

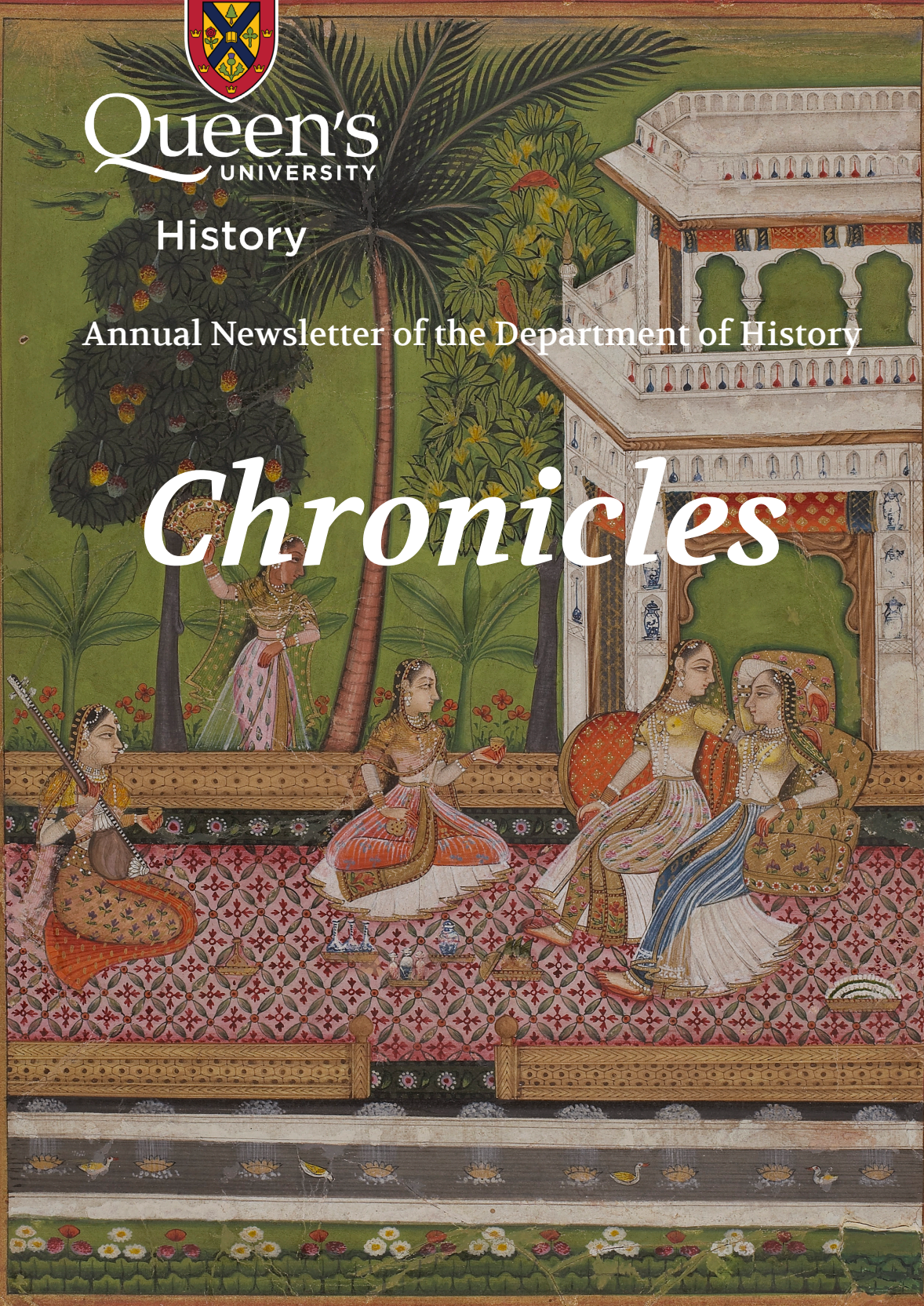


Queen's
UNIVERSITY

History

Annual Newsletter of the Department of History

Chronicles



Fall 2024 | Issue XV

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Chronicles 2024 was edited and reported by Daniel Woolf and Amelia Rosch, with assistance from Amitava Chowdhury, Jenn Lucas, Alex Geris, Tammy Donnelly and Heather Poussard. Thanks to those who wrote credited articles or supplied photos.

COVER IMAGE: Deccan Unknown (Indian)
Ladies Being Entertained on A Terrace, 18th Century
opaque watercolour on light board, 25.4 x 20.1 cm.
Gift of Max Tanenbaum, Toronto, 1979
National Gallery of Canada, Ottawa
Dekkan Inconnu (Inde)
Dames sur une terrasse se faisant distraire, XVIIIe siècle
gouache sur carton mince, 25.4 x 20.1 cm
don de Max Tanenbaum, Toronto, 1979
Musée des beaux-arts du Canada, Ottawa



Message from the Chair

FALL 2024 | ISSUE XV

by Dr. Amitava Chowdhury

Chair and Associate Professor,
Department of History

Having almost reached the halfway mark of my tenure as the Chair of the Department of History, I am once again fortunate to gather my thoughts for the annual newsletter—my third such opportunity. More than ever, I am proud of the department's accomplishments and filled with optimism for its future.

The past few years, especially the last, have not been kind to institutions of higher education in Ontario, including Queen's. Yet, the department remains strong, vibrant, intellectually vigorous, and upbeat. We owe our many successes to the achievements of our students, the dedication of the faculty and staff, and unrelenting support and guidance from our alumni, friends, and donors.

While enrolment in the humanities has declined across North America, we are fortunate that student interest in our courses and programs has remained robust. Our graduate program is one of the largest at the university, with an MA class size that ranks towards the top. As the following pages of this newsletter will reveal, our faculty, postdoctoral fellows, and graduate students are engaged in exciting and meaningful research projects.

There is much to be proud of, and yet, there is still a lot to do and a long way to go.



PHOTO CREDIT: AMITAVA CHOWDHURY

My activities as chair for the upcoming year, and the remainder of my term, will centre on several key areas and a few new initiatives. First and foremost, we aim to maintain and enhance the quality of education and the student experience in the department. At the undergraduate level, we plan to introduce research opportunities to ensure that every student graduates with valuable research skills. Additionally, we intend to broaden the scope of programs that provide exposure to real-world professional environments and create pathways for students to participate in exchange programs and gain global

experience. At the graduate level, as the article on our Professional Development course relates, we want to institute a genuine and meaningful professional development experience to prepare our students for a career after graduation.

Second, the department is set to lose seven faculty members to retirement and attrition by the end of this academic year. Meanwhile, the university's current financial realities and the continuing provincial tuition freeze have made faculty renewal exceedingly difficult. This presents our greatest short-term challenge: how can we

recruit new faculty members when central resources are unavailable? One potential solution is to create endowed professorships with direct support from alumni and friends of the department, ensuring we have sufficient teaching capacity to meet student demands. There is much work to be done on this front, and I welcome your support, encouragement, guidance, and suggestions.

Perhaps it is not widely known among our undergraduate alumni, but our department is fortunate to have a small bequest—the Bernice Nugent bequest—that enables us to maintain a lively intellectual atmosphere through numerous invited lectures, research workshops, and conferences. In fact, I take pride in knowing that our departmental invited lecture

series is the foremost history series in the country and one of the most prominent in North America. I hope to build on this good fortune to create an even more vibrant, sustained, and rigorous intellectual life. Therefore, my third goal is to establish a scholar-in-residence program, inviting some of the leading intellectuals in the field to enrich the department's intellectual life and enhance the student experience. Such a program would periodically bring fresh knowledge and perspectives, foster scholarly collaborations, enhance our international profile, and ultimately provide a dynamic hub for historical thought and practice.

None of this is easy, and yet I think they are achievable aspirations. I will get to work, but we cannot do it

without you. More than ever, I need your support and encouragement. Bequests such as that from Bernice Nugent, along with annual giving and endowments, continue to keep our department's undergraduate and graduate programs among the strongest in the country. If you have not considered a recurring annual gift or perhaps a planned gift, I hope that you will do so. Either I or our department's faculty member in charge of advancement, Professor and Principal Emeritus Daniel Woolf (himself a 1980 alumnus of the department) will be happy to speak with you.

Meanwhile, all best wishes for the new year from your Queen's History Department. Please do send me an email with your ideas and advice, and if you happen to be in Kingston, please stop by.



FACULTY MEMBERS OF THE DEPARTMENT OF HISTORY, NOVEMBER 2023. PHOTO CREDIT: CATHY DICKISON

Departmental Events

Department Seminar Series (Academic Year 2023-2024)

**September 28, 2023 | Jason Opal
(McGill University)**

"Rumors of Apocalypse: The Epidemics that Shaped (and Didn't Shape) British America, 1600s-1776."

**October 26, 2023 | Benjamin Hoy
(University of Saskatchewan)**

"Fueling the Machines of War: The Logistics of the 19th Century U.S. Military."

**February 1, 2024 | Nicholas Syrett
(University of Kansas)**

"Madame Restell, Female Physician: Struggles over Abortion and Reproductive Medicine in the Antebellum United States."

**February 29, 2024 | Judith Byfield
(Cornell University)**

"Happy Accidents: Serendipity and the Historian's Craft."

**March 21, 2024 | Sabri Ates
(Southern Methodist University)**

"How to Make a Boundary in Four Hundred Years: The Case of Ottoman Iranian Borderland."

**April 11, 2024 | João Ohara
(Federal University of Rio de Janeiro), co-sponsored by
Department of Philosophy**

"History and Inductive Risk, or the Social Harms of Bad Histories."

Arthur Lower Workshop in Canadian History (Academic Year 2023-2024)

The Arthur Lower Workshop in Canadian History is named after A.R.M. Lower (1889-1988), a prominent national historian who taught in our department during the 1940s and '50s, had another successful year. On Nov. 8 2023

we workshopped a paper by **Dr. Alex Ketchum** of McGill University. In "Off the Beats and Track: Finding Historical Lesbian & Queer Women's Feminist Spaces through Musicians' Tour Schedules, Concert Flyers, and Correspondence," Dr. Ketchum discussed the use of ephemera from music archives to recover lesbian/queer women's history in Canada. The paper has since been published in the *Journal of Lesbian Studies*, in which Dr. Ketchum gratefully acknowledges the Lower Workshop. On March 6 2024 we hosted **Dr. Kristine Alexander** from the University of Lethbridge. Dr. Alexander's paper, entitled "Age, Settler Colonialism, and Canadian History", introduced age as a central analytical category in studies of settler colonialism in Canadian history. In what has become a tradition, workshops were followed by convivial conversation at the Grad Club.

Annual Lectures (Academic Year 2023-2024)

**Faculty Lecture | November 30,
2023**

"Working Magic in Byzantium: Coping with life at the intersection of medicine, science, and faith", with Richard Greenfield.

**Sherwood Lecture | January 18,
2024**

"Cosmic Contamination: The Cold War Quest to Protect Earth from Extraterrestrial Microbes" with Dagomar Degroot (Georgetown University).

Nugent Lecture | March 14, 2024

"The Surge: Temporal Anarchy and the Pursuit of Dynamic History", with Ethan Kleinberg (Wesleyan University).

See separate articles on the above annual lectures in this issue.

Course Related Conferences and Miscellaneous Events (Academic Year 2023-2024)

December 7, 2023 | Book launch for *Stateman of the Piano: Jazz, Race, and History in the Life of Lou Hooper*. Organized by Eric Fillion.

January 2024 | EDII Wellness Seminar. *See separate report from EDII committee in this issue.*

February 27, 2024 | "Thinking History: A Conversation with Robert A. Hill on History and the Black Radical Tradition" organized by the EDII committee for Black History Month.

March 7, 2024 | "The Sexual Revolution and the Forever Child: Sterilization and Intellectual Disability in the 1970s" by Molly Ladd Taylor (York University) organized by the EDII committee.

April 1, 2024 | History 834 (Instructor: Professor Caroline-Isabel Caron) Public History Student Showcase-presentations of final public history project portfolios by students in the course.

April 4, 2024 | History 827 (Instructor: Professor Richard Greenfield), mini-conference.

History 893 (Instructor: Professor Jane Errington), annual Themes and Issues in the Study of North America Colonial Societies in the 19th Century one-day conference involving both students from the course and senior doctoral students.

Departmental Events

Sponsored by the family of the late Professor John M. Sherwood, the 2024 John M. Sherwood Memorial Lecture in Science and Technology was given January 18 by Professor **Dagomar Degroot** of Georgetown University. With both space exploration and germ contamination having been much in the news in recent years, his talk offered something of interest to anyone interested in either — or both. Entitled “Cosmic Contamination: The Cold War Quest to Protect Earth from Extraterrestrial Microbes”, Prof. Degroot spoke to a full room about how, while NASA prepared to send astronauts to the Moon in the 1960s, prominent scientists speculated that microbial life had evolved on the lunar surface. If brought to Earth, they had warned, lunar microorganisms could contaminate the biosphere and cause a plague rivalling the worst in human history. A network of American scientists, officials, and civil servants therefore developed a quarantine protocol that would isolate astronauts, spacecraft, and Moon rocks brought back to Earth.

Yet although NASA officials publicly assured policymakers and journalists that they would prevent the accidental release of lunar microorganisms, in private they prioritized probable risks to astronauts over unlikely – but potentially catastrophic – risks to Earth. As a result, the quarantine protocol developed by the American government was riddled with failures that largely went unnoticed by the public. Today the history of the protocol can reveal how and why large organizations may choose to exacerbate existential risks – and how those risks can be mitigated.

The talk inspired considerable discussion during the Q and A that followed, particularly around issues of risk and the conflict between the wish to push science forward without constraint, and scientists’ ethical obligation to take precautions against unintended and potentially deadly consequences.



PROF DEGROOT. PHOTO SOURCE: INTERNET



PROF KLEINBERG DELIVERS THE NUGENT LECTURE. PHOTO CREDIT: THE DEPARTMENT OF HISTORY

Our annual Nugent lecture is the signature intellectual event of the year. It is delivered by a distinguished historian who has helped reshape their field and whose scholarly preoccupations or historical practice have something to impart to us all. The Nugent lecture was made possible by a generous bequest from Bernice Nugent, a Queen’s History alumna (BAH 1938) who dedicated her estate to supporting talks and lectures in the department.

In the academic year 2023-2024, the Nugent lecture was presented on March 14, Professor **Ethan Kleinberg**, Class of 1958 Distinguished Professor of History and Letters at Wesleyan University in Middletown, Connecticut gave a well-attended lecture entitled “The Surge: Temporal Anarchy and the Pursuit of Dynamic History”. Prof. Kleinberg’s wide-ranging scholarly work spans the fields of history, philosophy, comparative literature and religion.

This lecture took up the concept of “temporal anarchy” as a counter to more conventional, orderly presentations of historicist time and in pursuit of a dynamic history. Prof. Kleinberg, who is Editor-in-Chief of the top journal in historical theory, *History and Theory* argued that the historicist understanding of time as uniform and homogeneous has suppressed alternative ways of understanding time, temporality, and access to the past resulting in pernicious political and cultural ends going from perspectivalism to parallelism to the current “post-truth” moment. His lecture presented a different understanding of the ways the past makes itself available in the present and a new mode of history to account for this understanding. He contended that the events of the past are both more temporally dynamic and forceful than most paradigms allow and as such require a mode of history attuned to this temporally anarchistic force.

Departmental Events

The 2023 Faculty Lecture was given by **Richard Greenfield** who spoke about one aspect of his work as a Byzantinist: "Working Magic in Byzantium: Coping with life at the intersection of medicine, science, and faith."

After a general introduction to the delights and difficulties of talking about magic in an academic context and a brief coverage of some relevant historiography, Greenfield summarised his own approach, situating the big, imagined categories of religion,

science, and magic on an unbroken spectrum of belief or behaviour where they represent shades of different, pluralistic, approaches in human efforts to cope with the world around them.

He then talked about the manuscript on which he is working as part of an international team and the subject of his lecture: Bononiensis 3632, a 950 page miscellany assembled, copied, and profusely illustrated in Constantinople by one Doctor Ioannes in the mid fifteenth century.

Greenfield noted the particular problems in working with the manuscript and described the contents, which includes a roughly equal mixture of well known medical and pharmacological texts with a similar collection of texts to do with a variety of forms of prognostication.

The second half of his lecture was filled with illustrations of the 'magical' elements of the volume demonstrating how these transgress the boundaries of traditional fields of academic discussion and cultural registers. Greenfield stressed that Dr. Ioannes's thought world is not to be classified as one of medicine, magic, religion, prognostication, or science, not even occult science, but rather something which participates in all these modern categories yet fits comfortably or exclusively into none of them. He concluded by arguing that Dr Ioannes and his handbook may teach us an important lesson about the dangers of taking material out of its original context and forming assumptions and critical judgements based on preconceived or ideologically imposed expectations.



PROF. GREENFIELD DELIVERS THE ANNUAL FACULTY LECTURE, PHOTO CREDIT: AMITAVA CHOWDHURY

GLOBAL HISTORY INITIATIVE HOLDS MAJOR INTERNATIONAL CONFERENCE AT QUEEN'S

By Professor Daniel Woolf, Professor Amitava Chowdhury and Heather Poussard

Professors Amitava Chowdhury and Daniel Woolf, assisted by doctoral candidate Heather Poussard, organized a landmark conference on Global History in October. Held under the aegis of Queen's Global History Initiative, The conference **Global History: Remapping Categories**



CONFERENCE ORGANIZERS (L TO R) HEATHER POUSSARD, AMITAVA CHOWDHURY, DANIEL WOOLF, PHOTO CREDIT: JOSH WEISENBERG-VINCENT

and Concepts convened at Queen's University in Kingston, Ontario, Canada for two full days of meetings on October 3 and 4. The conference was made possible by a generous grant from the Social Sciences and Humanities Research Council of Canada with further assistance received from the department's Nugent Bequest, the Faculty of Arts and Science Conference Funds, and a grant from the office of the Vice-Principal Research portfolio. Assisted by a team of PhD and undergraduate students, the conference marked the beginning of the formation of a global history hub to be led by the Queen's initiative.

The twelve invited speakers, 9 of whom traveled to Kingston and 3 of whom presented online via Zoom included (in alphabetical order): Sven Beckett (Harvard University); Maxine Berg (Universities of Warwick and Oxford); Dipesh Chakrabarty (University of Chicago); Jo Guldi (Emory University); Marnie Hughes-Warrington (University of South Australia); Stefan Link (Dartmouth College); David MacDonald (University of Guelph); Julia McClure (University of Glasgow); John R. McNeill (Georgetown University); Allan Megill (University of Virginia); Heather Streets Salter (Northeastern University); and Heidi Tworek (University of British Columbia). Full papers or summaries were pre-circulated, and audience members (both in person and online) attended the hour-long sessions, each of which

consisted of a summary of their paper by the speaker followed by questions and discussion.

The conference emerged from the organizers' conviction that global history, in light of recent historiographical developments and advances in related fields, urgently requires renewal and rethinking. This shift compels us to reconsider what can and cannot be known, as well as how—and by whom—it should be studied and written. Subjects included the relationship between global history, world history, and planetary history; the long history of the global environment as a subject for historical inquiry; coming trends in global indigenous history and indigenous reconciliation; the ethical implications of artificial intelligence and possibility of "machine-made" history; the place of the local within the global; the nature and influence of capitalism; the state as an agent in global history; the use of digital tools and large data sets to analyze issues such as land occupancy and ownership globally; and the current position of the field within history departments and academic journals.

The presentations and discussions have been recorded and will be available by the end of the year. It is hoped that the conference will lead both to publication of revised versions of the papers and to future meetings of this kind.



PARTICIPANTS OF THE GLOBAL HISTORY CONFERENCE, PHOTO CREDIT: JOSH WEISENBERG-VINCENT



Course Features

HISTORY 402: IN HEALTH AND SICKNESS: HOW PANDEMICS SHAPE THE WORLD

By Professor Aditi Sen

The Principal's Impact Course on the History of Pandemics was taught in Summer 2024, for the first time. Since 2017, I have taught a second-year lecture course on the Global History of Pandemics, and more than half of the students in that course have come from the Life Sciences disciplines. The Impact Course, in contrast, was designed exclusively for third- and fourth-year history students. The class provided students with

many unique opportunities to do multiple activities that would not be ordinarily possible due to many constraints, particularly, lack of financial resources during the regular term. The most important undertakings of the course included a plague medicine workshop organized by the Museum of Healthcare, a campus walking tour, and a day trip to Fulford Place in Brockville.

The main purpose of the plague medicine workshop was to

help students understand the fundamentals of Medieval medical practices and the Museum of Healthcare offered a great space for understanding the significance of humoral theory and different methods of diagnosing ailments. The students were provided with ingredients and weights to make medicine for different patients using medieval diagnostic tools. Further, it gave them an opportunity to engage with many primary sources from the seventeenth century and study astrological medicine as well. Even though plague was the focus of the workshop, the students also studied diseases such as typhus, spotted fever, and smallpox.

A big part of the class focuses on



PROF. SEN (2ND FROM LEFT) AND HISTORY 402 STUDENTS IN FRONT OF FULFORD PLACE, BROCKVILLE, ONTARIO.
PHOTO CREDIT: AMITAVA CHOWDHURY

Course Features

the medical marketplace and the ways in which pandemics change them. Study of patent medicine and medical ephemera helps students understand the evolution of medical advertising, and the field of alternative medicine. The field trip focused on visiting Fulford Place, the summer villa of Senator George Fulford who made a fortune selling a patent medicine called “Pink Pills for Pale People.” Many students said that this tour was the most enjoyable part of their course. The Fulford Place is a museum with exceptionally well-informed guides who gave the students a tour of the house and highlighted on the advertising techniques used by Fulford to sell his pills. This trip helped students make connections with the trade cards they studied at the Museum of Healthcare and comprehend the various laws around false advertising, and sale of opiates.

The Museum of Healthcare tailored their existing walking tour, called

“Sick City”, to match the course syllabus. A student described the tour as “something that changed my relationship with the campus. I did not know that the campus had witnessed so many epidemics.” The tour not only looked at the history of cholera and typhus in Kingston, but also tackled grim subjects including grave robbery, sexism in medical practice, and Queen’s discrimination and eventual ban on Black medical students in the early twentieth century. The walk helped students to understand the systemic racism and sexism that was a part of Queen’s past and the need to continue the fight against all forms of discrimination.

The course uses pandemics as a lens to open discussion on multiple ongoing issues such as healthcare and racism, vaccine hesitation, alternative medicine, and the nuances of social determinants of health. The funds from the Principal’s Impact Course made it possible for the students to

experience their classroom learning in so many different ways. A part of the fund was also used to develop an educational card game on the history of Malaria called “Humanity Against Malaria”, designed by Matthew Martin, a graduate student currently based in the department of Pathology and Molecular Medicine. The student had earlier taken my lecture course and developed a keen interest in the subject.

I hope that, in future years, some of the activities such as the campus walk might be done for larger groups; these kinds of activities also help independent organizations such as the Museum of Healthcare to grow and reach out to a wider audience. There are also many interdisciplinary student projects that can be developed if resources are available.

HISTORY 811: PROFESSIONAL DEVELOPMENT FOR HISTORIANS

By Professor Amitava Chowdhury

Professional Development for Historians is a unique, workshop-based course exclusively for Master’s students. Introduced several years ago, the course aims to equip students with essential skills for graduate school, conducting research projects, and gaining insight into professional opportunities post-graduation. Additionally, it fosters a sense of community by bringing together an entire cohort of MA students in one course, encouraging them to learn from and support one another.

After four previous iterations, the course is being offered again this year with several significant changes. For the 2024-25 academic year, HIST 811 is structured as a yearlong course, meeting periodically across two semesters. During the fall term, the course emphasizes academic skills crucial for graduate success, covering a range of topics: electronic workflow for historians (Amitava Chowdhury); note-taking strategies (Jenna Healey); conducting research (Scott Berthelette);

writing for historians (Nancy van Deusen); a hands-on workshop on artificial intelligence for historians (William Turkel, Western University); public humanities and public history (Daniel McNeil); and archival research (Heather Home).

In the winter term, students participate in curated panels and workshops led by professionals from fields relevant to history, including museums, media, publishing, career services (focusing on networking and interviewing), university administration, and government sectors. These sessions provide an overview of career paths and practical guidance for embarking on them.

While the MA program remains dedicated to advancing historical knowledge and skills within the discipline, HIST 811 broadens this perspective by familiarizing students with career opportunities both within and beyond academia.



Experiential Learning

BEYOND THE MUSEUM WALLS: HOW INTERNSHIPS AT MURNEY TOWER SHAPE FUTURES AND STRENGTHEN COMMUNITY

By Simge Erdogan-O'Connor, Murney Tower Museum Director

Located in the iconic Murney Tower—one of the nineteenth-century British fortifications in Kingston known as Martello Towers — Murney Tower Museum is many things. It is Kingston's oldest operating museum. Recognized as both a National Historic Site and a UNESCO World Heritage Site, it has been operated by the Kingston Historical Society since 1925 and attracts over 15,000 local

and international tourists each summer. Although small, seasonal, and operating with limited resources, the museum serves as an educational and community hub where residents, schools, youth, and adults come together to engage with Kingston's rich and diverse stories. Murney Tower Museum is also an essential space for professional development, providing undergraduate students with unique opportunities to develop skills in the heritage and

museum sectors, bringing their studies into practical application.

At Murney Tower Museum, one of our key priorities is to foster learning and strengthen our educational mission. A critical part of this work involves supporting professional development by offering youth hands-on experience in heritage, museum operations, administration, research, and community engagement. Through a partnership with the Department of History, we provide internship placements via HIST 212: Experiential Learning in Historical Practice that offer students a unique opportunity to gain practical skills and engage deeply with Kingston's history. Since 2021, we have hosted



HIST 212 INTERN ALISON MEI UNDERTAKING COLLECTION MANAGEMENT AND CARE WORK AT MURNEY TOWER MUSEM, OCTOBER 2021, PHOTO CREDIT: MURNEY TOWER MUSEUM

Experiential Learning



HIST 212 INTERN ALISON SMITH (RIGHT) WITH MUSEUM DIRECTOR SIMGE ERDOGAN-O'CONNOR (LEFT) AT MURNEY TOWER MUSEUM'S HALLOWEEN EVENT, OCTOBER 2022. PHOTO CREDIT: MURNEY TOWER MUSEUM.

nine undergraduate interns who brought a unique set of skills, experiences, and interests to the museum. All shared a passion for Kingston's history, expressing a desire to "explore more about the history and fortifications they pass by every day." This enthusiasm has been evident in their projects, allowing interns to make meaningful contributions to our museum.

Since 2021, our interns have accomplished remarkable work, from developing a new, modernized website to conducting archival research to expand our knowledge of Murney Tower's history. They have created new online and in-person educational programs, organized special events such as Easter and Halloween festivities and summer festivals, and led community initiatives such as March-break programs—all to deepen our community engagement and make our museum more welcoming and engaging for audiences. Thanks to their dedication, we've been able to achieve many objectives and complete important projects, ultimately reaching wider audiences and maintaining vibrant engagement with our community, even during the challenging times of COVID-19 and the museum's off-season.

Why does this matter? These internships create lasting impacts that benefit both the students and the museum. For interns, these placements offer an opportunity to gain hands-on experience, build resumés, and prepare for professional careers. They provide a behind-the-scenes look at museum operations, allowing students to apply their academic knowledge, develop critical thinking skills, and work

independently—skills essential in both academic and professional settings. For the museum, the benefits are invaluable. Thanks to our interns, we have been able to keep our doors open in fall and winter, offer special tours by appointment, engage in classroom visits, and hold special events, making the museum accessible and relevant year-round. The interns' contributions have helped us create a new institutional identity and expand our educational offerings—accomplishments that wouldn't have been possible without their hard work.

Reflecting on our partnership with HIST 212 over the past four years, I am deeply grateful for the passion, enthusiasm, and commitment our interns have brought to Murney Tower Museum. I have cherished the time spent with each student, getting to know them and contributing to their professional and personal development. I would like to extend my heartfelt thanks to my past and present interns—Chloe Fine (Winter 2021), Allison Mei (Fall 2021), Cassandra Giarrusso (Winter 2022), Allison Telfer (Fall 2022), George Hocking (Fall 2023), Michelle Zhao (Fall 2023), Eva Sheahan (Winter 2024), Alexa Williams (Winter 2024), and Alison Smith (Fall 2024)—for their positivity, enthusiasm, and dedication to making our museum a more welcoming and community-centred space.



HIST 212 INTERNS MICHELLE ZHAO (L) AND GEORGE HOCKING (R) AT MURNEY TOWER MUSEUM'S HOLIDAY EVENT, DECEMBER 2023, PHOTO CREDIT: MURNEY TOWER MUSEUM.

Experiential Learning

EXPERIENTIAL LEARNING AT QUEEN'S UNIVERSITY ARCHIVES

By Alison Mei, History Undergraduate Student and HIST 502 Intern

In the summer going into my final year at Queen's, I decided to apply to the HIST 502 Archives Internship offered within the History department through Queen's University Archives. Having previously done the HIST 212 course in my second year, I was excited about what another experiential learning opportunity could provide for me and my future goals, especially within an archival setting. Even with my excitement, it exceeded my expectations. This course allowed me to get up close and personal with an archival fonds, specifically the diaries of Irene Dixon Bamford, a woman who lived on Wolfe Island during the 19th and 20th centuries. In helping to scan, transcribe, and upload about 25 of Irene's diaries over the course of the semester, I learned the ins and outs of archival work, including using a book2net machine to help digitize diary pages, and using the transcription website FromThePage to transcribe the contents online for public viewing.

I also learned more about what life was like for women in Wolfe Island during this time, a topic that is seriously underdeveloped. From reading about her children, the daily chores required from her, and even the role women played in holistic medicine, lots of information

regarding every-day life for Wolfe Islanders could be understood. By the end of my internship, I felt that I truly knew Irene through her various diary entries.

With each diary containing around 100-200 pages within them, I was lucky to be working within a team of other HIST 502 interns, including Patricia Roussel, and supervisor, Deidre Bryden, the University Archivist here at Queen's. These connections, as well as the work I completed, helped solidify my intent to pursue post-secondary studies in archival and information management, something I never would have seriously considered without this internship.

To many history undergraduates the archives may seem like an intimidating and prestigious place, reserved only for graduates or historians, but as I have learned, this belief could not be further from the truth. There is so much rich, personal, and useful content at Queen's Archives that I think is severely underused, both by history undergraduates and undergraduates at large. With digitization projects and processes underway, many through the HIST 502 and 501 courses, there are many opportunities for students to get involved and access this content, something I would highly recommend to any undergraduate. So, the next time you have a big research paper assigned, do not just consult Omni or Stauffer; get some primary sources from the archives themselves and learn all about the historical material surrounding Kingston and Frontenac for yourself!



HISTORY 502 INTERN ALISON MEI IN THE ARCHIVES, PHOTO CREDIT: ALISON MEI.

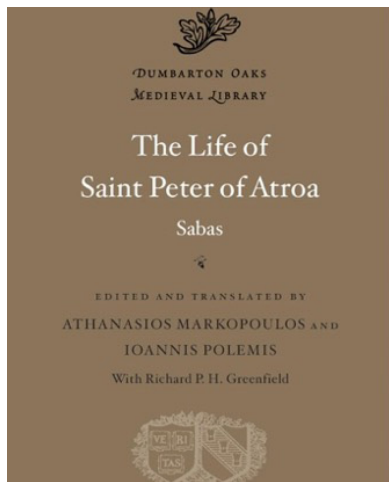


A PORTION OF THE QUEEN'S UNIVERSITY ARCHIVES, PHOTO CREDIT: ALISON MEI.

Publications and Research Awards

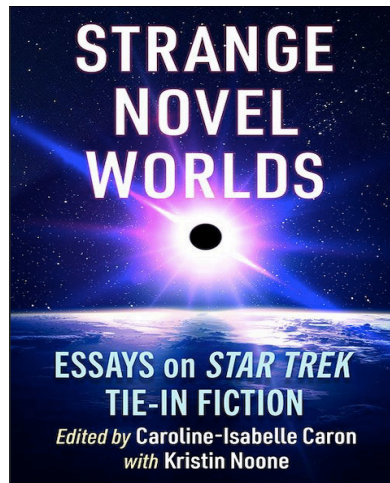
Prof. **Donald Akenson** received the 2024 Albert B. Corey Prize for his book *The Americanization of the Apocalypse: Creating America's Own Bible* (Oxford University Press, 2023). This biennial prize is jointly sponsored by the American Historical Association (AHA) and Canadian Historical Association (CHA) and awarded to the best book on the history of Canadian-American relations.

Prof. **Richard Greenfield** collaborated with two Greek historians, Athanasios Markopoulos and Ioannis Polemis, to publish an edition of *The Life of Saint Peter of Atroa*, a Byzantine monastic leader of the early ninth century, with Harvard University Press.

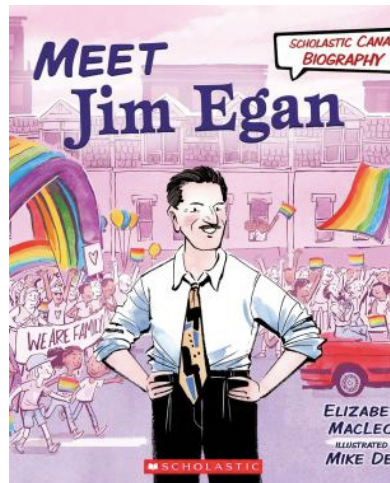


Prof. **Caroline-Isabelle Caron** recently published a new book with Kristin Noone, *Strange Novel Worlds: Essays on Star Trek Tie-In Fiction* (McFarland). The essays primarily focus on tie-in books published from 1990 to 2022, and each author discusses the plot and context of separate novels while simultaneously exploring major

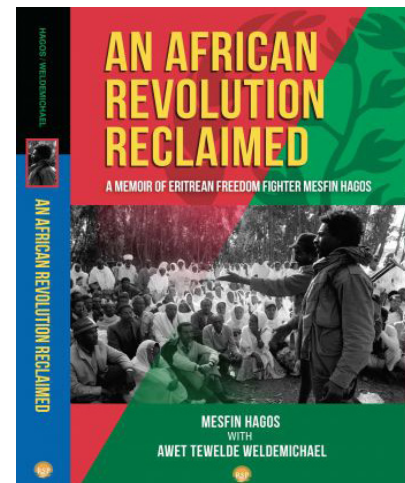
themes such as canon vs. fanfiction and merits of the genre.



Prof. **Steven Maynard** consulted on new Scholastic Canada book to teach children about Jim Egan, an early Canadian gay activist. Dr. Maynard previously consulted on the *Historica Canada Heritage Minute* about Jim Egan. The book, *Meet Jim Egan*, written by Elizabeth MacLeod and illustrated by Mike Deas, is part of the Scholastic Canadian Biography series and introduces children to Egan's advocacy work.



Prof. **Awet Weldemichael** collaborated with former Defense Minister of Eritrea, Mefsin Hagos, on the new memoir *An African Revolution Reclaimed: a Memoir of Eritrean Freedom Fighter Mefsin Hagos*. The memoir describes Hagos's experience in the Eritrean nationalist movement and provides invaluable insights into both the history and governance of the region and its future.

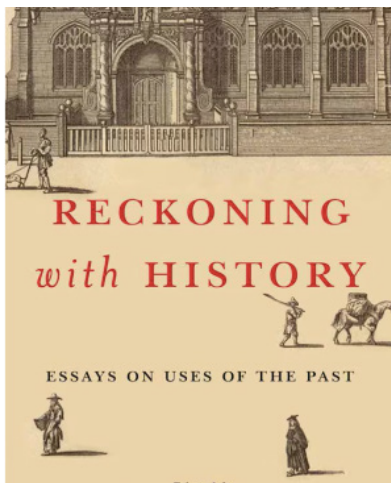


Prof. **Daniel McNeil** has been awarded the Faculty of Arts and Science's Black Excellence in Mentorship Award. The Black Excellence in Mentorship Awards are designed to acknowledge and reward exceptional examples of peer-to-peer mentorship who contribute to an inclusive and supportive research environment at Queen's University. He was also listed as one of the "Top 75 Canadian Immigrants" by the 2024 Canadian Immigrant Awards.

Prof. **Nancy van Deusen** has won the Antonine Tibesar Prize (Conference on Latin American History) for her article, "Why Indigenous Slavery Continued in

Spanish America after the New Laws of 1542," *The Americas*, 80:3 (July 2023), 395-432. The article explains the conditions, rationales, legal channels, and procedures used by vassals and local and imperial authorities to authorize the enslavement of targeted Indigenous peoples in Spanish conquered territories during the mid-sixteenth-century; it contests a prevailing idea that Spain's New Laws suppressed indigenous slavery.

Prof. **Daniel Woolf** was honoured by the publication in September 2024 of a "festschrift" (an academic festschrift is a book of essays paying tribute to the work of a senior scholar). *Reckoning with History: Essays on Uses of the Past* (McGill-Queen's University Press) contained chapters by several former students and collaborators and was organized and co-edited by two of Daniel's former students, Krista Kesselring (PhD Queen's; Professor of History at Dalhousie University) and Matthew Neufeld (Associate Professor of History, University of Saskatchewan).



Finally, on a bittersweet note, the Department said farewell to Professors **Jeffrey Collins** and **Ana Siljak**, who departed for positions at the University of Florida. Jeff, whose speciality is early modern English history, with a focus on

the history of political thought, has taken up the post of Professor of Humanities and Director of Graduate Studies at the University's Hamilton Center; Ana, a historian of Russian philosophy and intellectual history, is an Associate Professor in the Hamilton Center. While both are gone, they are not forgotten

by their Queen's colleagues and their many former students of the past two decades; and they are maintaining a connection with the department through continuing participation in the supervision of their doctoral students still in mid-degree.



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Congratulations to Professor Aditi Sen and Professor Jenna Healey, joint winners of the 2023-2024 Award for Excellence in Teaching, and Rebecca Smith, winner of the Teaching Fellow Award for Excellence in Teaching!

Of Prof. **Aditi Sen** the award committee wrote the following in its citation:

This instructor's goals for teaching are to create a safe and inclusive environment and to learn and adjust teaching techniques to meet the diverse needs of students. Based on student comments, these efforts are evident in [her] courses. One student wrote that [Aditi] "teaches with great humility and knowledge, and not only professes, but continuously demonstrates [her] readiness to help students improve their writing, research,

and argumentation." In addition to traditional assignments like essays and exams, this instructor is mindful about allowing students to work on creative projects. One student wrote "the creative assignments were a breath of fresh air from regular papers, never stop assigning creative projects!!!!" The high quality of these assignments have been recognized by the department and one excellently researched board game is being developed under the Principal's Impact course.

As an instructor who teaches many first year students, [Prof. Sen's] clear lectures and expectations are widely appreciated. One student wrote that "I really enjoyed [her] lectures as [her] slides were well organized and easy to take notes with. As a first year, this was super helpful." Another said "I really liked

this course and the instructor. I actually try to take at least one course by this instructor every year as I've always enjoyed them since first year," and noted that clear lectures and assignment expectations were extremely useful for time management.

Despite teaching large lecture courses [Prof. Sen] is able to create a safe and inclusive classroom that prioritizes the mental health of students, even when dealing with sometimes heavy topics in the course content. Students commented that the classroom felt like "an oasis" and "a clinic where they could heal and recuperate." [Aditi Sen] is described as "friendly," "approachable," "funny," and a "joy to learn from." One of the students who nominated this instructor wrote that "I think [she] deserve[s] this award because [she] really



FROM LEFT TO RIGHT: ADITI SEN, JENNA HEALEY AND REBECCA SMITH. PHOTO CREDIT: CATHY DICKSON

cares about [her] students”.

This instructor’s excellence in empowering students, encouraging them to engage with course content in creative ways, her ability to create a safe place that prioritizes mental health even in large lectures, and her clear care for their students were why the committee was happy to award the 2022-2023 Faculty Teaching Award to Aditi Sen.

Of Prof. **Jenna Healey** the award committee wrote the following in its citation:

Returning to the classroom after the pandemic, this instructor really reflected on the needs of students and the best way to run a seminar. After noticing weeks with heavy reading loads yielded the poorest discussions and speaking to students about the high levels of anxiety and lack of experience in seminars after losing two years of in-person learning, [Prof. Healey] took a risk in reducing the amount of reading with the expectation of more engagement with the texts assigned – which is exactly what happened, to the benefit of the instructor and the students. Students wrote that “this has been the most manageable level of readings I’ve ever had in a course. We were able to get really into the material and discuss it thoroughly.” Another wrote that “Having 2 readings per week was perfect for discussions. I did not feel rushed to discuss my thoughts nor did it feel like we were dragging out the readings.”

[Prof. Healey’s] investment in their teaching was also evident to as students described her as “a wonderfully understanding and engaging teacher,” and “always friendly and approachable.” Students recognized the safe and inclusive learning environment, commenting that “In our class discussions no idea was a bad idea, even if someone had

said something particularly misinformed, [Prof. Healey] made sure that that person’s ideas were still given credence, or [she] would go about correcting them in a polite manner, so as not to put them down or make them afraid to speak up in future discussions.”

One student wrote that they “find [this instructor] so brilliant, and [her] passion for this area of history has a rippling effect on her students.” This ripple effect clearly extended beyond the classroom, as another student wrote that “it was [Prof. Healey’s] demeanor that enabled students to be able to discuss topics and engage in both seminar and general discussions in our half-way class break.”

In a student evaluation one student wrote: “As a future educator, I look to professionals like [Prof. Healey] for the type of teacher I aspire to be.”

Based on her self-reflexive and flexible teaching, her ability to create and lead an inclusive and engaging seminar, and her genuine care for their students and their needs, the committee was happy to award the 2022-2023 Faculty Teaching Award to Jenna Healey.

Of doctoral candidate **Rebecca Smith** the committee wrote:

The award committee was blown away with the quantity and quality of student nominations for Teaching Fellow Rebecca Smith. Students wrote that this instructor was “one of the most respectful and caring instructors I have ever had the privilege of learning from,” and that “there has not been another instructor that has been so attentive to the needs of their students.” More than one student commented that this was the best course they had ever taken. One wrote that “Speaking with my peers in the course we were all sad when the semester and course ended because we looked forward to this

seminar every week.”

[Rebecca] sees “supporting my students’ academic and professional development to be central to my role,” and it was clear [she] inspired students within and beyond the classroom. Students wrote that “we all felt extremely inspired by [their] course” and that Rebecca’s course “had a profound impact upon my university experience.” One student said of this instructor that [Rebecca] “inspired me beyond this course as well. [She] fostered a passion for the subject and for research within me that has caused me to reconsider my long term goals. Because of [her] I am considering pursuing graduate work to continue the research that I began in [her] course.” Another commented that [Rebecca] “made it [a] priority to choose readings that were not only relevant to the content but also forced us as students to develop our academic skills. By using a range of primary, secondary, and material sources [she] made us become proficient and confident in analyzing any form of reference work. This is a skill that is transferable academically and professionally. As I prepare to graduate I am grateful for the opportunity to develop such a critical skill.”

The sentiments of the student nominations can be summed up in this comment from one of the students: “I genuinely feel sorry for anyone who hasn’t had the opportunity to take a course with [this instructor].”

The committee wrote that in light of this instructor’s ability to provide clear expectations and feedback, and to create a safe and engaging seminar environment, combined with her passion for supporting her students and inspiring them within and beyond the classroom, its members were happy to award Rebecca Smith the 2022-2023 Teaching Fellow Award.

AN INTERVIEW WITH DR. CATHLEEN CLARK

Dr. Cathleen Clark is Buchanan Postdoctoral Fellow in the Department of History. She holds her PhD from the University of Toronto.

Chronicles: Welcome to Queen's--though I understand you are no stranger to our campus or Kingston. Tell us about the postsecondary path that brought you here from, I believe, a farm north of Barrie, Ontario?

CC: Yes, that's correct. I always wanted to go to a small, undergraduate-focused university. That led me to Trent University, which I loved. I was in the Trent-Queen's Concurrent Education program—I don't think it exists anymore—so that is how I ended up at Queen's for teachers college. After my BEd, I stayed in Kingston to do my MA in History and then completed my PhD at the University of Toronto. Looking back, I'm glad I got to experience both big and small universities. And it's nice to be back at Queen's again!

Chronicles: You have a strong interest in Canadian indigenous history but are not yourself indigenous--what got you interested in this topic?

CC: I was an undergraduate student when Canada's Truth and Reconciliation Commission was underway. As a first-year student, I took an Intro to Indigenous Studies course that left a big impression on me; I ended up doing a History major and an Indigenous Studies minor. The conversation about reconciliation has evolved so much since then. And so has my thinking about what it means to be a white settler scholar working on Indigenous history. But the TRC's idea that education—and a deeper understanding of history—could be a force for positive change and accountability was a formative influence on my early academic training.

Chronicles: You are doing your subject not simply with a view to Canada but also transnationally. Why is that important?

CC: My current book project looks at Indigenous activism in and outside of Canada's national borders during the mid-1960s to early 1980s. I am interested in how Indigenous political work across different scales—locally, regionally, nationally, and in cross-border and international contexts—interacted together. A lot of activism in this period questioned the validity of settler borders over Indigenous territories. But at the same time, First Nations and activists experienced a significant amount of state interference. A transnational framework lets me tease out these dynamics.



BUCHANAN POSTDOCTORAL FELLOW DR. CATHLEEN CLARK, PHOTO CREDIT: CATHLEEN CLARK

Chronicles: What projects will you be working on while you are here and with which faculty members?

CC: I am excited to work with Dr. Karen Dubinsky during my postdoctoral fellowship. I've got a few projects underway. I am revising my doctoral dissertation into a book. I am also researching a new project on postwar Indigenous education. It looks at government efforts to 'integrate' Indigenous children into provincial public schools. The Department of Indian Affairs framed this as a progressive shift away from racially-segregated Indian residential schools, but, in practice, it was still assimilative in intent. And it ignored First Nations' calls for control over their own schools.

Chronicles: You'll be doing some teaching next term--what's the course, and how do you plan to approach it?

CC: I will be teaching a course called HIST 279: 20th-Century Canada. I am taking a thematic approach to the period by focusing on social and political movements. We'll learn about the broader historical



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contexts of those movements, how they were experienced and received by people at the time, and how their legacies have shaped modern Canada.

Chronicles: How has your training in Education influenced your approach to writing and teaching history?

CC: I didn't plan it this way, but my BEd degree has been a great asset to teaching at the university level. It gave me confidence early on because I already had classroom experience and knew that I enjoyed working with students. I also had a foundation in things like course design and differentiated instruction strategies, which was quite helpful. But I think it has also made me reflect on my teaching practice quite a lot. I like talking to other instructors about what they do and why and talking to students about their learning experiences.

Chronicles: Tell us about your dog and any hobbies you have.

CC: I have a Wire Fox Terrier named Winnie. We got her as a puppy when I was in the trenches of trying to wrap up my dissertation. Which was a bit crazy! She is still quite chaotic but we love her and she keeps us active. I like activities that take my mind away from work—I bake for friends and family, read fiction books, and work out at the gym.

Chronicles: Have you any advice for our current graduate students on the transition from PhD to postdoctoral fellow?

CC: Just like the PhD, the postdoc stage is challenging. There is pressure to accomplish a lot in a short amount of time, the job market is competitive, and it's tricky navigating a new institution

when you aren't part of a large grad cohort. I think continuing to nurture whatever healthy habits got you through the PhD is key. And so is surrounding yourself with positive people who support your success—and who you can support in turn. I participate in a weekly online writing group with former PhD colleagues and some new postdoc and early-career academic friends. We're all based at different institutions but come together to dedicate a few hours to writing and we also bounce around teaching ideas, share resources, and workshop grant proposals and job applications. It's been really helpful. I would also say, don't be shy about asking people out to coffee to talk about their experiences navigating dissertation-to-book, publishing, and early-career academia. In my experience, people are usually happy to chat and you learn a lot from those conversations.

AN INTERVIEW WITH DR. BRYNA CAMERON-STEINKE

Dr. Bryna Cameron-Steinke is Marjorie McLean Oliver Postdoctoral Fellow in the Department of History. She holds her PhD from Georgetown University in Washington, DC.

Chronicles: Welcome to Kingston--though you weren't a student in our department, you have Queen's connections I believe. Tell us about your academic career so far.

BC-S: Both my parents and my brother are very proud Queen's alums – in fact I was born in Kingston while my parents were grad students – so it's been great to have a chance to join the department at Queen's myself! My academic career began at McGill, where I did a double degree in History and Biology. I then did my MA at the Centre for Medieval Studies at the University of Toronto, before starting my PhD at Georgetown, in Washington, DC, where I worked with Timothy Newfield.

Chronicles: From our conversation I gather you are functionally bilingual in French and English despite a childhood in Texas and Toronto. How did that come about?



DR. BRYNA CAMERON-STEINKE, PHOTO CREDIT: BRYNA CAMERON-STEINKE

BC-S: I initially learned French at an international school in Dallas, Texas. When my family moved back to Canada when I was eight years old, my parents were able to enroll me in the French-language schoolboard (now the Conseil scolaire Viamonde), which had just opened a new school in Toronto and was in need of students, allowing it to bend the rules for a French-speaking child of English-speaking parents. I was fortunate to be surrounded by native French speakers during my formative years, and I've been determined to maintain my language skills ever since.

Chronicles: Your research is about early medieval Brittany and uses a really interesting mix of textual and archaeological sources. What is the topic and how did you come to it?

BC-S: My interest in interdisciplinary environmental history began in undergrad, when I split my time between writing history essays and completing biology lab assignments. My research looks for medieval landscapes in natural and textual archives, combining evidence from pollen fossilized in bogs and lake sediments, charcoal fragments preserved on archaeological sites, and various early medieval textual accounts. For my dissertation, I felt that Brittany presented an excellent candidate for a regional case study with an interdisciplinary approach, as a region with a fascinating and somewhat mysterious early medieval history (in which the Bretons, Franks and Vikings, for instance, all played a role), a robust collection of early medieval charters and hagiographies and an expanding number of studies emerging from archaeology and

the natural sciences.

Chronicles: What do you hope to achieve while you are at Queen's and with which faculty members will you collaborate?

BC-S: While at Queen's, I hope to adapt my dissertation into a monograph. I'm also keen to continue collaborating with other scholars, both at Queen's and elsewhere. At Queen's I'll be working most closely with Professor Richard Greenfield. I also hope to expand my network of interdisciplinary colleagues at other institutions and to work on multi-authored publications involving historians, archaeologists, and paleoscientists.

Chronicles: What will you be teaching next term--and how do you plan to approach the course?

BC-S: Next term I'm teaching a seminar course on medieval environmental history. I plan to introduce students to the main subdisciplines within environmental history, including disease, climate and landscape history. Like my own research, the course will be interdisciplinary, so, for example, students will learn about climate history from medieval chronicles, tree rings and ice cores, and disease history from plague treatises and ancient DNA. I'm keen to expand students' understanding of how we do history, and I really hope the course will include something of interest for everyone!

Chronicles: I gather that, like our other new postdoc Dr Cathleen Clark (see article elsewhere in this issue), you have a dog--in fact a puppy. Tell us about him. Do you have other hobbies?

BC-S: I have now a 5-month-old silken windhound named Minnow. He's adorable and sweet and he loves sprinting around chasing balls, sticks and, of course, squirrels. He's the first dog I've owned as an adult, and I'm loving it -- although I'm also counting down the days until he stops trying to use my hands as chew toys. When I'm not wrangling a teething puppy, I enjoy running, hiking, or cross-country skiing. I'm not particularly fast or competitive, but I love getting outside and enjoying nature.

Chronicles: As a very recent PhD graduate, have you any advice for our current MA students pondering a PhD?

BC-S: I think it's really important to find a good support system. I was really lucky to have an excellent advisor, a supportive committee and a great group of fellow grad students to vent to and share ideas with. PhDs are largely self-directed, but it's important not to isolate yourself. I certainly wouldn't have been able to complete mine without the help, particularly from Georgetown's community of environmental historians. As you're thinking about where to start a PhD, reach out to current grad students at the institutions you're interested in to make sure that you find the right advisor and department.



AN UPDATE FROM THE DEPARTMENT OF HISTORY'S EQUITY, DIVERSITY, INCLUSION AND INDIGENEITY (EDII COMMITTEE)

By Professors Scott Berthelette and Steven Maynard

Since its inception during the COVID-19 pandemic our department's EDII Committee (members of which are Rebecca Manley, Scott Berthelette, Laila Haidarali, Steven Maynard, Heather Poussard, Alex Geris, and Mariana Garic) has striven to promote an inclusive scholarly community guided by principles of anti-racism, decolonization, and collaboration. We have carried out our mandate in two principal ways. First, by showcasing and celebrating exceptional undergraduate student work on our website and on our department's social media pages for various EDII themes including Women's History Month, Black History Month, and International Holocaust Remembrance Day. Our history students' work has also been recognized by the Equity, Diversity, Inclusion, and Indigeneity Department of History Prize, which is awarded annually around convocation to undergraduate students for the two best essays or projects devoted to the histories of equity-deserving groups. We have plans for an upcoming Undergraduate Student Research Showcase in April of 2025 where we hope to highlight student work on themes as diverse

as Indigenous History, Black History, Women's History, LGBTQ+ History, Disability History, Jewish History, and Islamic History.

Second, we have striven to organize workshops and speaker series highlighting EDII-related research topics. For example, in January 2024, the Department of History's EDII Committee hosted a Wellness Seminar titled "Navigating Grad School with a Disability." A panel discussion with three graduate students from the department spoke about their experiences navigating graduate school with disability and chronic illness. We hope that this important conversation will help to contribute to a more inclusive environment in our department. In February 2024, the EDII Committee organized an online event for Black History Month titled "Thinking History: A Conversation with Robert A. Hill on History and the Black Radical Tradition," which was introduced by Laila Haidarali and facilitated by Daniel McNeil and David Austin. In March 2024, the EDII Committee helped to organize a very successful event for International Women's Day with invited speaker Molly Ladd-Taylor from York University who gave a talk titled "The Sexual Revolution and the Forever Child: Sterilization and Intellectual Disability in the 1970s" for our Department's Seminar Series. Expect more exciting events from the Department of History's EDII Committee in the future!

THE DEPARTMENT OF HISTORY'S LONGEST SERVING MEMBER LOOKS BACK: AN INTERVIEW WITH DONALD AKENSON

Chronicles sat down with Prof. Donald Akenson, Douglas Professor of Canadian and Commonwealth History and A.C. Hamilton Distinguished University Professor, who has been a member of the History Department for over half a century, to talk about his most recent award, and much else. A longer version of this interview can be found online.

Chronicles: First of all, congratulations on your latest honour, the Corey Prize. I think the name must ring a bell with many of our readers.

DHA: Right—Mackintosh-Corry Hall. Albert B. Corey was a distinguished American diplomatic historian, but no relation to J. A. Corry (different spelling), a Queen's principal commemorated in Mackintosh-Corry Hall. The prize actually has nothing directly to do with Queen's but it is a nice sidebar. The prize was endowed in honour of Corey's scholarship and has been awarded since 1967. Actually, it's a bit unusual. Most history awards are given annually and are awarded by specialized societies or for a fairly narrow range of



PROFESSOR DONALD AKENSON, PHOTO SOURCE: DONALD AKENSON

topics. The Corey is given every two years jointly by two national societies: the Canadian Historical Association and the American Historical Association. It began as a diplomatic history prize and then moved to being for the best book on the history of both countries.

Chronicles: Please tell our readers about the book that won the Corey prize.

DHA: *The Americanization of the Apocalypse. Creating America's Own Bible* deals with one of the main conduits for the creation of present-day White Christian Nationalism in the US. Its main argument is that the template was set well before World War I. A main point is that the ideo-religious core of the WCN belief system did not arise spontaneously in the USA. Rather, it was the product of a very tightly documented theology that was created in early nineteenth-century Ireland and then passed through Canada. The Canadian stage—mostly in Ontario—was crucial for the belief system's moving into American populist fundamentalism. Its embodiment was the go-to Bible of 20th century American evangelicals, the Scofield Reference Bible, which effectively rewrote the Christian scriptures, while pretending merely to comment on them.

Chronicles: No disrespect, but that sounds a bit depressing—a long path to a pathological result!

DHA: You're right—a dozen years, on a topic that, despite its fascinating moments, is indeed a bit dispiriting. I think most historical research and writing is fun; Yet, university historians also have a duty to help our society understand some of our collective problems and maybe move forward. I don't mean that we should be academic know-alls, but the full range of historical specialties and skills is really useful to our general society. It's pretty basic, isn't it, that most people when they look around, would like to know how, in heaven's name we got here?—wherever here is!

Chronicles: I completely agree with you. On a wide front, we can help engrave the reflexes of acquiring accurate information and thinking rationally about societal issues. Still, that's pretty general.

DHA: Point accepted, but even so, we should be alert to the specific and practical when it comes along. An instance that I fell into: Way back in the day, the history of primary and secondary education in Ireland was pretty empty—aside from pious saints-and-scholars stuff. I wrote three books that covered the 19th and first half of the twentieth century and basically they showed how the Irish school systems had become machines of sectarianism. The volume on Northern Ireland was entitled *Education and Enmity* (1973) and its last chapter was "What Other Hope?" and it did

what historians don't often do, outlined a practical program. It was for integrated schools that potentially could reduce the sectarian split in Ulster. There were good people on the ground already thinking about this—a couple of admirable parents groups, and some of the teachers-in-training at Stranmillis College in Belfast. A group at Stran' was taken with the ideas as presented in my book and, though it took a while, in 1981 they were able to open the first integrated school in Northern Ireland. Today there are 72 schools with carefully planned curricula and social supports so that Catholic and Protestant children learn about each other's culture and respect it.

Chronicles: You have been by any metric by far the most prolific member of the Queen's history department over the decades, and your work has won a stunning number of honours and awards. What's the secret to your productivity?

"I love learning new things, and history is one of the few academic trades where you can move to new and intriguing puzzles without big grants or engaging in border wars."

DHA: It's dead simple. I love learning new things, and history is one of the few academic trades where you can move to new and intriguing puzzles without big grants or engaging in border wars with one's colleagues. If you really love the coal-face work—and I do—the big trick is to avoid imitating the American Model as it holds in most top-line departments. There the paradigm is: one book to be hired, second book for tenure and an associate professorship, the third for full professor, and then spend the rest of your career banging on about what books 2 and 3 were all about. In other words, they stay in lane. One of the joys of Canadian academia is that if one keeps fairly quiet and is competent, you can work away, learn new things, have some fun, and get a lot done.

Chronicles: Have some fun. Hmm. You have written some books of fiction. Which one do you think would be the most fun for historians to read?

DHA: My guess of what they would most like is also my own favourite. It's a two-volume collection of short-short stories (two or three pages at most) that history folks will get. The title is *An Irish History of Civilization*,



which is very straight-faced and potentially daunting—until you get to the first page. As you know, I'm a great fan of Global History as it has emerged in the last three decades. In that context, this collection should be taken as a letter from a loyal safety officer. Yes, let's keep working on the morphology of global patterns. At the same time we can be aware of the possibility that, like cell biologists in the physical realm working on individual cells, we potentially have, in the deep history of each individual culture, the basic structures and processes of all human history.

Chronicles: Going back to conventional history, you have written well-received books on Canadian history, and books about New Zealand, the island of Montserrat, and various comparative volumes that feature Sweden, South Africa, and, of course, the USA. How did you come to have such eclectic interests?

DHA: By two pieces of good fortune. The first is that I was never fully trained as an historian. As an undergraduate at Yale, I did a good first-class degree in economics, with all the technical skills, but never took a history course. Then I went to Harvard for a master's degree in education and there I became really curious about how educational systems really work. So, I did a self-designed joint Ph.D. with the history department and the education people, the kind of high-risk thing one wouldn't dare do today. The second piece of good fortune was to be mentored at Harvard by John Kelleher, the godfather of Irish studies in the US. He was fascinated by what I was discovering about the Irish system of popular education, and I was equally taken with his perspective on Irish history writ large. Now, a great thing about Irish history is that the Irish exported proportionately more people than did any of the other European countries in the nineteenth and

early twentieth century. If one follows their paths, one soon learns a great deal from this diaspora not only about Ireland, but about their host countries. And, because their migration was so large, Irish migration serves as a big-data and convenient comparator for other major migrating groups.

Chronicles: Aside from your own research and teaching, you also had a long spell as the senior editor of McGill-Queen's University Press. Any thoughts on that experience?

"One of the joys of Canadian academia is that if one keeps fairly quiet and is competent, you can work away, learn new things, have some fun and get a lot done."

DHA: That was my general service: we all do something. It was an opportunity for me to pass on some of the good luck I've had in the academic profession over the years. For thirty years I ran the Queen's end of MQUP, a half time job, year-round, but hardly a chore. Scholarly publishing is a fascinating industry (and a sometimes-charity); and, further, one gets a look at some front-edge scholarship in the humanities and social sciences, at least those sectors that write books. Of course I tried to help good ideas to be turned into good books. But, also, once I had a reasonable experience base, I did a lot of consulting with Queen's faculty who wanted to know more about where their books might fit into the publishing game, or faculty who had contracts elsewhere but wanted to know

if they were getting a fair deal. Things like that. That said, I think the long-run impact I had was in pushing (gently, but pushing) the history field in directions that at the time were being under-studied in the Canadian scholarly world. For example, in the 1980s, despite the talk of the time about the Canadian Mosaic and early-stage work on multiculturalism, there wasn't much decent work being done on ethnicity, except at the University of Toronto. So, in 1988, at MQUP we set up McGill-Queen's Studies in Ethnic History. I did the godfathering for the first twenty-five volumes and then passed it on to Professor John Zucchi of the history department at McGill. And in 1997, I took over for the late George Rawlyk—a much under-appreciated cultural historian—McGill-Queen's Studies in the History of Religion. Series two, which I continue to edit, has published 100 first-rate monographs so far. It's international in its authors and its subjects, but with a strong Canadian component. (Here I must emphasize that our colleagues at McGill have been terrific as partners in this endeavour.) I feel strongly that this is a good place to put in effort. At present, it appears to me that the historical profession in Canada is generally afraid of dealing deeply with two subjects: one of these is military history, broadly defined, and the other is the history of religions. Heaven knows why: I suspect it is for fear of being labelled as selling religious faith or as enjoying the prospect of war. We need sensible, rigorous scholarship on both these matters, for they seem today to be, and definitely in the well-documented past to have been, among the strongest and least controllable forces in shaping our world.

Chronicles: You've supervised a number of Ph.D. students over the years. What are some of them doing these days?

DHA: Two come immediately to

mind because, as authors of two separate books, they shared this year's Chalmers Prize for the best book on the history of Ontario. To be clear, although they have the same last name and have Queen's Ph.D.s, that's pure coincidence. Catherine A. Wilson (FRSC) published *Being Neighbours*, a groundbreaking, deeply data driven study of the patterns and punishments of nineteenth and early twentieth century cooperative behaviour in tough rural environments. Cathy has done foundational books on the early stages of New World land settlement. An indication of her significance as a scholar is that the Francis and Ruth Redelmeier Chair of Rural History was founded for her at Guelph University. David A. Wilson's (FRSC) recent prize book is *Canadian Spy Story*, a fascinating examination of the duel in North America between Irish revolutionaries and the secret police. It's a nineteenth-century narrative with contrails that run into our own time. To be clear, David did most of his Ph.D. work with George Rawlyk, and I only had to encourage him to keep on with the Irish aspect. He has won several major scholarly awards and is Professor of Celtic Studies at the University of Toronto. Now, to me, the most important aspect of these two Wilsons' careers is not only have they published several distinguished works, but each of them has done something that real scholars should do: pass on their good luck to others. Thus, Cathy has created the Rural Diary Archive. It gathers together

transcriptions of hundreds of rural diaries from the nineteenth through mid-twentieth centuries and thus provides a massive number of micro-datum points on specific aspects of rural life. And it is open to all electronically. In a parallel fashion, David, who serves as General Editor of the *Dictionary of Canadian Biography*, is doing a major general service in keeping the *DCB* in place as one of the leading national dictionaries, and—crucially—has miraculously kept it as a free site, easily accessible by the general public. Both of these scholars are not merely smart and hardworking, but realize that they have had some good fortune on the way and are sharing it with others.

Chronicles: Finally, Don, three very quick questions. First, What is your favourite football team?

DHA: West Ham United.

Chronicles: Second, your favourite Irish musician?

DHA: Van Morrison.

Chronicles: And, third, when will Ireland be re-united?

DHA: Not nearly as quickly as the front-running optimists think. Within thirty years: we need to have a new generation in place.

A HISTORIAN'S PAST

By Robert Malcolmson

It may be hard for a young historian to get a job, but once employed full-time (let's be optimistic here), he or she can usually hold on to that job for a long time. Probably decades. And perhaps teaching pretty much the same stuff, with minor variations, year after year. This is okay for some historians. Their specialist knowledge probably keeps growing. However, what if, say, at age 45 or 50 they become bored with what fascinated them at age 25? What if questions that once drove their thinking fade away, and no longer capture their imaginations?

It's not hard to think of the problems that might arise. Historians are hired for their expertise in a particular field; abandoning a field could mean a big gap in a department's course offerings. But teaching that is not

rooted in enthusiasm is unlikely to be very good. If enthusiasms change, should a department try to accommodate these changes? To do so is likely to make for better teaching. Staleness is rarely a virtue.

During my 35 years in the Queen's History Department, I was the beneficiary of flexible colleagues. I had been hired to teach mainly English history. However, after a dozen years of doing so and publishing a couple of books, I lost interest in the field. And this occurred at the same time, in the early 1980s, when I was trying to understand the nuclear arms race, and the history of the nuclear age, anticipated and actual, during the 20th century. I was keen to learn about and teach this history, not the history of 18th-century England.

Happily, the Department agreed to this change. But since personal whims cannot be allowed to run the

show, there had to be a tradeoff. In return for teaching a new course and letting go of other courses, I agreed to take over a "service course" that nobody else wanted to teach but that had to be taught – that is, the first-year lecture course (the alternative to History 121, the long-running seminar on the Intellectual Origins of the Western World). This was actually no great sacrifice for me since, by then in my early forties, I had learned enough to at least contemplate the task; and anyway, the sort of wide-ranging approach needed in such a course held appeal – as an undergrad I had enjoyed Harold Innis's *The Fur Trade in Canada*, and later the work of Barrington Moore. I entitled the lecture course "Modern World History" and started to dig into all sorts of books that I would otherwise never have consulted.

So, a quarter century after starting at Queen's, the courses I was teaching

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were entirely different from those I had been hired to teach. This was a change that helped to keep me energized and eager to understand issues to which, as a grad student and assistant professor, I had given little thought. Kudos to the History Department for allowing this to happen.

Then, in the later 1990s, there was another change. Thinking so much about the nuclear age was becoming depressing; and it was a field to which I was unlikely to make any original contribution. What about delving into some of the experiences of World War Two (a key topic in the first-year course), especially those of women, many of whom (I learned) had written letters, memoirs, and diaries which I and students would benefit from reading? Thus emerged yet another new course, on women's experiences, in various countries, between 1939 and 1945 (and, after retirement, a commitment to help publish annotated editions of diaries written by women in wartime England). The students who took this seminar (1999-2004) were some of the most committed I'd ever taught.

I was fortunate in being able to follow my own muse as a teacher



ROBERT AND PATRICIA MALCOLMSON AT THEIR BRITISH COLUMBIA HOME, COURTESY OF ROBERT MALCOLMSON.

and researcher. In 1976 Theodore Zeldin confessed his belief that “the history you write is the expression of your own individuality”. He thought it better for young historians “to develop their own personality, their own vision, their own eccentricities,” than for others to set “them examples to follow.” This may be going a bit too far. But I can't resist the idea that writing and teaching history are, to some

degree, matters of finding oneself, of identifying one's own special interests, and building on these interests, and expecting them to change over a lifetime.

Robert Malcolmson was a faculty member in the Department of History from 1969 to 2004, during which time he served for several years as the department's chair.

HISTORY DEPARTMENT HOSTS VISITING BRAZILIAN ACADEMIC

By João Ohara

From January to July 2024, Dr João Ohara spent half of his sabbatical year at Queen's, in the History Department. Here he reflects on his time in Kingston.

During the first half of 2024, I had the amazing opportunity to join Queen's University's Department of History as Good Family Visiting Faculty Research Fellow, a program sponsored by the Faculty of Arts and Science. This stay was part of a sabbatical year from my position as tenured assistant professor at the Federal University of Rio de Janeiro, in Brazil, and it was made possible thanks to the sponsorship of professors Daniel Woolf and Amitava Chowdhury and Queen's Global History Initiative. Here, I would like to share a few words about my experience.

I had initially proposed to do additional work on a paper I had already started writing, which focuses on the epistemic dependence historians have among themselves. Though erudition and command of a wide body of sources are both highly valued intellectual assets, no one historian could possibly have first-hand acquaintance of all the material required to support their hypotheses or conclusions. Contemporary historiography is highly specialized and, as such, it depends on researchers having a good grip on the current literature before they are even able to pose good questions and establish what documents they would need to answer those questions. All this would suggest that, contrary to the early twentieth-century philosopher of history R. G. Collingwood's views, and

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to what historians usually assume, a historian cannot do away with trust. Historians need to trust their colleagues' work, or otherwise be held back and incapable of contributing to our body of historical knowledge. My plan was to use the time and resources I had at Queen's to sharpen the argument and try it out with a new audience. As often happens with research plans, however, that changed once I was properly settled in Kingston.

Professor Woolf had also invited me to contribute to a panel he would chair at the International Network for Theory of History Conference in Lisbon, in May, a panel that had "ethics of history" as its main theme. I had an initial sketch on the problem of values in scientific and historical knowledge, so this would be a good opportunity to transform these rough ideas into a proper paper. Unexpectedly, at least for me, I ended up focusing more on this work rather than what I had initially planned. And one of the main reasons was that much of the relevant literature was easily accessible through Queen's excellent library. The process simply flowed so well that I felt it would be bad to cut it short. I presented an initial draft in the form of a longer paper presented in a joint seminar of the departments of History and Philosophy, and later a shorter version of it in Lisbon.

Those months in Kingston were great. I had the privilege of having my family with me. My wife arranged for her work to be done remotely, and our toddler son, well, he did not have much of a choice himself. When we are in Brazil, we are based in Londrina where my wife works and I have a multi-hour, two airplane weekly commute to my university in Rio. My son, as a toddler, didn't have much choice about the move but he was ecstatic when he got to see snow for the first time. Once winter was gone, we spent much of our free time playing with him at the

City Park or at Lake Ontario Park, or going through books borrowed from one of the branches of the Kingston Frontenac Public Library. We lived quite close to the Queen's campus and were surprised by how peaceful and quiet our street was, given the number of students I assumed would live nearby.

In sum, this was truly a delightful and productive experience for me and my family during which we made many new friends, academic and otherwise and I would like to express my gratitude to the department and to Queen's University for these excellent six months.

João Ohara is Assistant Professor in the Theory of History at the Federal University of Rio de Janeiro. In 2025 he will take up a position



JOAO OHARA, PHOTO SOURCE: JOAO OHARA

in the History Department of the University of São Paulo.



Non-Academic Staffing Changes in the Department of History

Bronwyn Jacques, who served as the Department's Events and Communications Assistant (and coedited this newsletter in 2022) returned to the University following her parental leave, but elected to take a position in the Vice-Principal (Research) portfolio as a project coordinator. During the past year, the events position has been filled by a combination of part-time employees and graduate students.

Matthew Colby, who served as Department Manager beginning in 2018, departed over the summer for a position as Manager, Commuter Services, in the University's facilities portfolio. With the University's and Faculty's shift to a "hub" system for administrative support, his position has not been replaced. However, **Alex Geris** (Undergraduate Assistant) and **Jenn Lucas** have absorbed many of the tasks formerly performed by Matt.

Tammy Donnelly, who for the past few years has provided administrative support to several Watson Hall Departments for student accommodations and considerations, has now joined History full time, succeeding Cathy Dickison, who retired in August, as the Department's Graduate Assistant.

Welcome from Tammy Donnelly!

I started my career at Queen's University in 2001 in the Faculty of Education. Since then, I have worked in numerous offices and Departments at the University, including the School of Business, timetabling, exams, the Faculty Office, Biochemistry and the Department of History. I started in the Department of History in 2019 as the Program Associate assisting instructors and students with Accommodations and Considerations. I moved to the Graduate Assistant position in September 2024. These numerous positions have provided me with a vast overall knowledge of how the University runs as well as a network of colleagues in many areas of support services. I enjoy working with the graduate students as well as the faculty and my departmental colleagues. Stop in to my office in Watson 210 and say 'hello'.

A Fond Farewell to Cathy Dickison

On October 9 friends and well-wishers attended an event in Cathy Dickison's honour to mark her retirement after 23 years at Queen's, of which 21 were spent in the History Department, the last 9 as Graduate Assistant. Two former chairs of the department, Professors Rebecca Manley and Richard Greenfield, spoke about Cathy and her time on the second floor of Watson Hall,

as did current chair Professor Amitava Chowdhury.

Richard Greenfield commented:

Cathy's commitment to the department went way beyond her job and extended to taking courses from a good number of us. She took my medieval Greece course, did very well, and was so enthused that a number of years later she took a trip to Greece, which did not work out well, but she did visit Corinth, the place she had focused on as part of the course. I also recalled attending the performance of the play she wrote for her drama class, as an example of her talent as a writer. I still remember vividly how good it was.

Rebecca Manley observed:

The first thing I learned as I assumed my first administrative role is that Cathy is a consummate team player: whatever the task that one of us might be facing — reviewing timetables, resolving PeopleSoft issues, readying the newsletter for mailing — Cathy was always happy to pitch in.

Amitava Chowdhury remarked:

Cathy was the first person I met when I arrived in Watson Hall in July 2008. And since then, I have gone to her for advice and counsel, which happened frequently since I became the Chair. She is kind, she is helpful, she is resilient and resourceful, and incredibly honest. The other day as I was walking down the corridor in Watson Hall, I realized how I would like to characterize Cathy's contributions to the department. I came up with the thought that she is one of the builders of the department as we know it today.



CATHY DICKISON GETTING READY TO CUT THE CAKE AT HER RETIREMENT RECEPTION, COURTESY OF ALEX GERIS

IN MEMORIAM: JOAN SHERWOOD

Dr Joan Sherwood, a long-time member of the History Department, died on 3 October 2023, just 3 weeks short of her 94th birthday. A specialist in the history of early modern Europe, she grew up in Peterborough. She held a Bachelor's degree from St Michael's College, University of Toronto and a Master's from Columbia University. While at Columbia, she met her future husband, John M. Sherwood, who joined the department with Joan in 1964. John predeceased her in 1986 after a distinguished career of his own, and the John M. Sherwood Memorial Lecture in History of Science and technology was endowed by Joan and the family in his memory.

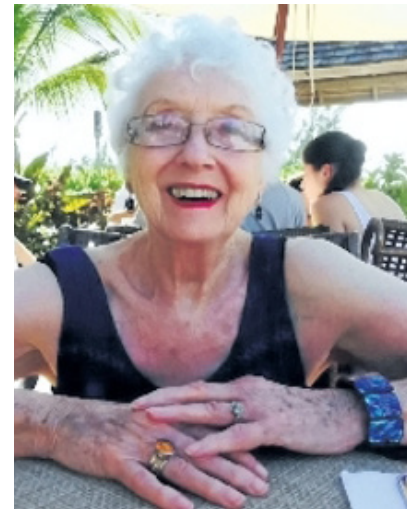
Joan herself completed a doctorate at the University of Toronto in 1978 with a dissertation entitled "Abandoned and Illegitimate Infants in Eighteenth Century Spain: a History of the Foundling Hospital of the Inclusa." She was an accomplished scholar who published two books. The first, a revised version of her doctoral thesis, was *Poverty in Eighteenth-Century Spain: The Woman and Children of the Inclusa* and was

published by University of Toronto Press in 1988. Shifting her focus from Spain to France, Joan's second book, which she published (at the age of 80!) with McGill-Queen's University Press was *Infection of the Innocents: Wet Nurses, Infants, and Syphilis in France, 1780-1900* (2013). Of this work reviewers commented that it was "a perceptive portrayal of the wet nurses as victims and occasional activists" and "a fascinating window into a largely unexamined corner of modern French medical and legal history." The prestigious French journal *Annales ESC* described it as "a stunning book on an original subject". Joan was also the author of articles in highly respected scholarly journals such as the *Journal of the History of Medicine and Allied Sciences* and *Archivaria*.

Apart from being a successful historian, Joan was a gifted and committed teacher, and a regular instructor in History 121, The Intellectual Origins of the Contemporary World, the department's flagship first-year course from the mid-1960s till the early 2000s; it was a course based on one that she and John had encountered at Columbia University. At a reception following the most recent Sherwood

Memorial Lecture, held on January 18 2024, her memory was honoured in the presence of friends and family members including daughter Michelle Sherwood (BA '82, LLB '85) during which current department member and Principal Emeritus Daniel Woolf offered reminiscences of Joan from his undergraduate and, later, postdoctoral years in the department.

In addition to Michelle, Joan is survived by her other two daughters, Jacqueline and Barbara, and five grandchildren.



PROFESSOR JOAN SHERWOOD,
PHOTO CREDIT: CATHLEEN SULLIVAN

IN MEMORIAM: JOY PARR

Joy Parr, a former member of Queen's History Department, died on May 12 2024 at her home in Southampton, ON, mourned by her husband Greg Levine and many family members, friends and former students. An eminent Canadian historian of work, gender, and technology, and senior Canada Research Chair and Professor Emerita at the University of Western Ontario, Prof. Parr received her PhD from Yale University in 1977 and taught at several institutions throughout her career including Yale, the University of British Columbia, and Simon Fraser University. Joy taught at Queen's from 1982-1992. She published many books and articles, including *Labouring Children: British Immigrant Apprentices to Canada* (McGill-Queen's Press, 1980), *The Gender of Breadwinners: Women, Men and Change in Two Industrial Towns, 1880-1950*

(University of Toronto Press, 1990), *Domestic Goods: the Material, the Moral and the Economic in the Postwar Years* (University of Toronto Press, 1999), and *Sensing Changes: Technologies, Environments and the Everyday* (UBC Press, 2010). Joy's exceptional scholarship earned her many awards throughout her career, including the Canadian Historical Association's Sir John A. Macdonald Prize and the Ontario Historical Society's Fred Landon Award for *The Gender of Breadwinners*, the Society for the History of Technology's Edelstein Prize for *Sensing Changes*, and the lifetime achievement Leonardo da Vinci Medal from the Society for the History of Technology in 2018. In 2000, she was the first woman to receive the Royal Society of Canada's J. B. Tyrrell Historical Medal. Prof. Parr's obituary may be found at <https://www.tabrownfuneralhome.com/obituary/Joy-Parr>.

Undergraduate News

DSC 2023-24 IN REVIEW: SUPPORTING UNDERGRADUATE HISTORY STUDENTS

By Eoin Thompson and Sophie Sterling, Co-Presidents, Department Student Council

The History Department Student Council has had an exciting and productive year, continuing to represent and support undergraduate history students at Queen's University. Our mission focuses on providing students with opportunities and resources to achieve their academic and career aspirations. As co-presidents, we are proud of our council's efforts to foster a strong sense of community within the department and support our peers throughout the year.

In collaboration with the History Department and the Graduate History Students' Association, we kicked off 2024 with a Resumé and Cover Letter Workshop. Students learned how to showcase effectively their unique skills and experiences on their resumes and CVs. Following that, the DSC teamed up with the Classics DSC for a Movie Night, screening the animated film *Anastasia* (1997). This brought students together for a fun, casual evening of historical fiction. To support future initiatives, we held a Sticker Sale, through which students could purchase History Department-themed merchandise. Rounding out the term, our ever-popular Trivia Night at the Grad Club was a light-hearted occasion for students to unwind and test their knowledge of history. We also offered a Study Hall during the busy exam season, giving students a quiet environment to focus on their studies.

As the new academic year began in September, we held a Used

Textbook Sale. This fundraiser was designed to raise money for future DSC events and offer all Queen's students affordable access to textbooks and novels. Textbooks were discounted by up to 60%, and all novels were sold for ten dollars or less. Thanks to our efforts, we were able to provide dozens of students across the Faculty of Arts and Science with cheap textbooks,

promoting a circular academic economy and more than doubling our original budget allocation. October was an especially busy month for the DSC. We repeated our much-loved Trivia Night at the Grad Club, this time with a fun Halloween and Harvest theme. We also hosted a free museum tour at the Great Lakes Museum, where students explored local history and enjoyed a guided tour of Kingston's cultural heritage. During the museum tour, our members were also treated to a behind-the-scenes look at maritime artifact



DSC CO-PRESIDENT EOIN THOMPSON AT THE GREAT LAKES MUSEUM. PHOTO CREDIT: EOIN THOMPSON.

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preservation and a guided tour of the museum's archives.

In November, we continued our tradition of honouring Remembrance Day with our Letters to Veterans event. Students are able to express gratitude to veterans by writing postcards, which the DSC will mail on their behalf. As the calendar year closes, we also plan to continue offering free museum tours, with the next one planned to be a visit to St. Mary's Cathedral in December. In the new year, we can look forward to our largest event yet! In January, the first annual Queen's History DSC Conference will put students directly into contact with journals under the theme of "Resistance and Regrowth" — giving them opportunities to furnish their resumés with valuable academic publication experience.

Apart from events, we have also made important strides in our own club administration, undertaking a process of democratic reform which now provides all history students with a right to vote in DSC meetings. In addition, we've partnered with the Graduate History Students' Association (GHSA) to begin offering merchandise, including sweaters, quarter-zips and bookmarks, starting in November/December. With these events, the DSC has worked hard to create opportunities for history students to connect with their peers and engage with history within and outside an academic setting. As we look forward to the rest of the academic year, we are excited to continue building a supportive and inclusive atmosphere where undergraduate history students can connect and thrive.

The faculty and staff in the Department of History extend warm congratulations to all of our 2024 convocation and returning student award winners!

Convocating Student Medals

Medal in History: **Jocelyn Carr**

Department of History's Equity, Diversity, Inclusion, and Indigeneity Project Award: **Alysia Reid and Kaitlyn Berlettano**

Helena M. Child Prize: **Suzanne Dupras**

Frederick W. Gibson Prize in Canadian History: **Arianne Ettehadieh**

Michael R. G. Harris Memorial Prize in Naval and Military History: **Alyssa Graham**

Michael R. G. Harris Memorial Scholarship in History:

Amber Mifkovic

Andrew Haydon Prize in Colonial History: **Damai Siallagan**

Arthur M. Keppel-Jones Essay Prize: **Christina Pelosi**

Alexander MacLachlan Peace Prize: **Sophie Keith-Brown**

Grattan O'Leary Prize in Canadian History: **Massimo Recupero**

John Sherwood Memorial Prize: **Joelle Lepage**

Osborne Studd Book Prize in History: **Marianne Chaundy-Smart**

Thomas M. Walsh, M.A., Memorial Prize in History: **Haley Allen**

Returning Student Awards

Arts 1909 Scholarship in History: **Anthea Day**

James Henry Bocking Memorial Scholarship: **Sofia Tosello**

Catherine Brown Scholarship in History: **Jack Curran**

Kathryn Dawson Scholarship: **Faith Brooks**

David Alexander Ekdahl Scholarship in History: **Ava Lewin**

Arthur and Evelyn Lower Scholarship: **Wennie Chen, Valentina Sperini, Megan Hill, Emma Smith**

W. B. Munro Scholarship in History: **Quinn Hammond**

Sarah Murray Scholarship: **Joseph Loewith**

Alice Pierce Waddington Scholarship in History: **Sheana Tchebotaryov**

Arts 1915 Scholarship: **Jasmine Hosseininejad**



History Student Wins Pathy Foundation Fellowship

Damai Siallagan (B.A., Honours History and Global Development) was the only Queen's graduate to be named to the 2024-2025 cohort of the Pathy Foundation Fellowship. The Pathy Fellowship is a year-long experiential learning opportunity that provides Canadian university graduates with training and \$40,000 in funding to make innovative and sustainable social change in communities across the world.

Damai's time as a Pathy Fellow takes him to the village of Tuktuk Siadong in Indonesia, where he aims to help improve the local communities in Tuktuk Siadong access to digital technologies and develop best practices in order to create a community-led model of tourism using a long-term digital governance model. In his work, Damai will build on existing initiatives that are organized and run within the community in order to promote what he calls "community strength and community longevity that is informed by the people, the history, the community itself".

A major in both History and Global Development Studies during his time at Queen's, Damai says that his experience taking classes in the Department of History has helped to shape the work he is doing as a Pathy Fellow in several ways. The research he did as a History major allowed him to connect more fully with the history of his community; the knowledge of post-colonial theory that Damai gained from classes he took at Queen's has allowed him to approach



DAMAI SIALLAGAN ENGAGED IN HIS COMMUNITY WORK,
PHOTO CREDIT: DAMAI SIALLAGAN

community work in a way that does not potentially replicate past patterns, he says. In his own words, "when it comes to the fellowship, studying history was valuable, because when it comes to community work, there can be a tendency to hyper-focus on the issues and not necessarily on the structural and historical underpinnings." Damai remarked that in addition to the more practical skills that studying history has given him, the discipline has also helped him better understand the world that he lives in, something that he deeply values both in his current work in Indonesia and beyond. When asked, he said, "it is only through the study of history and the diversity of ways of how the world can be understood, for me, that we can understand the future in so many ways beyond what we can see".

After completing the Pathy Fellowship, Damai is planning to attend Law School. He says that he chose to pursue Law so that he could gain more practical knowledge about the inter-jurisdictional and multi-level governmental systems that interact with communities such as those with which he is currently working.



PHOTO CREDIT: DAMAI SIALLAGAN

Graduate News

OPPORTUNITIES AND ADVANCEMENT FOR GRADUATE STUDENTS

By Jonathon Zimmer, President, Graduate History Students' Association

This past year, the GHSA has undertaken new and creative ways of pursuing opportunities and building a sense of community among graduate students in our department. Event types have included socials and opportunities to see more of the countryside surrounding Kingston through our Maple Madness and Apple Picking events. At the start of the fall semester, our first social event was attended by approximately 30 students.

Overall, the GHSA entered 2024 in a strong position, largely due to the excellent leadership of the previous GHSA executive and the continuously supportive atmosphere of our current team. In early 2024, we completed a sweater sale that helped generate funds for our future events, and we are looking to design new merchandise in early 2025.

Looking ahead to the end of 2024, we have several events in the planning phase. We expect to do another fun event in November before planning a holiday social. Every month, we are always finding ways in which students can interact and enjoy spending time with their colleagues. Special thanks to Vice-President Katrina Johnston and event committee members Emma Bock and Sara Simon. None of this would be possible, however, without the support of the GHSA at large.

Aside from a potential new sale

of history merchandise and other events we are planning, it is our turn as an association to host the McGill-Queen's Graduate History Conference. It has been a pleasure to see the outpouring of support on behalf of graduate students, both MA and PhD, who would like to be involved in the planning and coordination of this hallmark event. A special note of appreciation goes out to Kimberley Lord and Kat MacDonald, who have taken on

co-chair roles to help organize the conference.

As always, the GHSA is the voice of graduate history students. It is our priority to ensure that the interests of graduate students are upheld in our department. If you would like to get involved with the GHSA or have something you would like to share with us, I would encourage you to send us a note at GHSA@queensu.ca!



SEVERAL MEMBERS OF THE GHSA EXECUTIVE COMMITTEE (L TO R: JOHN NIESCIER, REBECCA HARTLEY, KATRINA JOHNSTON, EDWARD CHAYKOWSKI, CHRISTOPHER WINSOR) AT WYNN FARM APPLE PICKING EVENT, NOVEMBER 2024 PHOTO CREDIT: NIYA NAMFUA

Congratulations to our recent Doctoral Graduates!

Dr. Elyse Bell, "Home and Belonging in the British Atlantic World, c. 1750-1830." Co-Supervisors: Dr. Amitava Chowdhury and Dr. Jane Errington.

Dr. Michael Borsk, "Measuring Ground: Surveyors and the Properties of States in the Great Lakes Region, 1783-1840." Supervisor: Dr. Jeffrey McNairn.

Dr. Erin Gallagher-Cohon, "Queerly Familiar: Canadian Histories of Queer Reproduction, Parenting, and Activism, 1968-2005." Supervisor: Dr. Karen Dubinsky.

Dr. Sydney Harker, "A Rose in Beauty, a Lily in Purity: Perceptions of Beauty and Belonging in Ontario Print Culture, 1870-1900." Co-Supervisors: Dr. Jane Errington and Dr. Laila Haidarali.

Dr. Darren Henry-Noel, "A Most Crusading King? Patronage, Participation, and Politics: An Examination of the Role of the Crusaders in the Rise of Royal Power Under Philip Augustus of France." Supervisor: Dr. Adnan Husain.

Dr. Alanna Loucks, "A Community of Individuals: Household Connections in the Making of Montreal, 1642-1743." Co-Supervisors: Dr. Jane Errington and Dr. Nancy van Deusen.

Dr. Alex Martinborough, "Constituting a Settler Empire: Written Constitutions and Reordering the British Empire, 1860-1930." Supervisor: Dr. Jeffrey McNairn.

Dr. Adam Morin, "Food and Food Culture in the Byzantine Empire, Seventh to Fifteenth Centuries." Supervisor: Dr. Richard Greenfield.

Dr. Sandip Munshi, "The Nitrate

that Shaped the World: A Global History of Indian Saltpetre (1700-1850)." Co-Supervisors: Dr. Amitava Chowdhury and Dr. Ishita Pande.

Dr. Louis-Patrick Saint-Pierre, "Byzantine Romanness in the Ninth and Tenth Centuries: A Situational Approach." Co-Supervisors: Dr. Richard Greenfield and Dr. Anthony Kaldellis.

Dr. Grant Schrama, "Byzantium and the Question of Colonial Identity: An Examination of the Immediate Social Impacts of the Fourth Crusade on the Thirteenth Century Byzantine Roman World." Supervisor: Dr. Richard Greenfield.

Dr. Iryna Skubil, "Survival Under Extremes: Human, Environmental, and Material Relationships Amidst the Soviet Famines in Ukraine." Supervisor: Dr. Rebecca Manley.

Dr. Diane Whitelaw, "Shaping a Nation: The Chona Commission and the Path to Zambia's One-Party System, 1972-73." Co-Supervisors: Dr. Awet Weldemichael and Dr. Marc Epprecht.

Dr. Emma Wyse, "Reading the Child's World: The Overseas Evacuation of British Children to the Dominions, 1939-1945." Supervisor: Dr. Karen Dubinsky.

Josephine Vitella recipient of MA Thesis prize

This year's MA Thesis prize went to **Josephine Vitella** for her outstanding work in her thesis entitled "Till Impotence Do Us Part: Defining Sexual Normalcy in Seventeenth Century Mexico." Josephine's thesis explores how "normal" sexuality was defined in seventeenth century Mexico, using a 1699 court case as a case study. Her thesis was completed under the supervision of Dr. Nancy van Deusen.

Three PhD candidates honored by Northeast Conference of British Studies

Alex Martinborough, who successfully defended his PhD dissertation in September 2024, and PhD candidate **Amelia Rosch** have each received the David Underdown Prize for the best graduate student paper delivered at the 2023 Northeast Conference on British Studies. Alex's paper "Responsible Government, Imperial Obligations, and the Politics of Intercolonial Comparison" uses crisis moments in late-nineteenth-century imperial governance to explore the fragility of "responsible" government in settler colonial settings. The prize committee was impressed with Martinborough's deft handling of such a broad topic in a short paper, and how clearly he establishes the historiographical stakes of his argument. Martinborough uses an innovative comparison, putting in dialogue the experiences of Métis Indigenous people of Red River with the Maori of Aotearoa New Zealand. In doing so, Martinborough demonstrates how Indigenous people appropriated and undermined the language of responsible government and the legitimacy of British settler legal claims. Amelia's paper "A Codpiece with a Charm: Coffee and Demographic Anxiety in 1670s England," offers a new interpretation of a well-known pamphlet. Drawing on the history of medicine and demographic history, Rosch demonstrates that the 1674 "Women's Petition Against Coffee," which claimed that coffee led to male impotence, was satirical in tone but serious in expressing its fears about English demographic decline. By situating coffee in a discussion of the Galenic theory of medicine and its concept of bodily "humours", Rosch shows the theoretical underpinnings of the pamphlet's arguments, thus using a single document to cast

Graduate News

light on many wider social issues in Restoration Britain. The prize committee was impressed with how Rosch carefully but confidently revises a traditional interpretation, and presents broad findings with clarity and humour.

An honourable mention in the Underdown prize competition was awarded to PhD candidate **Joe Borsato**. Joe's paper, "If We Plant By Composition': Anglo-Arawak Relations and Roman Law in Guianan Colonization, 1609-1630," is a fascinating account of how the Arawak people asserted their status as tenurial land-owners, thus subverting and confusing English attempts at colonization, since English use of both Roman and natural law traditions recognized such land claims. The prize committee appreciated Borsato's careful methodology and the possibilities it opened for other scholars to consider the application of Roman legal traditions in colonization, as well as how Indigenous groups successfully re-interpreted colonial infrastructure and asserted their land rights.

Alana Loucks receives Williams Clements Library Fellowship and American Philosophical Society Fellowship

Alanna Loucks, who defended her PhD dissertation in September 2024, has two research fellowships lined up in 2024-25: the Brian Leigh Dunnigan Fellowship in the History of Cartography) at the William L. Clements Library in November; and another research fellowship (the David Center for the American Revolution International Fellowship) at the American Philosophical Society in February 2025.

Michael Borsk receives Canadian Historical Association and Osgoode Society for Canadian Legal History Award



Michael Borsk, who defended his dissertation in November 2024, received two awards for his article, "Conveyance to Kin: Property, Preemption, and Indigenous Nations in North America, 1763-1822," *William and Mary Quarterly* 80, no. 1 (January 2023): 87-124. Michael also received the 2024 Peter Oliver Prize in Canadian Legal History from the Osgoode Society for Canadian Legal History as well as the 2024 Jean-Marie Fecteau Prize by the Canadian Historical Association. Michael has also been awarded a postdoctoral fellowship from SSHRCC which he will take up at the University of Toronto.



Maggie Ross wins Canadian Committee on the History of Sexuality 2024 prize for best article

PhD Candidate **Maggie Ross** was the recipient of the 2024 prize for best article, awarded by the Canadian Committee on the History of Sexuality. Designed to recognize excellence in and encourage the growth of scholarly work in the history of sexuality, the prize was awarded to Maggie for her article, "Your Town Is Rotten': Prostitution, Profit, and the Governing of Vice in Kingston, Ontario, 1860s-1920s," which appeared in the *Journal of the History of Sexuality* 32 (May 2023).



Joanne Archibald wins 2024-2025 Donald S. Rickard Fellowship in Canadian-American Studies

Joanne Archibald has been awarded the 2024-2025 Donald S. Rickard Fellowship in Canadian-American Studies. Joanne has been awarded the fellowship for three years in a row. The fellowship is awarded to students studying Canadian-American relations in any capacity and will support Joanne's work in the 2024-2025 academic year.

Arshad Suliman Desai, PhD candidate, has received the 2023 Pierre Elliott Trudeau Scholarship.

Alumni Spotlights

Q & A WITH HISTORY ALUMNUS DAVID RUSSELL, MA

David Russell completed his MA at Queen's in 1970. The David Russell Fund is named in his honor.



Chronicles: How did you happen to come to Queen's and when?

DR: After obtaining my B.A. from Bishop's University I wished to go on and pursue an M.A. in Canadian history. I was attracted to Queen's with its fine reputation and the fact that it had a strong history department. So I first came to the campus in 1966 to begin my graduate studies.

Chronicles: Tell us about some of the faculty members you worked with and what the subject of your research was.

DR: Prof. Donald Swainson was my thesis supervisor and he turned out to be a great help in determining a suitable subject for research. The topic of my thesis was "The Ontario Press and the Pacific Scandal of 1873". This involved countless hours of working in various archives such as the Queen's Archives, the

Archives of Ontario, and what is now L.A.C. [Library and Archives Canada]. Looking back I am very grateful to Dr. Swainson for his guidance and advice in the writing of my thesis.

Chronicles: After your Master's degree you went into one of the most important lines of work for a historian, an archivist. What turned you in that direction?

DR: It was while working in these archives that I came to realize that a career in archives would be a rewarding job to further my interest in Canadian history. I joined the staff of the Archives of Ontario in 1969 and was assigned to the Government Records Section where I remained until 1976 when I was made the Supervisor of the Private Manuscripts Section. In 1984 I became a Regional Director of the National Archival Appraisal Board where the majority of my work was in Ottawa.

Chronicles: What were some of the most interesting jobs that you held or projects that you worked on?

DR: I served as chairman overseeing archival appraisals for thirty years from 1984-2014 followed by serving as a regular member of boards for eight years after this. We appraised many interesting fonds including the papers of various prime ministers, members of the Supreme Court of Canada, cabinet ministers, politicians, military figures, artists, writers, composers, musicians, scientists, business people, corporations, architects, photographers and academics to name a few examples. It proved to be fascinating and rewarding work as each collection always had a unique story to tell.

Chronicles: What are some of your hobbies (I know for instance that we share musical interests)?

DR: Since my retirement I continue with my ongoing reading in historical studies as well as my great love and interest in classical music with an appreciation for the operas of Richard Wagner and the music of J.S. Bach. I also have an appreciation for some popular music. Finally, I follow the stock market with considerable daily interest.

Chronicles: You've been a regular donor to the department for some time now. Can you tell us what has motivated you to be so generous?

DR: I basically wanted to give back to the Queen's

Alumni Spotlights

History Department for providing me with the means to pursue my career in archives. By establishing my fund I have been able to assist graduate students in their studies as they travel to various archives to do their historical research.

Chronicles: Any advice for current graduate students in our department in terms of finding a good career that makes use of their research skills?

DR: I would investigate various archives, galleries,

academic institutions, corporations, and or museums to see if there might be any suitable openings. I would also draw up a strong resumé outlining my education, research work, work experience, publications, etc. Finally, I would suggest that to further pursue a career in archives I would investigate the possibility of obtaining a Master of Archival Studies degree (MAS) at a university such as U.B.C which has offered this excellent program since 1981. A similar degree in archival training is also offered at the University of Toronto.

Q & A WITH HISTORY ALUMNUS GREGORY MCDONALD

Gregory McDonald completed his BA at Queen's in 1986 and his MA at OISE in 2017. This interview is dedicated to the memory of fellow student Tim Franks.



Chronicles: Tell us about your career since leaving Queen's. What have you been doing?

GM: Unlike more focused and mature undergraduates, I had a hard time settling down into what I might now consider my career "calling" of teaching history and English. After graduating from Queen's in 1986 I spent some time pursuing a passion, landscaping and working at a tree and shrub nursery. While it combined my inclination to need make things grow, with physical activity, and working with people advising them on garden design and my love of the natural world, I could see the long-

term prospects were not, to use the correct term, "sustainable" in that I would never make a sufficiently profitable living at it! After a move to Halifax, I began working at the Dalhousie Killam Library, but after a few years, returned to Toronto and enrolled in the Master's program in the Faculty of Library Science at U of T. The theory and history of library collections and libraries as institutions in the "library science" program was really interesting, but it became clear that I had not yet found my vocation. However, one aspect of the library science program, reference library work, finally helped me realize I was better suited to teaching. After

these many "false starts" I enrolled in the McGill Faculty of Education. At McGill, I was lucky to have a remarkable history and curriculum teacher (and Quebec historian) named Gerry Kelebay – and with a teaching stint at Lower Canada College, learning under my master teacher Bill Brooks, my passion for teaching history was solidified. While I began in public sector teaching back in Ontario, history jobs were scarce- which in turn led me to take up my first position at Bayview Glen School for four years, before accepting a position at Upper Canada College, where I have taught for twenty-six years! In 2013 I began an M.A. at the Ontario Institute of Education, in theory and philosophy of education, completing an M.A. thesis on a concept called "Ostalgie" - a play on words which combines "nostalgia" and the German word "Ost" – meaning "east", which examined "nostalgic" depictions of educational life in the former German Democratic Republic and I was fortunate enough to take courses, mostly under the wise tutelage of Dr. David Levine and Dr. Harold Troper.

Chronicles: Which courses had the most impact on you as a student? Which ones did you enjoy the most? Did you have some favourite professors?

GM: At Queen's it was possible to explore courses as an undergrad. I remember the introductory course History 121, "Intellectual Origins of



Alumni Spotlights

the Western World” very fondly. However, as a young person, I soon learned how limited my grasp of complex works was, and how sadly ill-informed I was. But that first year was intellectually stimulating, challenging, and humbling! In my limited exposure to British and American literature in the English courses I took, while certainly, they were enjoyable, to me they lacked the punch that a history seminar had, where we debated the merits of a historian’s arguments, an historical idea or an approach to an historical topic, with passion, but also, without rancour. In the seminar courses that occupied the bulk of my time in Queen’s history, there was often a sense of fun in the testing and exchange of ideas. I was always fascinated by historiography, with nuanced changes in historical thought and methodology, and was lucky to have a patient, skilled and tolerant professor, who accepted that I had a few strengths — and many weaknesses, with my many failings as a student. I recall as well, with real fondness the late Professor Bob Hopwood, who taught modern Germany courses, and of course the charismatic Professor Larry Shore who taught American history and played a mean game of squash - usually crushing me like a bug, all the while amusingly taunting me, with his New York/ Atlanta drawl. I also recall with fondness a history of technology course with the late Professor John Sherwood, who inspired and terrified me at the same time. The gods help you if you came to his class with anything but perfect preparation!

Chronicles: How has your approach to teaching in one of Canada’s top private schools been influenced by your time in the History Department at Queen’s? What skills do you seek to impart in your history students?

GM: This is a difficult question to answer. While I have been very fortunate enough to teach at Upper Canada College (UCC) my career path has led me to teach a variety of subjects in a variety of grades over the years (geography, English, history from grade 6-12) allowing me to “reinvent” myself while remaining at this outstanding school for a very long time. My time at UCC has also allowed me to develop students’ passions in a wide variety of extracurricular activities such as coaching field hockey, cross country, running, and tennis. What has been fabulous about teaching is that these extracurriculars have also developed me as a person – certainly I’m a better runner and tennis player, if not much of a field hockey player as a result. In my role as a history teacher responding to what I “took away” from the Queen’s history department, I think it was the patient kindness shown to me, and that I needed, as I developed as a student. It was the opportunity to improve my verbal expression in seminars and to finally learn critical analysis in the form of essay-writing, all part of what was a challenging, yet supportive undergraduate history program. These experiences have led me to try to inculcate similar

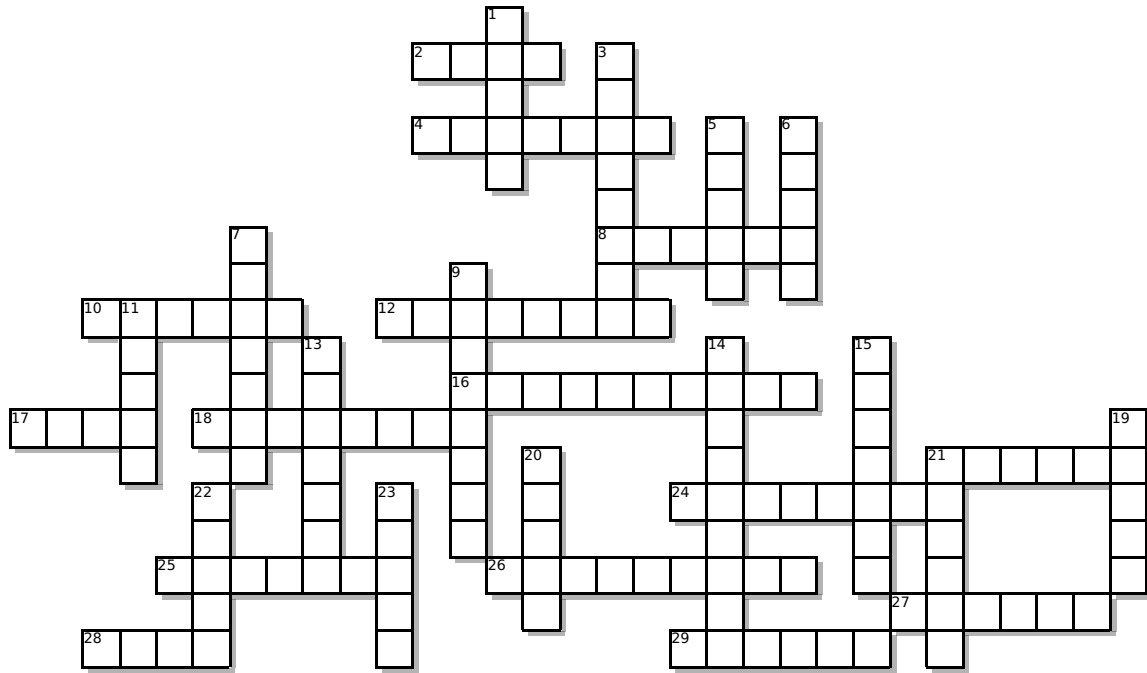
values with my own students. I will often give them readings that are perhaps a bit too hard for them, readings that challenge them. As a teacher it is then my role to assist them with these “hard tasks” and my task to teach them very specific reading, summarizing, annotating note-making strategies to handle tough texts. Perhaps since I was lucky enough to have “room to play” I developed a love of all things German, despite it not being my cultural-historical context, my own personal family and cultural background, but Queen’s history allowed me to explore beyond my context. I am reminded that students need history as part of the opportunity to learn about the past world beyond what is most accessible to them and to tap into new worlds, new eras, and new passions. Perhaps, most importantly, Queen’s history taught me to help foster a passion and love for history, by being vulnerable enough to share my own interests, projects, and passions, in a personal way, to illustrate my love of history, with my own students.

Chronicles: You graduated nearly 40 years ago. What are your own future plans beyond retirement, which can’t be that far off?

GM: At this point, I find myself both terrified and excited about the possibility of moving on to other activities after the conclusion of my teaching years. My main task will be to finish my second MA in history, this one on Scottish history (broadly) where I am working on a thesis examining an English traveler’s observations of Scotland in the 19th century. In the past year, I also joined the Scottish Studies Foundation as a board member and look forward to making contributions, assisting as part of the board in its support of Scottish history, both in collaboration with the University of Guelph, as well as through other activities and institutions across Canada. Of course, as old-fashioned as this sounds, after I finish teaching full time, I wish to honour all the hard work that my current thesis advisor from the University of Guelph, Dr Kevin James has invested in me as a teacher, friend, and advisor, and I would like to help with some of his future projects. I also have ideas to learn more about the legacy of Sir Walter Scott in shaping historical identity. In terms of other interests in history, I would also love to write a paper on the emergence of 1970-90’s Scottish synth-pop music (focusing on why Glasgow produced so many pop music successes in the 1980s and 90’s). And of course, to keep myself physically fit. I hope to keep fit by doing more long-distance cycling in Europe, ramping up to engaging in more cross-country skiing, running, playing tennis, and developing my karate skills. In terms of part-time employment, I have also considered a return to gardening and landscaping work. Perhaps as a result of my many visits to Scotland, I have developed a bit of a passion for stonework, and intend to do more of that kind of work.

Test your Historical Knowledge!

A crossword for Queen's historians



ACROSS

- 2 Mongol dynasty that ruled China
- 4 First indigenous Canadian provincial premier
- 8 Premier during Quebec Quiet Revolution
- 10 Hun leader in late antiquity
- 12 particle studied by Queen's Nobel winner Art
- 16 Actor son-in-law of Tommy Douglas
- 17 Early English historian the Venerable
- 18 First Female Canadian PM
- 21 Longest-lived US president
- 24 Author of The Stone Angel
- 25 First leader of post-Apartheid South Africa
- 26 Alexander's teacher
- 27 Executed French Revolutionary Georges
- 28 Last Julio-Claudian emperor of Rome
- 29 creator of Snowball, Napoleon, and Winston

DOWN

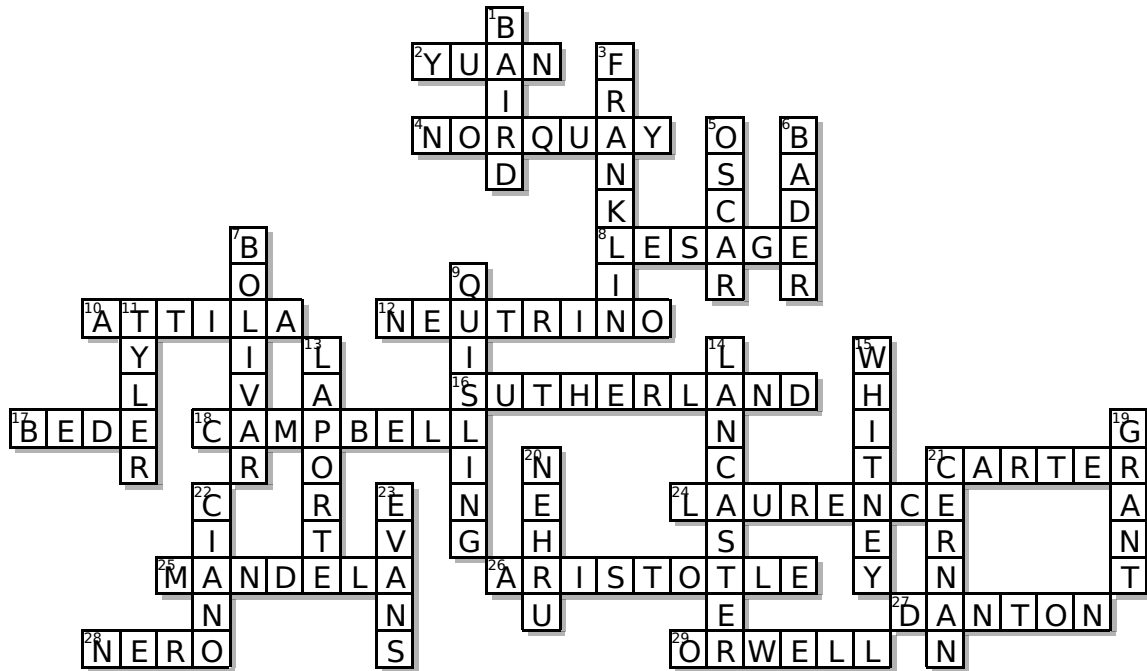
- 1 Scottish inventor of television
- 3 female scientist helped find double helix
- 5 jazz pianist with academy award name
- 6 donor of Herstmonceux
- 7 Latin American revolutionary
- 9 Norwegian WW2 traitor
- 11 10th president of United States
- 13 Quebec minister murdered by FLQ in 1970
- 14 Opposite house of York
- 15 Inventor of Cotton Gin
- 19 Longest-serving Principal of Queen's University
- 20 1st Prime Minister of post-independence India
- 21 Last human to walk on the moon
- 22 Mussolini son-in-law and foreign minister
- 23 surname of wrongly executed Timothy and pianist Bill

For solutions, see following page.



Test your Historical Knowledge!

A crossword for Queen's historians





Queen's
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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 research travel trips to the archives for our senior doctoral students, career panels for our undergraduate and graduate students and honoraria for guest speakers in our classrooms. They provided support for educational experiences abroad, enabled students to participate in field trips to local heritage sites, funded several 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 research projects for our students. We thank you for your support!

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