

HISTORY NEWS

SUMMER 2021



**DALHOUSIE
UNIVERSITY**

FACULTY OF ARTS AND
SOCIAL SCIENCES

IN THIS ISSUE

- 2 Undergraduate History Update
- 4 Undergraduate Student Spotlights
- 6 Graduate History Society Update
- 7 Graduate Student Spotlight
- 8 Congratulations, Graduates!
- 10 Departmental Student Awards
- 11 Faculty Spotlight
- 12 Faculty Updates
- 14 Alumni Feature
- 19 New Courses
- 21 Stokes Seminars
- 21 In Memoriam
- 23 Miscellaneous
- 24 Historians in the Media
- 26 Farewell

STAY CONNECTED

Department of History

Marion McCain Arts and
Social Sciences Building, 1st Floor
6135 University Avenue
PO Box 15000, Halifax NS B3H 4R2

- 📞 902.494.2011
- ✉️ history@dal.ca
- 🌐 dal.ca/history

Follow us on social media and
stay up to date

- 📺 @Dal_History
- 📷 @dal_fass
- 📧 @Dal_ALUMNI
- 📧 @Dal_FASS

Visit alumni.dal.ca to update your
contact information and stay connected
with Dalhousie University.

For information on events within the
Faculty or to plan a reunion, visit
dal.ca/fass or email fassalum@dal.ca

MESSAGE FROM THE CHAIR

GREETINGS TO THE STUDENTS,

alumni, staff, faculty and friends of
Dal History, near and far.
Instead of dwelling, yet again, on
the strangeness of this year, let
me open by offering my thanks to
everyone who stepped up to make it
as good as it could be: staff, faculty,
alumni, and above all, our students.
Everyone found it a challenge, some
more so than others, but time and
time again, we all had reason to
be grateful to our fellows for their
generosity, patience, and grace.
Thank you.

I invite you to read in the pages that
follow news from or about students
and faculty, past and present. Sadly,
we lost three former members of
the department this year: Peter
Waite, Michael Earle, and Peter
Burroughs. We bid a happier though
still bittersweet farewell to Valerie
Peck, our long-time grad program
administrator who retired this
year. But we also welcomed new
members: Michele Edgerton as the
new grad program administrator;
Alana Toulon and Katherine Crooks

as instructors for the year; and a
new cohort of graduate students,
amongst others. We had reason
to celebrate Afua Cooper's
contributions to the study of Black
Canadian history, which continue
to stand out. Even in the move
to online teaching for the year,
colleagues offered new courses,
proving once again that History
is ever changing. We also get to
congratulate a group of students
who earned their degrees this year
(and I do mean 'earned'!) Once
again, but I do hope for the last
time, we could not gather in person
to celebrate the achievements of
our students, but I hope you'll join
me in wishing them all the very best
for the days to come.

As ever, please do get in touch with
any news you might like to share. In
the meantime, please accept best
wishes for the future from all your
friends in History.

Krista Kesselring



UNDERGRADUATE HISTORY UPDATE

MESSAGE FROM THE PRESIDENT, RONNY BLANCHARD

The Undergraduate History Society (UGHS) was created to foster a sense of community among history students. Thanks to the pandemic, this was especially difficult this year. Although online meetings are not as much fun as in person gatherings, the UGHS met once a week throughout the year and held a variety of successful virtual events. These meetings were open to anyone who was interested in the happenings of the Society, and attracted a group of persistent members – members who the Executive would like to thank for their enthusiasm. Another challenge was the relative newness of UGHS; this was only the second year the Society was active after a few years of dormancy. However, we were able to hold events like a guest lecture from Graham Thompson of Harvard University and an Honours information session that expanded the presence of UGHS on campus.

To bring our community together, we produced the [Pandemic Cookbook](#) [pdf], a collection of recipes from faculty and students in the History Department. We also produced [Pangaea: The Dalhousie Undergraduate History Journal](#) [pdf], a collaborative effort between UGHS and the Honours History Seminar. UGHS collected the submissions from students, and the Honours Seminar edited the journal. This year, the editors were Hannah Wygiera (also the UGHS VP!) and Takdeer Brar. *Pangaea* showcases

the diversity of interests, topics, and periods studied throughout the History Department. It also presents the exceptional papers written by our fellow students, with the hope of inspiring future students to continue pursuing historical research. When we started advertising for papers,

Department. We hope that readers will recognize that throughout history, challenges have arisen, and yet we have continued to rise above and navigate through them. This has been a historic year, and we are incredibly proud of everyone for getting through it. We are extremely grateful for everyone's support of UGHS and especially to the faculty who attended and assisted with events. We wish everyone a safe and happy summer and hope to see you in person in the fall!

The Department of History PANDEMIC COOKBOOK



CREATED BY
FACULTY AND STUDENTS OF THE
DALHOUSIE DEPARTMENT OF HISTORY

we did not anticipate the record number of submissions we would receive – over 20! They explored a large variety of historical research and we believe the papers included this year reflect the diversity of research in the Department. Although this year was challenging, *Pangaea* demonstrates the strength and resilience of the History

EXECUTIVE TEAM:

Ronny Blanchard, President

Hannah Wygiera, Vice President

Kyle Jordan, Treasurer

Catherine Charlton, Secretary

Emma Whaley,
DASSS Representative

Amy Paleczny, Social Media

EXECUTIVE TEAM



UNDERGRADUATE STUDENT SPOTLIGHT

BOTH HANNAH AND CATHERINE WON PRESTIGIOUS GRADUATE SCHOLARSHIPS FROM THE SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL. OUR CONGRATULATIONS TO BOTH!

CATHERINE CHARLTON



MY NAME IS CATHERINE

Charlton, and I am graduating with an honours in history and a minor in English. Last year, while trying to come up with a research paper topic for Dr. Bell's World War Two class, I stumbled upon the incredible primary source that is the *Dalhousie Gazette*. The wartime issues of this paper interested me so much that I used them as the basis for my honours thesis. Under the exceptional guidance of my supervisor, Dr. Jerry Bannister, I

explored the effect that World War Two had on Dalhousie students. My proximity to this topic also allowed me to experience Dalhousie's wartime history in some tangible ways. For example, an employee at the Studley gymnasium gave me a tour of the gym, where the Dalhousie students in the Canadian Officers' Training Corps used to drill, and an equally kind staff member at the Westin Nova Scotian showed me the hotel's beautiful ballroom, where so many wartime

Dalhousie dances were held. I found it fascinating to learn about the experiences of university students during this transformative period in Dal's history, especially since this history was written primarily by the students themselves.

When I enrolled in a B.Sc. at the University of King's College in 2017, fully intending to pursue a career in audiology, I certainly could not have predicted that I would ultimately switch programs and graduate with a B.A. in history! I have never regretted this decision. I have many happy memories of my time at Dal/King's, especially attending my very last pre-Covid event at Dalhousie, the Roaring Twenties Gala that was held by the Costume and History Societies. I look forward to returning to Dal in September for an M.A. in history.

HANNAH WYGIERA

I GREW UP LOVING HISTORY, but it was not until my last year of high school that I realized I could study it in university. Now, having just completed my Bachelor of Arts with Honours in History, I cannot imagine studying anything else. I came to Dalhousie interested in ancient history, especially ancient Rome. However, after taking Dr. Kesselring's class on Tudor and Stuart England, I quickly realized where my true interests lay. This past year, I wrote a thesis on the decriminalization of heresy as a capital offence in Early Modern England. I grew up in the Anglican Church and that contributed to my passion for researching the English Reformation. I have really enjoyed researching the legal aspects of the English Reformation and I plan to continue researching it in my

masters degree at the University of Calgary.

Aside from academics, I got involved with the Dalhousie Arts and Social Sciences Society in my first year, and I was treasurer of the Chapel at King's in my second year. In my third year, I helped revive the Undergraduate History Society and served as secretary. It was a lot of work, but seeing the society thrive made it worth it. This past year I was the vice-president and also one of the editors for the undergraduate journal, *Pangaea*. I really enjoyed connecting with my fellow history students and getting to be involved in the department in such a fun way.

Graduating from Dal feels a little flat this year. I spent the year at

home in Alberta and have not actually been in Halifax since March 2020. I got married shortly after the pandemic started and have really enjoyed spending more time with my husband. However, I missed Dal and Halifax, especially the discussions that could have been had in class. Nevertheless, I managed to write an honours thesis and still learned so much. I am so thankful to Dr. Krista Kesselring, who advised and inspired me, for Dr. Christopher Bell, who took care of all of the honours students, and for everyone in the department who made this year the best it could possibly be. I am so grateful for my experiences at Dal and everything I have learned.



GRADUATE HISTORY SOCIETY UPDATE

MESSAGE FROM THE PRESIDENT, KRISTEN BECKER

THE GRADUATE HISTORY SOCIETY was represented by a new executive who started in September 2020, composed of new graduate students who were excited to begin a new year and a new degree! This year the society encountered multiple challenges which affected many events the society would normally hold or have attended. Nevertheless, we were able to arrange a couple of events which met the Covid guidelines, including a small museum trip at the Maritime Museum of the Atlantic, thanks to Amber Laurie, assistant curator and fellow MA student, and hosted some online gatherings for master's students.

Although the pandemic posed many challenges for us this year, the executive and graduate students were very excited to host a successful history conference online. This year's theme reflected ongoing events within the world but still contained some originality:

Chaos and Continuity. As history students, we study the chaotic events of the past and how societies and cultures were able to adapt and prosper whether that be through plagues such as the black death, food shortages, rebellions, or war. Thus, as the world remains within a chaotic, although slightly improving, time we chose to represent societies past endeavours in the hopes of providing a clear image of prosperity. Our broad theme and online setting allowed for graduate students with a variety of topics from Nova Scotia and Ontario to participate. It was our pleasure to have alumnus Dr. Colin Rose (Brock University) as our keynote speaker, who reminded us that even our dedication to holding the conference, despite the circumstances, pointed towards our dedication to finding continuity in chaos. Ultimately I feel confident in stating that it was a highly successful online conference!

On behalf of myself and the executive committee of the society, I would like to say thank you to everyone who participated in making this year's society a success and for their encouragement as we pursued a new online environment! Congratulations to all of you for seeing this year through, that in itself is a great accomplishment! Although this year was interesting, let's hope that next year is better!

EXECUTIVE TEAM:

Kristen Becker, President

**Emily Fenton, Vice President/
Secretary**

Jacob Bolton, Treasurer



GRADUATE STUDENT SPOTLIGHT

AMBER LAURIE



My name is Amber Laurie and I am a M.A. student in history at Dalhousie University. My research explores a period characterized by negotiated Indigenous-settler relationships and enslavement within Liverpool, Nova Scotia, from 1760-1812. Primarily focusing on the diaries of Simeon Perkins while incorporating additional material culture sources, my thesis will ask how did social identity, mobility, and exchange inform cross-cultural relationships around Liverpool? And did the relationships among the enslaved, indentured, and free reflect broader patterns of social change in Nova Scotia? Although my research focuses on the early modern period, the concept of freedom, however it is defined and experienced, is what unites my interest in history across centuries.

ASIDE FROM STUDYING AT DAL, I also work full-time in the public history sector. I am currently the Assistant Curator/Registrar of Marine History for the Nova Scotia Museum. My duties range from exhibit content development, caring for the marine history collection, handling artifacts, providing collections assistance at any of the Nova Scotia Museum's 28 sites,

supervising and training interns, and answering research enquiries. One of my favourite things about my job is constantly learning about a wide range of historical subjects while meeting some really great people. I am also very fortunate to have amazing colleagues. Their support has been invaluable while I navigate work and school. For that, I am extremely thankful.

If anyone is interested in learning more about working in museums and public history career paths, please feel free to get in touch. My email is amber.laurie@dal.ca.

CONGRATULATIONS, GRADUATES!

This past year has been different from any other, and has impacted graduating students in distinctive ways. Finishing their theses from their homes, defending online, or having an online convocation was not an easy experience. The Department of History would like to extend heartfelt congratulations to all our 2020/21 graduates for their patience, dedication, and hard work. Good luck with all your future endeavours!

UNDERGRADUATES (BA OR BSC, DAL OR KING'S, WITH A MAJOR OR HONOURS IN HISTORY):

Kevin Dacey
Samuel Eisner
Madeleine Girgis
Rebecca Liptay
Alexander Long
Katelyn Park
Marta Podvolotskaya
Derek van Voorst
Michael Warner
Landon Warnica
Lianne Xiao
Matthew Kaut
Yufan Wang
Matthew Zolkivski

Lisa Ball
Isabel Brechin
Jonathan Brundige
Sophie Carmichael-Hanlon
Catherine Charlton
Mitchell Coulombe
Natasha Danais
Cole De Jager
Armaan Dhillon
Claire Dreyfuss
Caroline French
Catherine Hutt
Caroline Jones
Kyle Jordan

Alexander Kennedy
Marcus Kessler
Leah Lowe-Davies
Jack MacKenzie
Adam MacLaren
John Marshall
Robert Messick
Emma Moore
Blake Morton
Samantha Mulyk
Miles Saltmarche
Emily Sawchyn
Georgia Simon
Kiana Sokolic

Jeremy Spronk
Kylor Stewart
Imani Theodore
Michael Weaver
Hannah Wygiera

James Lees
Caroline
Michaud
Christian
Bellows
Craig Boehmer
Joy Shand
Raymond
Moylan
Mahira Qadri

MASTER'S GRADUATES 2020/2021:

Holly Hanes
Madison Gateman
Melissa Glass
Elizabeth Hogan

MASTER'S GRADUATES 2020/2021 CONTINUED:



CHRISTIAN BELLOWS
After moving to Halifax from Newfoundland a few years ago, Christian has thoroughly enjoyed his time at Dalhousie and in the city. He wishes that more of this past year could have been spent on campus and with new friends.

Christian is now in the process of relocating to Wolfville where he will be starting a B.Ed at Acadia University.



MADISON GATEMAN
After graduating from Dalhousie's MA in History program last spring, Madison left the Maritimes, moved to Toronto, and finished her first year of virtual law school at Osgoode Hall. She is currently working full-time for the summer at Parkdale Community Legal Services, where

she assists clients with their immigration and refugee-

related legal issues. She credits her time in the History Department with helping to prepare her for the rigours of law and the development of her research skills, which aid considerably in the work she does now at the clinic. She sends her best to all her fellow graduates.



MELISSA GLASS
Melissa Glass is fascinated by how social relationships shape and are shaped by the institutional and legal frameworks that guide daily life, especially in early modern England. Her thesis project, titled "Custom and Coverture

in the Manor Courts: Women as Tenants in Early Modern England," explored these ideas by examining women's experiences at the lowest level of early modern England's legal system. She recently had an article published in the *Canadian Journal of History* that was based on some of her thesis research – check out "The Rust of Antiquity?": Print Culture, Custom, and the Manorial Court Guidebooks of Early Modern England" in volume 56. Melissa will soon be moving back to her home province of Alberta, but she has enjoyed her time in Nova Scotia immensely. She won't forget the

people she met at Dal, the seminars she attended that challenged her thinking, or the oceanside walks she took when procrastinating.



JAMES LEES

James G. Lees graduated in autumn of 2020 with an MA in History from Dalhousie. His thesis focused on the development of state forestry in seventeenth-century England. On a personal note, members of the department will be

happy to know that James and his wife, Rebecca Ford (2020 Dal Costume Studies graduate), were married in April of 2021! While completing his MA thesis last year during the first lockdown, James was awarded a Clarendon Fund Scholarship and is currently a DPhil student with Trinity College at the University of Oxford, where he is continuing his research into the development of early modern state forestry practices and environmental history.



CAROLINE MICHAUD

Caroline spent the first half of the past plague year writing an MA thesis about plague years past. She is looking forward to presenting a paper on early modern public health at the 2021 Canadian Historical

Association conference in June. She currently lives in Montréal.



RAYMOND MOYLAN

Before enrolling at Dalhousie, Raymond was a teacher for fifteen years in the United States and Europe. His research at Dal focused on early public education in the antebellum era. This past spring,

he completed his thesis: "Samuel Ringold Ward's Examination Day: The Education of A Black Abolitionist". This summer he is moving to Vancouver with his wife and continuing his teaching career.



JOY SHAND

Originally from Toronto, ON, Joy moved to Halifax in 2008 to do her bachelor's degree at the University of King's College. She immediately fell in love with Halifax and the East coast, and spent the next 12 years there

studying and getting involved with the local community through her volunteering, activism, and political work. The direct descendent of immigrants on every side, Joy focused her master's research on understanding public attitudes to immigration in Halifax in the lead up to Confederation (1862-65). Ever mobile herself, Joy recently moved with her partner, Carter, to Gatineau, QC, where she hopes to pursue a career in immigration and settlement law, but dreams of returning to the Maritimes soon.

PHD GRADUATES 2020/2021:

DR. KATHERINE CROOKS

Katherine Crooks' doctoral research used the connected life histories of white and Inuit women to better understand their respective roles in American-sponsored exploratory expeditions in the Eastern Canadian Arctic in the early twentieth century. She successfully defended her PhD on 9 October 2020, and her dissertation is entitled "Cold Comforts: Making Inuit and Qallunaat Homes in the Eastern Arctic and North American Cultures of Exploration, 1890-1940."

DR. MARY OWUSU

Mary Owusu's work on modern African history highlights events and personalities that have been marginalised in orthodox narratives to reveal the full richness and complexity of Africa's past and present. She is passionate about writing critical transnational histories that project the subject matter through a gendered prism. Dr. Owusu defended her PhD thesis on 22 July 2020.

DEPARTMENTAL STUDENT AWARDS, 2020/2021:

The History Department would like to offer its gratitude to the alumni and donors who, through their generous contributions, have made the below prizes and scholarships possible. Their support enables the continued celebration and encouragement of academic excellence within the student body of the department.

THE UNIVERSITY MEDAL IN HISTORY, awarded on the basis of the best undergraduate record among graduating Honours students in History: **Catherine Charlton**

THE EDITH AND ROSE GOODMAN PRIZES for Canadian History: **Claire McCarroll** and **Daniel Englehutt**

THE GEORGE E. WILSON PRIZES:
Scholarships: **Kortney Adams**, **Megan Osler**, **Aleksei Sychterz**
First Year Essay Prize: **Violet MacEwen**



▲ **THE TOM AND ADA JENNEX UNDERGRADUATE SCHOLARSHIP** in History for a student finishing third year who demonstrates academic excellence in the study of the Atlantic World: **Samuel Gruchy**

THE COMMONWEALTH HISTORY PRIZE, for the best undergraduate essay on a topic relating to the history of Britain and/or the Commonwealth countries, funded by a gift from Dr. David Jessop and Dr. Karen Ostergaard: **Lucy Boyd**, “‘The Old Faith’: Insular Catholicism and the Protestant Reformation.’”

Congratulations as well to MA student **Kristen Becker**, who won the **FASS MUSHKAT ESSAY PRIZE** (\$4000), meant to “foster academic excellence and scholarly research into the meaning and principles that define ‘tolerance’” for her essay “Freedom of religion or an attempt to create a united godly state?: Religious toleration in Cromwellian Scotland.”

▲ **THE LVK SCHOLARSHIP**, for second year students who excel specifically in History: **Ella Cathcart**

THE SUSAN BUGGEY ATLANTIC WORLD HISTORY SCHOLARSHIP, created by Dalhousie History graduate Susan Bugey to encourage excellent senior students focusing on the history of the Atlantic World: **Jonathan Vroom**

FACULTY SPOTLIGHT

AJAY PARASRAM



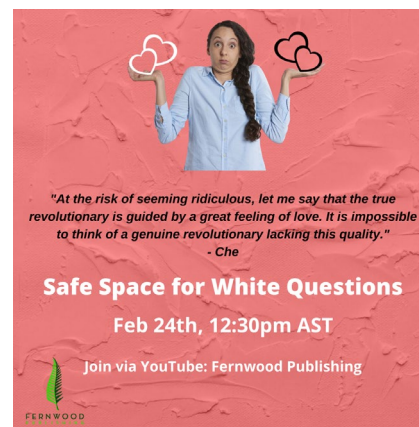
AJAY TAUGHT HIS FAVOURITE

seminar this fall, HIST 4355: Becoming The State, and is really pleased to have been able to interview his friend and mentor, Dr. Lynn Gehl, in the classroom. The interview consisted of a recorded conversation about her book [The Truth That Wampum Tells](#), which the students studied in class. Ajay also (virtually) joined colleagues at Aligarh Muslim University this fall to give a lecture entitled, “M.K. Gandhi vs. The Mahatma: Postcolonial Nationalism, Eurocentric Historiography, and the Problem of National Heros.” Working with Dr. Gaynor Watson-Creed (Dal Med, former NS Deputy Chief Medical Officer), the unlikely science/humanities, double-diaspora duo have developed a popular “White Fragility Clinic” in the Faculty of Medicine aimed at providing a practice space for faculty members to learn about systemic racism and the centrality of naming and working through “whiteness” as an anchor point to understanding our present political situation. White Fragility Clinic meets every two weeks, online, via the Faculty of Medicine. Relatedly, Ajay has been

speaking about anti-Asian racism, [COVID-racism](#), and anti-Black and anti-Indigenous white supremacy in news and media outlets across Canada and the United States in the last academic year, including twice as a featured guest on the Psychiatry show “Dr. Radio” on SiriusXM. With colleagues in FASS, Ajay participated in a public panel discussion on the US Election just ahead of the vote.

Ajay has also partnered with Dr. Alex Khasnabish (MSVU) and Fernwood Publishing (earlier supported by History grad student Liam Caswell and IDS grad student Courtney Law) to host a series of monthly, free, online drop-in sessions called “Safe Space for White Questions,” where anyone (but especially white people) can drop in for honest and frank answers to questions they may have about racial justice but feel apprehensive to ask in other venues. Related to these two projects, Ajay has given lectures in Equity/Diversity/Inclusion speaker series on various aspects of Race and Canadian History, Structural White Supremacy, and Pathological White Fragility across the country and notably for the Department of Defence Research and Development Canada, the University of Ottawa, and the Rabbinical Association. As a Founding Fellow at the MacEachen Institute for Public Policy and Governance, Ajay organized and moderated a roundtable discussion on the subject of Racial Politics in Nova Scotia aimed at establishing a minimum criteria for any political party interested in showing that they are taking race seriously to demonstrate. Relatedly, he partnered with MacEachen, ACIC, CCPA and his IDS-colleagues John Cameron and Fatima Beydoun to

deliver a [Youth Policy Advocacy](#) workshop this winter semester aimed at helping activists add to their “policy toolbox.” Amidst navigating lockdowns with a toddler, he’s managed to finish his first book (now under review with Manchester University Press) entitled *Imperial Encounters in Sri Lanka: Pluriversal Sovereignty and the State*. He is hard at work on his second book (under contract with Fernwood Publishing) entitled *How to Talk to Your Racist Uncle: A Manual for Racial Resilience* that he hopes to finish with the help of the Burgess Research Award in early 2022. He is also keen to start interviews for his SSHRC Insight-Grant funded project that he is CI on entitled Racialization of Asian International Students in Canadian Universities, and a new project he has been working on with the assistance of Raymond Moylan on Racial Pedagogy in colonial plantations in 19th century Trinidad. Now that he’ll be tenured as of July 1, Ajay is looking forward to spending a little more time in his hammock.



FACULTY UPDATES



AFUA COOPER

IN RECOGNITION OF HER POETRY and artistic production, Afua Cooper was awarded the Portia White Prize on 14 November 2020. The Portia White Prize recognizes the cultural and artistic excellence of a Nova Scotian artist who has attained professional status, mastery and recognition in their discipline over a sustained career. Honoured to receive the prize, Dr. Cooper is excited to be able to give some of the prize money to the Writer's Federation towards a poetry prize in the honour of Nova Scotian poet Maxine Tynes.

In April of 2021, Dr. Cooper was awarded a one million dollar grant to lead a three-year project entitled *A Black People's History of Canada*. The project is funded by the Department of Canadian Heritage and is aimed at creating educational tools and learning materials to improve African Canadian history education. Cooper, along with a team of historians, researchers and writers, will be working on filling this gap in Canadian history through developing tools for educators which will be made available online in English and French.

In May 2021, Dr. Cooper's latest book of poetry *Black Matters* was awarded the J.M. Abraham Poetry Prize, administered by the Writers Federation of Nova Scotia.

KRISTA KESSELRING

KRISTA KESSELRING reports that the highlights of this strange year came from working with MA students and her three Honours students. Melissa Glass, James Lees, and Caroline Michaud finished outstanding MA theses last summer on manor courts, silviculture, and plague, respectively; two new MAs are now working away on their own projects. She congratulates Isabel Brechin, Adam MacLaren, and Hannah Wygiera on successfully completing their Honours theses in less-than-ideal working conditions

and thanks them all for the intellectual leavening of a year of on-line teaching. The unusual conditions have slowed her own research work, but she has a collection of essays due out this summer, *Star Chamber Matters: An Early Modern Court and its Records*, co-edited with Dr. Natalie Mears and arising from a conference held at Durham University in 2019. (She was also named an Honorary Research Professor at Durham's Institute of Medieval and Early Modern Studies.) An article on

the history of judicial whipping will appear shortly in the *Journal of British Studies* and a book she's co-authoring with Prof. Tim Stretton on the history of divorce and separation will be completed this June. She has particularly welcomed the opportunities for collaborative ventures this year, and in that vein continues to blog with Dr. Cassie Watson and Prof. Sara Butler (a Dal alumna) at www.legalhistorymiscellany.com.



GREGORY HANLON

AFTER TWO DECADES OF

building up a collection of local studies, with the assistance of Dalhousie Honours and Masters students, Gregory Hanlon is actively preparing a book provisionally entitled *Death Control in the West: 1550-1750*. It explores the underground phenomenon of neonatal infanticide from the evidence contained in parish registers, both Catholic and Protestant. Drawn from a score of rural and urban communities in Tuscany and Lombardy in Italy, Aquitaine in France, and Dorset and Yorkshire in England, the database at present surpasses 300,000 baptisms and a couple of dozen church censuses. This groundbreaking and controversial study challenges many basic assumptions about European reproductive behaviour before the demographic transition of the late nineteenth century, revealing at the same time the complexity of a practice that cannot be reduced to 'missing girls'.

COLIN MITCHELL

DESPITE THE HECTIC YEAR

of online teaching through the pandemic, Colin Mitchell is happy to announce the publication of several papers:

"Man of the Pen, Pillar of the State: Hatem Beg Urubadi and the Safavid Empire", *Safavid Persia in the Age of Empires*, ed. Charles Melville, Vol. X of The Idea of Iran Series, London: Bloomsbury Publishing, 2021, pp. 47-79.

"Custodial Politics and Princely Governance in Sixteenth-Century

Safavid Iran", *The Safavid World*, ed. Rudi Matthee, The Routledge Worlds Series, London: Routledge, 2021, pp. 77-110.

"A Medieval Nexus: Locating Ensha and Its Ontology in the Persianate Intellectual Tradition, 1000-1500," *The History of Persian Literature, Vol. 5: Persian Prose*, ed. Bo Utas, London: I.B. Tauris, 2021, pp. 1-96.

"Die Safawiden," *Islam I: Entstehung, Konfession, Dynastien*, ed. Georges Tamer, Stuttgart, 2021.



ALUMNI FEATURE

INTERVIEW WITH ALEXANDRA FENTON



Alexandra Fenton graduated in 2012 from Dalhousie University and the University of King's College with a Combined Honours degree in English and History. Alexandra went on to complete her Master of Arts in History in 2014, studying Cuban history under the guidance of Dr. John Kirk. Alexandra worked for several years in the Halifax Public Libraries system before moving to her current role as Executive Director of SuperNOVA at Dalhousie University. SuperNOVA is a not-for-profit organization that provides science, technology, engineering and mathematics (STEM) education for youth across Atlantic Canada. In 2019 she was selected to travel in the US State Department International Visitor Leadership Program (IVLP) to speak across the country about STEM Education for Vulnerable and Underserved Populations. During this three week tour she travelled to Milwaukee, WI, Anchorage, AK, Albuquerque, NM, and Washington D.C., where she met with the White House Office of Science and Technology Policy. Alexandra is 31 years old and lives in Halifax.

Q As a student, did you expect to get a job like the one you have today?

A Not at all! When I was studying I had thought that I would end up teaching in some capacity - in fact when I was awarded this job I declined my acceptance to a B.Ed program for a year to see if I would like it. Working in science and engineering was very far from my expectations. After nearly 10 years working in the industry now, I can see that when I graduated I was just not aware of many of the opportunities that were available to someone with an arts degree. At the time, it seemed like the main routes were either teaching or taking another degree such as law, neither of which seemed like the right path for me.

Q Do you ever miss working directly in the field of history?

A Yes, I do miss studying history sometimes. I miss the excitement of the atmosphere of being surrounded by other people who are interested in the same things. It is nice, however, that I can pursue history on my own terms now. I read histories or watch documentaries about anything that interests me, and continue to learn in that way. I have also learned an incredible amount about the field that I am working in. Never in my life did I think that I would know so much about coding and robotics, or underwater ecosystems, or about how satellites are built. I think that if you're open and enquiring, you will find exciting things to learn about in pretty much any field.

Q How has your background in history research helped you in the work you do now?

A Writing, writing, writing. I don't remember the specific dates of the Boer War, but I certainly had the process of research and writing drilled into my brain over the course of my 6 years of studying history. I write grant proposals, project outlines, and daily communications for my organization, and the experience in writing that my arts degrees gave me has been invaluable. Many people working in my field don't have that kind of writing experience, so organizations are always looking for good communicators - people who can translate technical knowledge into layman's terms, or who can write successful funding proposals.

ALUMNI FEATURE: ALEXANDRA FENTON



Q What is your fondest memory of studying history at Dalhousie/King's?

A Every September I have a strange feeling of excitement - even now, nearly 8 years after my last year - about the start of new courses. I loved that feeling, before the tests and papers set in, of pure learning and the excitement of digging into new course material. I still remember the feeling of sitting in the lecture hall on my first day of the Foundation Year Program at King's, and how nervous and excited I was about this new stage in my education where I could truly make all of the decisions about what I learned. I made great friends, and had some incredible experiences.

Q Do you have any advice for future history graduates?

A Have an open mind about where your career takes you.

I know that sounds like pretty basic advice, but it really is key. Apply for jobs that scare you, or that you aren't sure you are quite qualified for. You can learn an incredible amount on the job, and you will find a way to make your degree work for you. After all, an arts education is really about honing the skills to work hard, complete multiple projects simultaneously, manage your time, and communicate - which is what many jobs really need you to be able to do.

Q Can you tell us about the plans you have for SuperNOVA going forward?

A SuperNOVA's newest major project is one that is very near to my heart. I have spent the last 12 months developing an exciting new program that will be launched this coming summer, called ATLAS (ATLantic Academy of Space). Working in partnership with GALAXIA Mission Systems, a

local space technology company, SuperNOVA is designing a program in which high school students from all over Atlantic Canada will come together at Dalhousie to design and build a small satellite called a CubeSat. It has been so exciting and interesting to be working with the local Canadian space industry. I have learned so much in my role at SuperNOVA, and can't wait to see what the next few years will bring.



ALUMNI FEATURE

INTERVIEW WITH DR. BONNY IBHAWOH



*Dr. Bonny Ibhawoh is Professor and Senator William McMaster Chair in Global Human Rights at McMaster University, Canada. He received his PhD in History from Dalhousie University in 2003. He is the Director of the [McMaster Centre for Human Rights and Restorative Justice](#) and he chairs the United Nations Expert Mechanism on the Right to Development. He is a legal and human rights historian who has taught in universities in Africa, Europe and North America. Previously, he was a Human Rights Fellow at the Carnegie Council for Ethics and International Affairs, New York, and Research Fellow at the Danish Institute for Human Rights, Copenhagen. His research expertise includes global human rights history, peace/conflict studies and transitional/restorative justice studies. Dr. Ibhawoh has held several university academic and administrative positions including: Director of the Centre for Peace Studies, Associate Dean of the Faculty of Humanities, and Acting Associate Vice-President (Research) at McMaster University. He has authored several books on human rights, including *Imperial Justice* (Oxford University Press)*

*and *Human Rights in Africa* (Cambridge University Press). Dr. Ibhawoh is a member of the College of Scholars of the Royal Society of Canada and serves on the Board of a number of Canadian charities and international Human Rights Non-Governmental Organizations. He is currently the Project Director of two major research projects – [The Confronting Atrocity Project](#) and [Participedia](#).*

Q Can you tell us a little bit about your PhD and your experiences at Dalhousie University?

A I came to Dalhousie for a PhD on a Killam scholarship in 1998. I was part of a cohort of PhD students which included several international students. My dissertation explored the tensions in imperial and anti-colonial discourses of human rights in Africa. I have very fond memories of my time at Dalhousie. I remember the annual curling outings organised by Dr. Phillip Zachernuk. It was at one of these curling outings that I first laced up a pair of skating boots and ice

skated. Having lived most of my life in Africa, I had never skated before. Although my curling mostly consisted of slipping and falling on the ice, these were memorable experiences for me. While working on my PhD at Dal, I got a job as a “Residence Don” at the University of King’s College. I was the Residence Don of Cochran Bay at King’s. The position did not come with a salary, but it came with a nice furnished apartment in the residence and free meals. At King’s we had weekly formal meals where everyone wore academic robes to dinner and the University President said grace in Latin. It was like a scene out of a Harry Potter movie; it was a memorable experience.

Q Your career and publications seem to combine the study of history and human rights. Can you say something about the relationship between the two?

A There is a direct connection between history and human rights. For so long, the field of human rights was dominated by social scientists and legal scholars. Few historians engaged in the debates about the theory and practice of human rights. However, there was always recognition among human rights scholars of the deep historical roots of human rights ideas. Attending to these often-ignored historical dimensions of human rights ideas and struggles

ALUMNI FEATURE: DR. BONNY IBHAWOH

is what I try to do in my research. Also, human rights scholarship tends to be underscored by a certain presentism. There is a preoccupation with present-day human rights violations. This is partly because of the widely held assumption that the notion of universal human rights is a uniquely twentieth century phenomenon. Indeed, the adoption of the Universal Declaration of Human Rights by the United Nations in 1948 marked a defining moment in the development of international human rights. But even if we agree that universal human rights have a uniquely twentieth century dimension, we also need to understand how these twentieth century breakthroughs were shaped by the ideas, events and struggles that came before. A historical approach allows us to go beyond present-day abuses to understand the antecedental conditions that shape abuse. This understanding of historical antecedents is important to remedying rights violations. For example, in the context of Africa, we cannot fully understand contemporary legal constitutional human rights regimes without an understanding of how they were influenced by the histories of colonialism and anti-colonial struggles.

Q How does your career in historical research help you to interpret current human rights affairs?

A My training as a historian positions me to bring a unique lens to human rights scholarship. As a historian, I have the training and skills to interpret archival sources in ways that help us understand the complexities of

the evolution of rights ideas. The historian's emphasis on primary archival sources also allows us to speak authoritatively about the transformative human rights ideas and struggles. Knowledge of oral historical methodology is relevant to understanding and documenting notions of human rights and human dignity among indigenous people. This has enabled better appreciation of the normative contributions of indigenous knowledge and philosophies to the development of modern human rights principles.

A historical approach to human rights also allows us to tell global and inclusive human rights stories. Contemporary human rights are premised on the notion of globality and universality. Yet, until recently, much of the scholarship on human rights was focused on Western history, from the Magna Carta and Enlightenment liberalism to the French Revolution. Recent histories have drawn attention to the contributions of indigenous communities and the Global South to the development of human rights. For example, in my books, I have engaged the debate over the universalism and cultural relativism of human rights. I have been interested in exploring how social and cultural traditions shape local understandings of human rights.

Apart from my academic interest in human rights, I am also interested in the practice of human rights. My consultancy work with international human rights NGOs has given me an opportunity to collaborate with practitioners and engage human rights policymaking. My work with the Canadian Museum of Human Rights provided an opportunity

to work with the curators to translate human rights research into exhibitions that educate the public about the history of human rights. As a United Nations human rights expert, I have drawn on my history training to research and write reports that contribute to international human rights policymaking.

Q In your experience, do you feel that people are willing to engage with the historical context when it comes to studying human rights?

A I think historical scholarship on human rights is gaining more attention both with academic and public audiences. Scholars, policy makers and activists increasingly see the value of bringing historical perspectives to human rights questions. The historian brings complexity and nuance to human rights issues that tend to be presented from the opposing perspectives of victims and violators. The growing relevance of history in human rights is reflected in the work of national truth and reconciliation commissions that have been established around the world. Many of these truths and reconciliation commissions are mandated to investigate the historical truth about human rights violations with the goal of bringing justice to victims and fostering national reconciliation. The work of historians is central to these truth-seeking processes. Another example is the emergence of human rights memorialization and commemoration practices around the world with the establishment of human right museums and monuments.

Continued on next page

ALUMNI FEATURE: DR. BONNY IBHAWOH



Q Do you have any current or upcoming research which you would like to tell us about?

A I am currently working on two major projects. The first project is the “Confronting Atrocity Project,” which is a global study of truth and reconciliation commissions in 12 countries around the world. The project investigates how truth commissions go about their task of investigating human rights abuses and fostering national reconciliation. The second project called Participedia is a crowdsourcing platform and global network of scholars, researchers and practitioners policy makers interested in public participation and democratic innovations.

Q Do you have any advice for future history graduates or prospective students?

A My advice to future history graduates or prospective students is to broaden their horizons as they go about their studies and explore career options. I urge students to embrace interdisciplinarity and seek experiential learning opportunities that allow them to apply their training and skills as historians in practical ways. Public history provides one such opportunity of bringing history to a wider audience. With easy accessibility to digital technology, it is now possible to share knowledge through various platforms such as social media, podcasts, YouTube

videos, and blogs. I encourage my students to blog about the topic that they find interesting and write public commentaries based on their research essays. Take elective courses in other disciplines and collaborate with peers in other disciplines on research projects. Human rights studies is an interdisciplinary field and, for me, it has been essential to take cross-disciplinary approaches in my research, teaching, and practice.

NEW COURSES 2020/2021

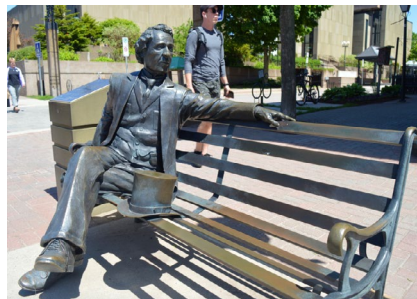
INTRODUCTION TO HERITAGE STUDIES, HIST 2950

THIS PAST TERM THE HISTORY

Department launched a new course, HIST 2950, "Introduction to Heritage Studies," as part of our Certificate in Heritage Studies. It attracted a wonderful group of excellent students from a variety of backgrounds and majors. We adopted an interdisciplinary approach that included a mix of presentations, social media, written essays, online research, and meetings with guest speakers. Our class started with a unit on patterns in international tourism. Using the "tourist gaze" framework, each student picked a tourist campaign and analyzed its depictions of environments, identities, history, and other issues. The presentations and papers traversed a range of historic sites in different countries, from China to the United Kingdom. For their next project, students chose a monument or other type of commemoration and investigated the public debates surrounding it. Their case studies ranged from famous statues and international disputes to forgotten sites and hidden history.

In addition, each week we explored a different topic and hosted a professional working in the heritage sector. Our weekly sessions covered a variety of themes and disciplines: artifacts & physical geography (Dr. Tim Fedak, Provincial Curator of Geology); storytelling & oral research (Dr. Emily Burton, Oral Historian, Canadian Museum of Immigration at Pier 21); archives, preservation & public policy (Mr. John MacLeod, Manager, Nova Scotia Archives); statues, commemoration & collective memory (Dr. Monica MacDonald, Manager of Research, Canadian Museum of Immigration at Pier

21); exhibits & public history (Dr. Roger Marsters, Provincial Curator of Marine History); archaeology & public research (Dr. Katie Cottreau-Robins, Provincial Curator of Archaeology). This was followed by two weeks that featured our own Dr. Afua Cooper and Dr. Lisa Binkley, who shared their wealth of knowledge and expertise in heritage studies and commemoration. We were extremely fortunate to have support as well from other curators, particularly Amber Laurie (Marine History Collections Assistant Curator and Registrar), Vanessa Smith (Archaeology Assistant

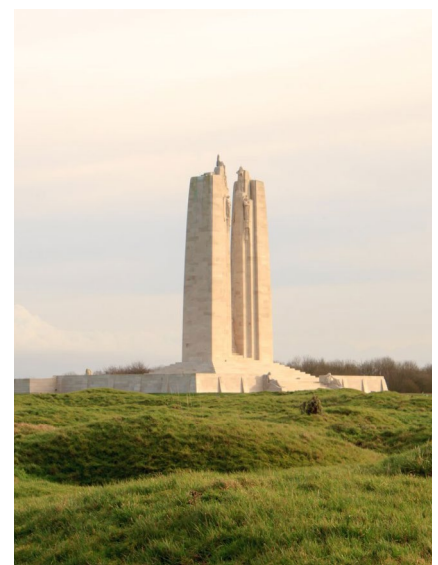


Curator), and Roger Lewis (Mi'kmaq Cultural Heritage Curator), who assisted with sessions and student research in different ways. As an exercise in team-teaching, inter-institutional partnerships, and experiential learning, we are so thankful to everyone for lending their time and expertise!

Our class culminated with our inaugural public history fair. Organized over two days, and open to the public online, our fair featured student presentations that pursued different themes discussed during the term. Students not only covered a range of topics – from the renaming of schools and sports teams to the redesign of

public parks and national historic sites – but also employed an array of interpretive tools. Projects included a mindfulness exercise, original artwork, podcasts, recorded interviews, surveys, and architectural designs, showcasing the creative potential of public history. We're very thankful to Emily Fenton, for providing technical assistance, and to Krista Kesselring, for her strong support throughout the term. With our certificate program now officially launched, the capstone seminar, HIST 4710, will be offered this summer, and we hope that our first group of heritage studies students will graduate next year. In the meantime, you can follow us on twitter [@JerryBannister3](https://twitter.com/JerryBannister3).

Jerry Bannister



Continued on next page

NEW COURSES 2020/2021 (cont.)

SLAVERY AND SLAVING IN GLOBAL HISTORY, HIST 2714

SOME DECADES AGO,

as a new faculty member, I introduced a first year Global History class into the Department's offerings. The Department has continued to develop global courses since, as colleagues have adopted and adapted these classes while creating more. Recent additions include the Global History of Incarceration, the Global History of Capitalism, and The History of the Future. Slavery has become another prominent subject in our offerings which students of Professors Cooper and Roberts can now explore in our Canadian, American and Atlantic classes. I have long offered a popular class on slavery within Africa. I developed my new class, Slavery and Slaving in Global History, to serve both streams of student interest. The recent growth of this field, not least the recently completed *Cambridge World History of Slavery*, helped convince me this class could succeed. Several North American universities offer classes which compare slave systems in ancient Greece and Rome and the Atlantic world, but classes with a global scope remain rare.

To connect these more familiar sites to slavery outside the Western world, students first considered why slavery is so common in human history, and what is special about slavery compared to other systems of subordinating people and appropriating their labour. They wrestled with the power and limitations of definitions of slavery developed in studies of Western

and Global contexts. Understanding the social and economic logic of slavery came next – we used pre-Columbian North America and early Africa as focal points. Close attention to the especially rich material on Mediterranean and Atlantic systems allowed the students to then explore two themes woven through the class – how the enslaved in diverse settings resisted and how they struggled to form communities. Knowing the ubiquity of slavery in human history situated students to better appreciate abolition after the 18th century as both an unprecedented triumph for antislavery forces, and as a period in which proslavery forces persisted and created new ways to enslave. The last part of the course examined how contemporary anti-slavery activists turn to the global history of slavery to more effectively identify and fight against ongoing forms of enslavement around the world.

Students, enrolled from a variety of programs, revealed that much of this material was new to them. Many became intrigued as they re-evaluated things they had assumed, and understood more clearly how Atlantic and contemporary slavery both share in and diverge from global patterns. I started preparing this class long before the pandemic reshaped teaching plans, but in the end I don't think being reformulated for delivery online harmed it. I will offer the course again in Fall 2021, re-made again for face-to-face teaching. The students

in this initial version offered helpful insights into what worked and what could be improved. I hope to make more use next time of the interactive resources now available online from various museums and other sites. Not least among these is the Slave Voyages Database, the most complete collection on the Atlantic slave trade. Mounting this course opened my eyes as well, adding many dimensions to what I had learned about slavery mostly in connection with Africa's history. I look forward to learning more as I undertake revisions towards establishing this a regular offering for our students interested in global history and slavery.

Philip Zachernuk

STOKES SEMINARS

2020/2021

October 2, 2020 — “The Whip and the Hoe: Violence, Work and Productivity on Anglo-American Plantations”
Justin Roberts, Dalhousie University

October 9, 2020 — “Thomas Jefferson’s Thermometers (and Hygrometers) and His Climate Optimism”
Jack Crowley, Dalhousie University.

October 16, 2020 — “Anatomy of a Massacre: Cato Manor, South Africa, 1960”
Gary Kynoch, Dalhousie University

October 23, 2020 — “Bridging Religion and Black Nationalism: The Founding of St Philips African Orthodox Church and the Universal Negro Improvement Association Hall in Whitney Pier, 1900-1930”
Claudine Bonner, Acadia University.

October 30, 2020 — “Maritime and Territorial Landscapes of New France”
Helen Dewar, Université de Montréal

November 7, 2020 — “Statute Labour and Upper Canada’s Missing Tax Revolution”
Jeff McNairn, Queen’s University

November 20, 2020 — “Popes and Particles: Anti-Popery and Natural Philosophy in the Royal Society, 1660-1700”
Adam Richter, University of Toronto

November 27, 2020 — “The Passions of Solidarity: American Jews and the 1948 War”
Derek Penslar, Harvard University

January 29, 2021 — “Women Waiting: Gender, Labor, and Public Space in the 1914 Waitresses’ Strike”
Alana Toulon, Dalhousie University

February 12, 2021 — “Between the Garrison and the Plantation: Medicine on the Move, 1763-1815”
Claire Gherini, Fordham University

March 5, 2021 — “Visualizing Working-Class Belfast: Industrial Heritage and Urban Regeneration in Northern Ireland”
Lachlan MacKinnon, Cape Breton University

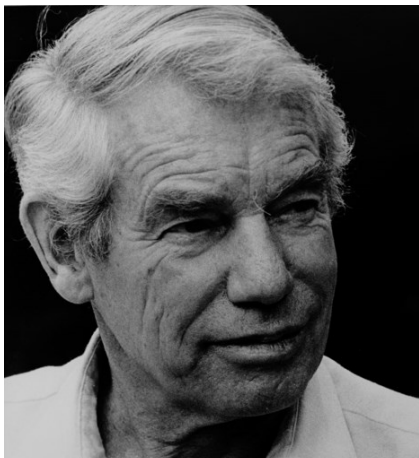
March 12, 2021 — “Plebeian and Other Bodies: Disease, Class and the History of Human Variety”
Kevin Siena, Trent University

March 19, 2021 — “Mary Bibb Cary: Nineteenth-Century Transnational Teacher, Abolitionist, Publisher, Artist”
Afua Cooper, Dalhousie University

March 26, 2021 — “Sustaining Slavery: Food Provisioning, Power, and Protest in the British Caribbean, c. 1791-1802”
Nick Crawford, Postdoc, Washington University

IN MEMORIAM

THIS YEAR WE LOST THREE FORMER MEMBERS OF THE DEPARTMENT: PETER WAITE, MICHAEL EARLE, AND PETER BURROUGHS.



PETER BUSBY WAITE: After service in the Royal Canadian Navy during World War Two, **Peter Busby Waite** taught at Dalhousie for 35 years and continued to publish for decades after. His many books on Canadian history included two volumes on the history of Dalhousie itself that figured prominently in our recent bicentenary celebrations. His biographies of Canadian prime ministers and studies of Confederation earned him a national reputation and induction

into the Order of Canada in 1993. The obituary produced by his family can be read [here](#); an appreciation of his work as a scholar and teacher written by two former students can be read [here](#). Professor Waite passed away on 24 August 2020.

Continued on next page

IN MEMORIAM (cont.)



MICHAEL EARLE: After years pursuing other ventures as a mechanic, carpenter, bookkeeper and more, **Michael Earle** returned to studies to complete his PhD at Dalhousie in 1986 with a study of the Amalgamated Mine Workers of Nova Scotia. Thereafter he continued to work as a labour activist while doing further research

on Nova Scotian labour history and teaching at Dal, St. Mary's, and Mount Saint Vincent University by turns. The obituary written by his family can be read [here](#); a reflection on Michael's legacy as a scholar, teacher, and union organizer from a former colleague can be read [here](#). Dr. Earle passed away on 9 November 2020.



PETER BURROUGHS: Peter Burroughs passed away at his home in England on 11 April 2021. An expert in nineteenth-century British imperialism and defence, Professor Burroughs wrote such works as *Britain and Australia, 1831-1855: A Study in Imperial Relations and Crown Lands Administration* (1967); *The Colonial Reformers and Canada, 1830-1849: Selections from*

Documents and Publications of the Times (1969); *British Attitudes Towards Canada, 1822-1849* (1971); and *The Canadian Crisis and British Colonial Policy, 1828-1841* (1972). As no obituary is yet available, we asked Jack Crowley, a former colleague in the department, to offer a few reflections on his time with Professor Burroughs:

*I first met Peter at the Museum, the pub across from the British Museum, where he interviewed me for a job at Dalhousie. Peter could be ascerbic, so I cringe a bit in thinking about what he might have reported. Peter was part of a flock of people who migrated to Dalhousie from the University of London's Imperial History seminar, led by Gerald S. Graham, a Canadian. From Dalhousie John Flint and Peter launched the *Journal of Imperial and Commonwealth History*, which Peter would help edit again in retirement.*

Peter had very high standards for himself and others, almost counter-productively so. More than once I would express admiration for a new, big book, only to have Peter dismiss it as dilettante or like a first draft. He marked students' papers as though he were copy-editing a journal article. On just those counts, he provided excellent advice on manuscripts.

Peter loved jazz. I remember how thrilled he was to hear the Modern Jazz Quartet at the Cohn, to which he generously took me. The last time I saw Peter was by sheer coincidence on a bus to the National Theatre, with my granddaughter Amelia, towards whom he showed his celebrated fondness for children.

Jack Crowley

We are grateful for their varied contributions and legacies, even as we offer our condolences to their families.



MISCELLANEOUS

MACKAY HISTORY LECTURE: DR. DEREK PENSLAR, HARVARD UNIVERSITY



ON 26 NOVEMBER 2020, the History Department hosted the annual MacKay History Lecture. The MacKay Lecture Series is an important feature of every academic year and is funded by the generous endowment of Mrs. Gladys MacKay in appreciation of the education her husband, Reverend Malcolm Ross MacKay (B.A., 1927), received in the liberal arts at Dalhousie University.

Our speaker this year was Dr. Derek Penslar, the William Lee Frost Professor of Jewish History at Harvard University. In his research, he takes a comparative and transnational approach to the study of Jewish history, which he studies within the contexts of modern capitalism, nationalism, and colonialism. Dr. Penslar has spent the bulk of his career as the Samuel Zacks Professor of Jewish History at the University of Toronto. He also served as the inaugural holder of the Stanley Lewis Chair in Israel Studies at the University

of Oxford. Penslar's books include *Shylock's Children: Economics and Modern Identity in Modern Europe* (2001), *Israel in History: The Jewish State in Comparative Perspective* (2006), *Jews and the Military: A History* (2013) and, most recently, *Theodor Herzl: The Charismatic Leader* (2020), which won the 2020 Canadian Jewish Literary Award for History. He is currently writing a book titled *Zionism: An Emotional State* and is beginning work on a global history of the 1948 Palestine War. Derek Penslar is a Fellow of the Royal Society of Canada and the President of the American Academy for Jewish Research.

Titled "Towards a Unified Field of Israel/Palestine Studies," Dr. Penslar's lecture broadly examined the historical trajectories and contexts – political as well as academic – of the two strategically prominent research fields. The lecture showed how Israel Studies and Palestine Studies, which explore the same geographical region and often the same phenomena from different vantage points, have been in dialogue with each other for decades, at times unwittingly and despite many challenges as well as differences of political opinions. This productive dialogue, Dr. Penslar argues, has been growing in self-awareness, scope, and sophistication over the past few decades. In particular, this has been the case with the arrival of a generation of younger scholars fluent in Arabic and in Hebrew, who are increasingly interested in exploring how the histories of Israel and of Palestine

speak to each other, and how these histories can be placed in a broader comparative context. The lecture made a strong case for rigorous research and conceptual open-mindedness which, in combination with collegiality and civility, have the capacity to break down political fences and enable a productive academic conversation.

Dr. Penslar's lecture was very well received by the FASS community. As the moderator of this event, I was impressed by the high level of the audience's engagement and by the great number of sophisticated questions that were asked following the main lecture period.

This year marked the first time in the history of the MacKay Lecture Series when – for the obvious reason of the global health emergency – the event had to take place online. Despite the novelty of this experience and the technical challenges it presented, the lecture was a great success. Let me take this opportunity to thank Dr. Krista Kesselring at the History Department and Dr. Jennifer Bain at FASS for their valuable support. I am also happy to acknowledge the crucial technical help provided by James Wilson at Academic Technology Services, Killam Library, and by our M.A. student, Emily Fenton. Without their generous assistance the lecture would not have happened. Cordial thanks to everyone who helped make this event possible.

Denis Kozlov

MISCELLANEOUS (cont.)

KILLAM POSTDOCTORAL FELLOWSHIP: JAMIE JELINSKI



JAMIE JELINSKI STUDIES THE history of Canadian visual culture from the nineteenth century to the contemporary period. He received his PhD in Cultural Studies from Queen's University (2019) with support from the Social Sciences and Humanities Research Council

of Canada. Jelinski has been a Visiting Scholar in the Art History and Contemporary Culture Division at NSCAD University (2017) and, aided by the Ireland Canada University Foundation, in the School of History, Anthropology, Philosophy and Politics at Queen's University

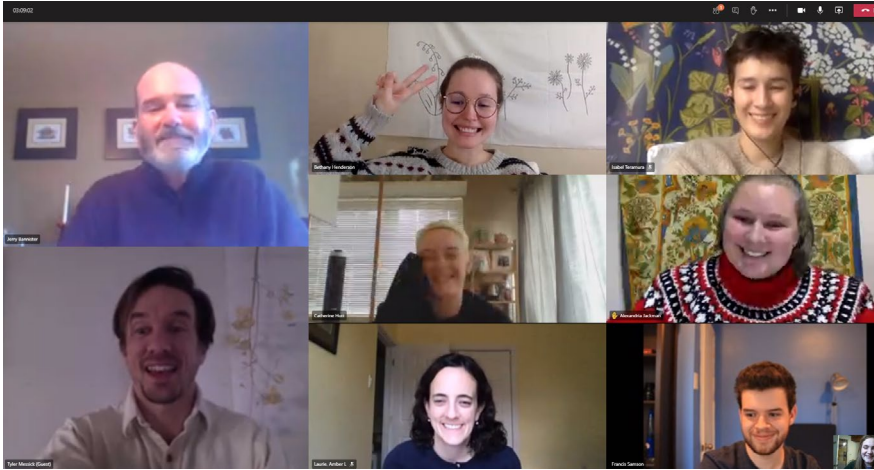
Belfast (2020). He is the recipient of the Killam Postdoctoral Fellowship at Dalhousie University. His research contributions include peer-reviewed articles in *Urban History Review*, *Journal of Canadian Studies*, *Visual Anthropology*, and *Études/Inuit/Studies*. Jelinski's first book, provisionally titled *Needle Work: A History of Commercial Tattooing in Canada and Beyond*, is under contract with McGill-Queen's University Press. His second book, tentatively titled *Unseen Images*, is under contract with Wilfrid Laurier University Press and a preliminary version of a chapter, which he was recently profiled in the *Globe and Mail* for, is forthcoming in a Routledge edited volume entitled *Museums and the Working Class*. At Dalhousie, Jelinski will study the history of Canadian law enforcement's use of images for criminal identification beginning with the passing of the *Identification of Criminals Act* of 1898.

HISTORIANS IN THE MEDIA

WHO KNOWS WHEN OR WHERE one's research will strike a chord? Lisa L. Patterson did an MA thesis in the early 1980s on 'Indian Affairs and the Nova Scotia Centralization Policy', examining the 1942 plan to relocate over 2000 Mi'kmaq people from 45 settlements to just two reserves.

In 2020, video journalist Trina Roache interviewed Patterson and drew upon her work for a two-part documentary on the Aboriginal Peoples Television Network. To view the documentary or read about the history, see the [APTN site](#).

PANDEMIC YEAR: ONLINE LEARNING



The online classroom of *Atlantic Worlds, 1650-1850, HIST 4250*. From upper left to bottom right: Dr. Jerry Bannister, Bethany Henderson, Isabel Teramura, Tyler Messick, Catherine Hutt, Alexandria Jackman, Amber Laurie, Francis Samson, Emily Fenton

IT SEEMS LIKE THE MOST

frequently used term in the years 2020 and 2021 is “unprecedented,” to the point that it almost sounds cliché to say it. However, for the students, staff, and faculty at Dalhousie University, it is the most appropriate word to describe a situation where online learning was suddenly the only option. To go from emailing and Brightspace to every aspect of teaching and learning taking place online was, to say the least, an adjustment.

The transition to online asked a lot from faculty and students. Many faculty members barely used their mobile phones before this point, let alone conducted whole courses online. Students were suddenly forced to be even more self-disciplined, stuck in their small student room during lectures, where distractions abound. That being said, the History department rose to the challenge (with only minimal grumbling).

Assured that next year is likely to go back to normal, it is easier to look back over the past year and see the positives, and to learn from the experiences. Through a combination of pre-recorded lectures, reading assignments, discussion boards, live Q&As and seminars conducted in Teams, Zoom or Collaborate, students and faculty worked to teach, learn, and make contact with one another. All of the usual courses offered in History were moved to the online platform, and experienced even higher enrollment than usual years. The virtual Dalhousie classrooms were available to students across Canada and the world, connecting students with each other and their professors.

Online learning allowed people to join from across the world, and it forced faculty and students alike to think creatively. It taught us to be patient with each other, and to understand more than ever

that other people might be going through hard times. As expected, there were bumps in the road, but some were pleasantly surprised by certain aspects of online learning. Students liked being able to watch pre-recorded lectures at their own pace, and use them as study tools. Many students and faculty think that there might be future opportunities for online learning, although everyone looks forward to a return to face-to-face contact.

As historians, these are the kinds of events which are often focused on; the hard times, where normal people's everyday life was interrupted or turned on its head. Although the department looks forward to a return to normalcy, perhaps our experiences this year offer a new perspective when studying those unprecedented times in the past.

Emily Fenton

FAREWELL

RUTH'S RETIREMENT

WHILE WE COULDN'T HAVE

a proper farewell celebration for Ruth Bleasdale's retirement at the end of the 2019/20 school year, we did come up with a pretty cool gift. At the suggestion of Dr. Lisa Binkley (and with an awful lot of her patient assistance), Ruth's colleagues made her this decidedly unique quilt.



VAL'S RETIREMENT

WE WERE SORRY TO BID A fond farewell to our long time graduate program administrator, Valerie Peck. Val took her well-deserved retirement early in the autumn of 2020. All best wishes for lots of rest, relaxation and travel, Val, and thanks for everything over the past years!



¡HASTA LA VISTA!

OUR COLLEAGUE AND long-time comrade from Spanish and Latin American Studies, Prof. John Kirk, moves into full retirement. Our thanks, congratulations, and best wishes!



Photo by Danny Abriel

WE WANT TO HEAR FROM YOU!

Do you have an interesting story to share?
Know of a former classmate who is doing
something exciting and newsworthy?

Email us at:
HISTORY@DAL.CA

HISTORY NEWS is published periodically by the
Department of History in cooperation with FASS
Alumni Relations, Dalhousie University.

Editor in Chief

Emily Fenton

Designer

Erin Lee

FASS Alumni and Donor Relations Officer

Janet Dyson 902.494.6951 | janet.dyson@dal.ca

**FASS Manager of Recruitment,
Communications and Marketing**

Genevieve MacIntyre 902.494.6288 | genevieve.
macintyre@dal.ca

Office of Advancement, Development Officer

Tara Graham 902.943-5854 | TLGraham@dal.ca



FACULTY OF ARTS AND
SOCIAL SCIENCES