

Fall 2017

Volume VIII

Our students are at the centre of what we do. Last year's newsletter gave readers a glimpse into where our former students are today in a series of profiles that showcased the diverse and exciting careers of our graduates. This year, we cast our gaze back in time, to offer readers insight into the university experience of an undergraduate

Conceptions of the nation were also interrogated in the 14th annual McGill-Queen's Graduate Conference in History, organized and hosted in the spring by our graduate students. Entitled *From Colony to Nation Revisited*, the conference highlighted new narratives of Canadian history. Among the many topics probed was the history of Indigenous people's rights, an issue that has been at the centre of attention on campus since the University's Truth and Reconciliation Committee began its work. The Department has long taught courses in Indigenous history, but the report has prompted us to expand the ways we incorporate Indigenous perspectives and issues into the classroom. In Jeffrey McNairn's new senior seminar, *Sighting Canadians*, students have the opportunity to work with evidence from four residential schools — government records, photographs, and the testimony of former students collected as part of the Truth and Reconciliation Commission — to explore the history of this difficult but important part of Canada's past and to grapple with the various ways that past has been recorded, preserved, and retold.

The past year has also afforded us new opportunities to think beyond national boundaries. In the spring, an international conference on Global Legal Regimes marked the launch of the Department's Global History Initiative, which has opened up new avenues of intellectual exchange between faculty and students at Queen's and abroad in the burgeoning field of Global history. The GHI launch was followed by another successful international conference on *The Middle East Re/Unbound*.

Perhaps the most exciting news of the year, however, concerns faculty renewal. After many lean years, the University is replenishing its ranks. In History, we are currently conducting a search for a specialist in the History of Modern Canada, a dynamic field that has long been one of the bedrocks of our program. We are also collaborating with Gender Studies on a search for a Queen's National Scholar in African American Gender History.

More immediately, we are delighted to welcome Dr. Jenna Healey, the new Jason A. Hannah Chair in the History of Medicine. The History of Medicine has a venerable tradition at Queen's thanks to the incredible talent, tireless effort, and remarkable scholarly output of Dr. Jaclyn Duffin. In this issue, we pay tribute to Jackie, who retired this summer, and to the field she did so much to advance. Our feature includes an interview with Dr. Healey, whose appointment promises to ensure the continued vitality of this dynamic field at Queen's. Finally, we offer a glimpse inside the classroom, to explore how the history of medicine figures into our current curriculum. Hear a student's perspective on the field.

*This edition of Chronicles was brought to you by
Rebecca Manley, Chair and Editor, and Cathy Dickison.*

has been known to describe one of her career achievements as that time I was an external on a miracle. In 1987 she was asked, in her capacity as haematologist, to examine bone marrow slides. The review was blind; she didn't know the details of the case and assumed it was a medical lawsuit. To Dr. Duffin, the samples revealed an unusual story: the patient had leukemia, so strong she must now be dead, and yet the patient went through a period of treatment, remission, relapse, then more, and stronger, remission. This didn't make medical sense;

background, and to ignite their enthusiasm for the subject matter that she holds dear is something that I strived to emulate when I later had the opportunity to work with a similarly multidisciplinary group of students. Living by her example served me incredibly well, indeed.

While I was at Queen's, she made me a part of her family and provided me with an academic home. Though I was not part of a large cohort of trainee specialist historians of medicine, Jackie made a constant effort to integrate me into the rhythms of her intellectually vibrant and diverse community of scholars, physician colleagues, and friends. I cannot overstate the degree to which having her in my corner facilitated the work I was able to do and the ease with which doors were opened to me as a result of her introduction and influence. Having her supervise my doctoral research ensured that I was challenged and supported. When I had the opportunity to present my work at conferences of historians who I looked up to, I could be sure that if I mentioned that Jackie was my supervisor, the reply would inevitably be along the lines of: you're so fortunate, it must be such a rewarding experience to work with someone so generous and inspiring in work and in life. I am, and it was.

To see Jackie in action - be it lecturing, working a room at a conference, or to sit with her while she enthusiastically leads you on a conversational adventure through the proverbial academic family tree that connects projects via supervisors, acquaintances and methodological inclinations - is to witness a singular gift. She is, without question, the most generous scholar and human being that you could hope to encounter, and it shows in every aspect of her life and work. For the entirety of her time as Hannah Chair, Jackie was both the brain and the heart of the history of medicine at Queen's. I feel privileged and honoured to have worked in the orbit of Jackie Duffin, let alone to have been supervised, mentored, and encouraged by her.

By Dr. Casey Hurrell

We are very excited to welcome
into the department this year. Dr.
Healey is the new Jason A. Hannah Chair in
the History of Medicine, and is cross-
appointed to History from the Faculty of
Health Sciences. Like her current position,
Jenna's research stands at the intersection of
the sciences and the humanities. A 2016 grad-
uate of Yale University's doctoral program in
the History of Science and Medicine, Jenna
was most recently a SSHRC postdoctoral fel-
low in the Department of History at York Uni-
versity. Over the next few years, Jenna looks
forward to developing new courses for Histo-
ry students at Queen's such as The History of

trace how ideas about race and gender were transformed through colonial medical contact, and also how Indians used biomedical frames of reference to articulate claims to citizenship in a new way. Ishita has long incorporated medical history into not only her scholarly work, but her teaching. Her approach to medical history and the dynamic interaction between her teaching and research is on prominent display in her seminar, *Sex and the History of Medicine*. We have chosen to profile it here to give you a glimpse into the classroom and to highlight one of the ways that the history of medicine figures into our current curriculum.

HIST 447, students read sexualogical documents as historical sources to probe the social and cultural constitution of scientific knowledge and the interactions between

Europe and Asia. Assigned primary sources range from extracts from the *Kamasutra* (a work from India dated to 4000 BCE-200 CE that is circulated as a marriage manual even in our times) to the works of the British doctor Havelock Ellis, the Austrian father of psychoanalysis Sigmund Freud, the British birth-control activist Marie Stopes, and one of the most prominent Indian sexologists in the early 20th century, AP Pillay.

What inspired you to teach this class?

This year's HIST 447 – focused on the history of sexology - draws on my current research project, developed during an intensive summer school in 2013 hosted at the Leslie Humanities Institute at Dartmouth College, US, and which is now funded by a Queen's Research Leaders Fund as *Science, Sexual Modernity, and the Body Clock: A Global History of Hindu Sexology*. I am fortunate to be able to combine my research and teaching interests in this way, and am thinking of ways to involve some of the students in a SSHRC-funded workshop on the sexual sciences in India, which I am organizing in April, 2018, under the GHI umbrella.

Ksenia Podvoiskaia, a fourth year history major, is fluent in Russian and has served as a research assistant for me. At a meeting to discuss her findings just before Thanksgiving, I asked her about her plans for the holiday weekend. She was going home, she told me, and was looking forward to seeing her family, but she was particularly excited about a paper she hoped to complete for Dr. Pande on Foucault's reading of the Kamasutra. Ksenia was extremely enthusiastic about the course, and when I later reached out to her to share her impressions for the newsletter, I understood why. We share some of her reflections here.

Ksenia, what prompted you to take HIST 447?

I took it because it was different from anything I had seen offered before. I had never studied anything related to sex or medicine, and I wanted to broaden my horizon.

Has the course changed the way you think about medicine and medical history?

Many see medicine as rational and view doctors as authoritative and objective. The more I study the history of medicine, I realize it is just like any other discipline, equally shaped by social constructions and power dynamics. Reading about how common understandings of sex and sexuality were shaped by social norms and were actively constructed impacts how we see this knowledge as objective truth now.

What do you like most about this course?

Not only are the course readings challenging and engaging, but Professor Pande also really focuses on developing our history research and analysis skills. Many of our readings contradict and question each other, and we have learnt how to engage in close, critical reading of our sources.

Prominent historians, philosophers and political scientists gathered at Queen's University for an international workshop, *The Middle East Un/Rebound: Crises, Responses and Recovery over the Long Durée* – in April 2017 to exchange their views over the future of the Middle East. Organized by [redacted], the workshop was made possible by a SSHRC Connections grant and by generous support from the Department of History. It took place under the umbrella of the Muslim Societies Global Perspectives Initiative, directed by History's [redacted].

As Ariel notes, in the face of escalating violence across the greater Middle East region, Adnan and I felt it was time to bring together a group of prominent scholars to reconsider past patterns of intervention and social change not only to explain present crises but also to envision future possibilities for the region and its peoples.

The keynote speaker was Hamit Bozarsalan, from the *École des Hautes Études en Sciences Sociales*. Individual presentations ranged from the religio-political responses to the Crusades and the organization of Islamic courts in early modern Iran to the impact of the ongoing Yemeni conflict on states and societies in the Horn of Africa.

Adapted from the MSGP newsletter

A Queen's History Buff ... in the Buff

are quarried in the Limestone City. Despite the advice to male students not to advertise themselves by their dress, the handbook was chock full of advertisements for men's fashion from local merchants. We learn that the headquarters for high-class underwear for men was Steacy's, a store where we invite inspection. Classy Hats for College Fellows could be found at 126 Princess Street, where 'Tis said with good reason / the girls all adore / Queen's boys who are hated / at George Mills & Co.'s store.

The handbook did not ignore the girls. Prepared with the assistance of the YWCA, the handbook included a description of the Levana Society, in which every girl student at Queen's was a member. This entitled her to free use of the Levana Room, its piano and its cozy corners, its magazines and its tea-cups. The Levana Society's programming would aid freshettes in the cultivation of the gentle art of conversation. Of course, the necessity of a separate society for women stemmed from the fact that the Arts Society remained an exclusively male organization until the late 1960s, despite the fact women had been going to Queen's for nearly a century. (In its historical timeline, the handbook indicated that 1869/70 represented the year the first lady students attend.

Near the end of the handbook is a list of professors' addresses. If you're wondering why professors' home addresses were listed in a student handbook, you might need them, for 'Many of our professors and their wives mete out unstinted hospitality in inviting students to evening at-homes in their parlors. Whether history undergrads enjoyed such at-homes is not clear. The only history prof listed was J.L. Morison of 218 Johnson Street. The Kingston city directory for 1910 lists 218 Johnson as the residence of a Miss Jeannette McMillan, suggesting Morison, first hired in 1907, rented rooms rather than owned a home in Kingston. It is said that Morison did not find Kingston all that congenial.

We can conclude with one last thing our history-loving student wrote in his handbook. It's a piece of doggerel. It captures what was still the old-boys atmosphere of the University but also contains, I'm sure you'll agree, a lasting truth about your Queen's history professors:

Here's to Arts boys,
here's to our college days.
Bring out the good old
songs boys,
sing out the good old days.
Here's to the good old profs.
boys,
patient and kind always.
Here's to Arts boys,
Here's to our college days.



By Stephen Maynard

Reprinted from The Watson
Queen's History DSC Blog

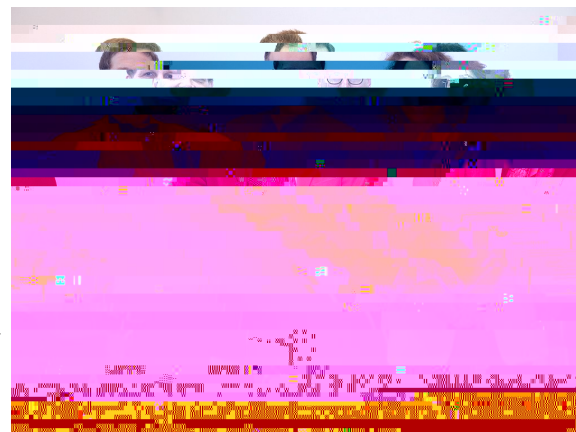
Steven Maynard wins Principal's Teaching Award

Congratulations to

recipient of the Principal's Teach-

ing Award.

At a teaching-awards reception held in January 2017, Steven Maynard was presented with the Promoting Student Inquiry Teaching Award, one in a series of teaching and learning prizes awarded



annually by Principal Daniel Woolf. Selected by a committee made up of the Vice-Provost/University Librarian, a faculty member, a librarian, an undergraduate and graduate student, and a member of the Centre for Teaching and Learning, the prize recognizes innovative instructional design which enables active student engagement in learning.

The projects Steven develops often get students to think about how historical research might be mobilized to make meaningful interventions in the social-political issues of the present. For example, as the University devised its new policy on sexual violence prevention, students conducted research at the Queen's Archives, where they discovered that women's groups and students had been raising the issue since at least the early 1970s, and that administrators had produced several significant initiatives over the previous decades. This allowed students to use archival material to write about social movements and to probe the politics of institutional memory.

Other projects stress the public presentation of the past. Most recently, students in Steven's Canadian social history course used old Canadian cookbooks in the Jordan Rare Books and Special Collections to put on *The Taste of the Library*, a public exhibit on food history in Canada. Students engaged in all the research and curatorial components of putting together a public history exhibit, from producing the catalogue (an excerpt from which can be found on the next page) to organizing the public opening, which attracted over 100 people. Students also handled newspaper, radio, and television promotion. For Steven, who hears the oft-asked question, 'What can I do with a history degree?', these projects help students to see that studying history – presenting your research in public, explaining your findings before a live audience or to the media – provides portable skills with a wide range of applications in the present.

The Principal's teaching award comes with \$2,000 for instructional design, which Steven plans to put toward future projects for his students.

Vandenberg - are employed as editorial assistants. Stefan comments: Working for the JBS has been tremendous. Enough can't be said

The History Department launched its Global History Initiative (GHI) on April 20, with an inaugural lecture by Prof. Jeremy Adelman, the Henry Charles Lea Professor of History and Director of the Global History Lab at Princeton University, titled *The Witness and the Other: Photography and the Origins of Humanitarianism*. The first GHI workshop on *Global Legal Regimes: Beyond Imperial Frames*, funded by the History Department

died in his sleep on

Congratulations to _____ who was recently awarded two prizes for his article, "The common sympathies of our nature: Moral Sentiments, Emotional Economies, and Imprisonment for Debt in Upper Canada." On May 30th, during the annual

Dissertation Prize