

This summer, I was appointed Chair of the Department of History. One of the unexpected pleasures of my new position has been gaining a new appreciation of what we do, not just as individual staff and faculty members, but as a department. My first newsletter address is an opportunity to share some of the highlights my new bird's eye perspective has afforded me.

History boasts a vibrant undergraduate program. National histories remain an important component even as many faculty are developing more thematically oriented courses. Some are inspired by our faculty's research. Tony D'Elia has drawn on his new research on the storied history of Rome's Coliseum to develop a new course on Sport and the Spectacle of Violence from Antiquity to the Renaissance. Other courses have been conceived in response to contempo-

bringing their expertise in history to the service of local institutions, and gaining valuable experience and skills in the process. With the 150th anniversary of Confederation approaching, many have been working on sesquicentennial projects. They are assuming the mantle of public historians, learning, as they help develop exhibitions, apps, and marketing materials, to engage the public with the past.

Our interns are not the only students who are learning outside the classroom this year. Steven Maynard has created an assignment in his first year course on Canada and the World that invites students to take to the streets of Kingston in search of sources. These students

embraced opportunities to engage students in new ways. As historians, however, we are also aware of the value of past practice. We believe that the small-group seminar, which stands at the core of the history curriculum, constitutes one of the most effective forms of pedagogy. There is perhaps no better testament to the vitality of the seminar than the reflections of our alumni. In the pages that follow, alumni from different generations discuss how their history seminars furnished them with crucial skills in research, analysis, and communication, skills they have put to use in diverse array of professions. In their history courses, they found not only utility, but also the excitement of discovering new ideas and discussing them with their professors and their peers.

At the graduate level, our students' research spans the globe. Canadian history remains one of the bedrocks of our program, bolstered by the launch of our Lower Workshop Series in Canadian History. The Lower series, now in its second year, brings faculty and students together around a seminar table with a visiting scholar to discuss a pre-circulated work in progress. The workshop format fosters vigorous exchange and critical engagement, and gives students an opportunity to participate alongside faculty as equal partners.

We also continue to develop our strength in global history. This year, we are excited to announce the launch of our Global History Initiative, featured on page 15. The initiative, started with seed money from the History Department Trust, was the outgrowth of relationships forged by Amitava Chowdhury while a visiting fellow at Harvard's Weatherhead Centre. It will facilitate international collaboration and promises to open up new arenas of exchange within the department, as we explore how the topics we study transcend the boundaries of the nation state.

One of the most exciting forums for intellectual exchange and discovery within the department is our annual speaker series. Visiting speakers invite us to think anew about some of our most longstanding practices. The 2015-16 Nugent Lecturer Dr. Tom Laqueur, the most recent recipient of the prestigious Cundill prize for Historical Literature, addressed the advent of the modern cemetery and asked us to consider "Why we care about the Dead." Historians also open up windows into worlds we know little about: at our first lecture in this year's Department Seminar Series, Dr. Sabouh Aslanian recounted how his discovery of the confiscated holdings of an 18th century ship in British archives led to a new understanding of the cultural and commercial networks that crisscrossed the Indian Ocean. These talks and others are available on History Talks, our Youtube channel. Happily, to get a sense of our most recent talk, by Dr. Duncan McDowall, you need do no more than turn the page!

It is your generosity and support that makes many of these initiatives possible. We are tremendously grateful, and we look forward to keeping in touch.

In the fall of 1968, I arrived in the Queen's History Department from an English public school. A diplomat's son, I felt detached from my homeland. In England, I was steeped in Tudor and Stuart history, the glories and horrors of empire and the first glimmering of European unity, but was only vaguely aware of Canada's past. When English schoolmates quizzed me about Pierre Trudeau and Leonard Cohen—Canadian meteors who had blazed into European consciousness—I could only suggest that the flamboyant Trudeau seemed decidedly unCanadian and that Cohen was undeniably cool.

At Queen's, I discovered the joy of Canadian history. The department was young and bustling. Queen's, q

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Several work as institutional data managers and analysts—company historians—in the private sector. A Queen’s History degree continues to carry a certain cachet. And for good reason—this department offers one of the most rigorous seminar-based educations in North America, with tutorials and seminars from year 1 through year 4. Other highly ranked Canadian schools offer small seminars only in year 4. The best Queen’s students can compete with their peers at any other North American university. They will acquire an education to rival anything on offer in the USA, at a fraction of the price. Students do not feel like ‘numbers’ in the Queen’s History Department. My colleague down the hallway, Prof. Jane Errington (interviewed in this newsletter by a former student) says HD

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from the Queen's History department in 1997. "After graduation I joined PriceWaterhouseCoopers in their Management Consulting group. My training at Queen's prepared me well to consolidate large amounts of information into concise insights and findings. All those term papers helped me to sift through information on the web as well as analyst reports! My History training helped me to pan for those relevant nuggets buried throughout all the material I was assigned to analyze, and in turn, to build a case for change within the companies and organizations we were serving. What my History degree did not prepare me for directly was how to fully understand financial statements at the banks I was working with! To advance higher in my field I felt I needed some additional training. So I left PwC after a couple of years to go to the Richard Ivey Business School at Western University for an MBA. I graduated in 2003. It was a steep learning curve in some ways but the critical thinking

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History Department didn't

Board of the Account Planning Group of
Canada. Zeb has worked on a wide range of

solutions into commercial terms; specifically, how customers can leverage technology to drive their business forward. Ideally, customers and/or partners will want to pursue a commercial relationship and I'm involved in preparing and negotiating those terms and conditions. The fun part of the job is working to understand different peoples' perspectives and how to find a position that works for everyone."

7 Did your History education help you in the business world?

- "Absolutely! First, History teaches you to look for cyclical trends. You find yourself thinking about, and on a good day, recognizing a pattern that may have an impact on your business, good or bad. It's super satisfying when it happens. Second, History helps you appreciate that there are endless ways to interpret events, and every interpretation is rooted in a bias. You develop the ability to dig deeper for answers. Queen's History helped instill the importance of doing good research before formulating a point of view.

and then did his MBA at the Schulich School of Business (York University) with a focus on Strategic Planning and Media Production.

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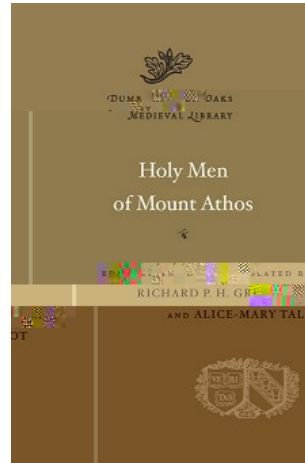
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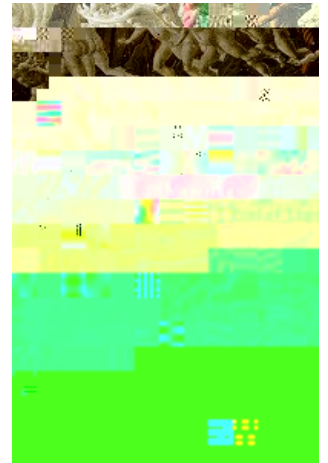
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Winners of History's 2015 Teaching Award

Congratulations to 'U 5HEHFFD who is second time winner of History's Faculty Teaching Award. Professor Manley's students describe her as an “amazing” and “simply fantastic professor.” She was “sympathetic and considerate” and “went the extra mile for everything.” Dr. Manley is Chair of the History Department.

Congratulations to 'U &DVH\ for winning History's Teaching Fellow Teaching Award. Dr. Hurrell is described as an “incredible instructor.” She created a comfortable classroom atmosphere that was “welcoming and truly happy, just like Casey.” Dr. Hurrell received her PhD in History in the Fall of 2015.

The School of Graduate Studies awarded History's own 3URIHVVRU (-DQH (UULQJWRQ the 2016 Award for Excellence in Graduate Student Supervision. To mark the honour, one of her former PhD students, now an Associate Professor at Mount Royal University, 'U & DUPHQ - asked about DRQ Errington's experience as a graduate student and as a supervisor in the department.

& - You came to Queen's to do MA and PhD later in life, after teaching high school for a number of years. What motivated you to become a graduate student? What was your graduate student experience like?

(- (I returned to school after teaching high school because I wanted to "play" for a year and wanted to see if I could do it. I had had a wonderful experience as an undergraduate, particularly in my fourth year at Trent – some amazing professors and exciting material. But I had never considered going on for an MA (and indeed looked at those who did with admiration – as they were a good deal brighter than I was!) After four years in the north, I was ready for a break and took a one year leave from teaching, fully expecting to return to Red Lake. An MA looked like fun, and I chose Queen's because I had attended what was then a two-day history teachers' conference that the department used to mount, had found the place congenial and it was closer to family. I stayed for the PhD because I was fortunate enough to get a SSHRC grant, and when I ran short of funds, could also teach night school for the local board.

Initially grad school was daunting. I had to learn again how to read and to write – quite different skills than the teaching of History and English in high school! But I discovered some new friends – some whom continue to be an important part in my life, and also discovered how much I thoroughly enjoyed seminars, and how satisfying research and writing could be. And yes it was at times also

frustrating! I spent a lot of time in my office on the first floor of Watson Hall, in the last two years with my dog Tara under my desk. And I had the opportunity to teach again – which was a real bonus.

& - George Rawlyk was your supervisor, yes? What kind of supervisor was he? Do you think you have modelled your style of supervision after his? If so, how?

(- (Yes, George Rawlyk was my supervisor although that was not who I expected to work with. I thought I would do a topic in modern Canada and knew nothing about the history of colonial North America. (almost all my undergraduate work had been in European and imperial history). But George's seminar was amazing. The literature was and is exciting, our class "clicked" – with enthusiasm, debate, etc – and George pushed us all. George was a hands on supervisor and yes, I learned a lot from George about how to be a supervisor. But I am not sure I modelled how I do it from George. For some folks, he could be intimidating – a big man, at times very gruff. He and I worked well together, I think because I was a little older than most students, and just thought of him as another professor. But he was a great editor – and you know, I do tend to add lots of comments and suggestions in margins!

& - What do you find most rewarding about graduate supervision? What do you find most challenging?

(- (What is rewarding about graduate supervision? – working with students, learning from students, and helping them get the blessed thing done! Teaching is exciting – when a seminar works it is brilliant, and when a student is excited about their project, about that "bit" of evidence that they have found, or about how well a conference paper went – well, that is so neat. And there is nothing better than watching a student get satisfaction over what they are doing; or seeing how a draft chapter, which is in rough shape, gets turned into being part of a polished and wonderful dissertation. What is challenging is

helping students figure out that balance – between, for example, their need for funds and taking work, which takes away precious time from their thesis; or in those times when they wonder if this is really worth it, helping generate enthusiasm and determination to continue.

& - When I told you I was acceptv

This year History's Departmental Student Council (DSC) is starting a new initiative to foster a greater sense of community between students in the Queen's History Department, professors, alumni and community institutions.

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Advancement Contact Information

We are very grateful to have supportive alumni and friends who are inspired to make a difference at Queen's.

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