.

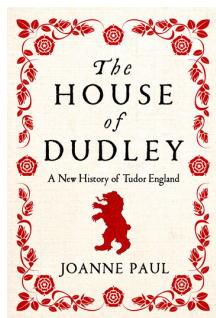
Melissa N. Shaw receives Honourable Mention for John Bullen Prize

Dr. Melissa N. Shaw (PhD 2021) has received Honourable Mention for the Canadian Historical Association's 2022 John Bullen Prize for her dissertation "Blackness and British 'Fair Play': Burgeoning Black Social Activism in Ontario and its Responses to the Canadian Colour Line, 1919-1939," completed under the supervision of Dr. Jane Errington. The John Bullen Prize recognizes the most outstanding doctoral thesis on a historical topic completed at a Canadian university.

Peter Price and Daniel R. Meister shortlisted for John W. Dafoe Book Prize

Dr. Peter Price (PhD 2014) and **Dr. Daniel R. Meister** (PhD 2019) were both shortlisted for the 2022 John W. Dafoe Book Prize for their respective books, *Questions of Order: Confederation and the Making of Modern Canada* (University of Toronto Press, 2020) and *The Racial Mosaic: A Pre-History of Canadian Multiculturalism* (McGill-Queen's University Press, 2021). Peter completed his PhD under the supervision of Dr. Jeffrey McNairn and Daniel worked with Dr. Barrington Walker.

Joanne Paul publishes new book to wide critical acclaim

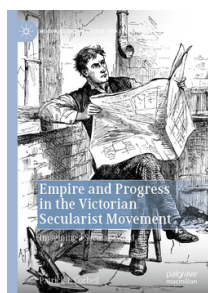


Dr. Joanne Paul (BAH 2009) published *The House of Dudley: A New History of Tudor England* (Pegasus, 2022). The highly acclaimed new publication charts the Dudley family's influence and power in England throughout the Tudor period.

Austin Wild awarded *Journal of Military and Strategic Studies* Prize

Austin Wild (BAH 2020 and MA 2021) was awarded second prize for the *Journal of Military and Strategic Studies*' 2022 Annual Student Award of Excellence for his MA thesis, "Accidental Humanitarians: The Mission of 'Dunsterforce' in Eastern Anatolia, Iran and the Caucasus, January to September, 1918," which he completed with Dr. Ariel Salzmann.

Patrick Corbeil publishes first book



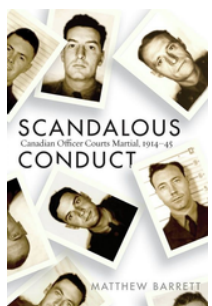
Dr. Patrick Corbeil (PhD 2017) published a new book *Empire and Progress in the Victorian Secularist Movement* (Palgrave MacMillan, 2022). This book is based on his dissertation, which he completed in the Department of History in 2017. Patrick is an independent scholar living in Victoria, BC.

Charlotte Duval-Lantoine publishes new book



Charlotte Duval-Lantoine (MA 2019) published *The Ones We Let Down: Toxic Leadership Culture and Gender Integration in the Canadian Forces* with McGill-Queen's University Press in 2022. Charlotte completed her MA under the supervision of Dr. Allan English.

Matthew Barrett publishes book with UBC Press



Dr. Matthew Barrett (PhD 2019) published *Scandalous Conduct: Canadian Officer Courts Martial, 1914-45* (UBC Press, 2022). This book is based on Matthew's doctoral research, which he completed under the supervision of Dr. Allan English.

Matthew Barrett and Rob Engen publish new graphic history book



Dr. Matthew Barrett (PhD 2019) and **Dr. Rob Engen** (PhD 2014) published their co-authored graphic history book, *Through Their Eyes: A Graphic History of Hill 70 and Canada's First World War*, with McGill-Queen's University Press in 2022.



History

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 Fund have enabled us to enrich the learning experience of our undergraduate and graduate students. These contributions have funded honoraria for guest speakers in our classrooms, created new undergraduate awards, enabled students to participate in field trips to local heritage sites, funded writing retreats for upper-year PhD students, and supported various other student initiatives. We have also benefitted tremendously from alumni and donor gifts that support post-doctoral fellowships, studentships, speaker series, scholarships, and archival research for our students. We thank you for your support!

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