



FACULTY OF ARTS AND
SOCIAL SCIENCES

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WELCOME TO HISTORY NEWS SUMMER 2019 EDITION

WITH THE LAST ACADEMIC YEAR

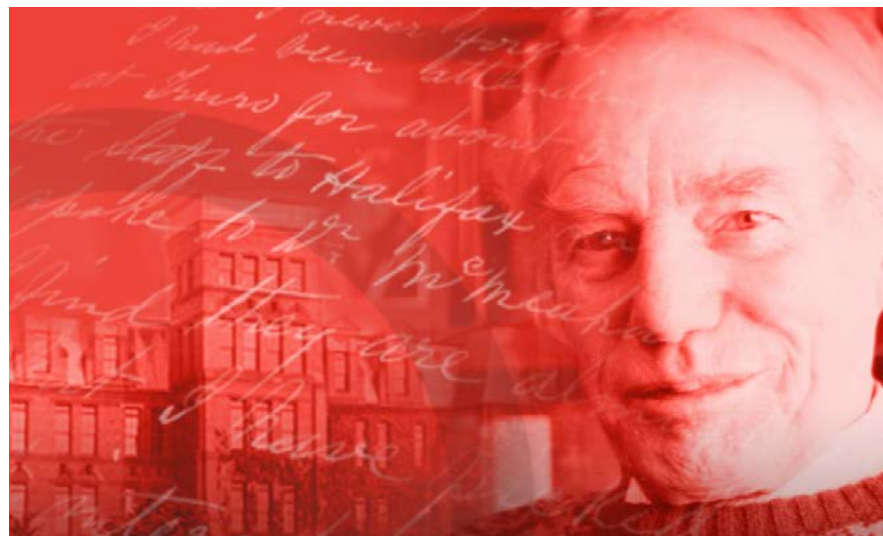
having drawn to a close, and the next just around the corner, we hope to provide our readership with an overview of goings-on in the History Department during the 2018/2019 academic year.

We are happy to provide updates from several members of our faculty on their research interests including from one of our newest faculty members, Dr. Aaron Wright. Prize winners are likewise an item of great import in this issue, as both students and faculty received distinguished prizes, Dr. Shirley Tillotson receiving the Governor General's History Award for Scholarly Research and Mercedes Peters being the recipient of the Governor General's Gold Medal (Humanities and Social Sciences). This edition also includes a number of spotlights on students and alumni, including an in-depth interview-style piece by Peter Cullen, who was recently appointed director of the Ross Farm Museum.

News on events of this past year includes summaries of the Stokes Seminar and Graduate History Conference, as well as a message from the President of the History Graduate Student Society.

The 2018/19 year also saw the conclusion of Dalhousie's 200th-anniversary celebrations, but not before one of our emeritus professors, Peter Busby Waite, was recognized as one of 200 'Dalhousie Originals'. For the profile on Professor Waite, and his books on the Lives of Dalhousie University, see www.dal.ca/about-dal/dalhousie-originals/peter-busby-waite.html

Reflecting on the past year, it is clear that members of the History Department community have been very busy indeed, having much to be proud of in their accomplishments, and much to look forward to in the coming year, which promises to be similarly productive.



Peter Busby Waite, a "Dalhousie Original".

FACULTY UPDATES

DR. COLIN MITCHELL

DR. MITCHELL RETURNED TO

Canada from Germany in the summer of 2018 to begin teaching again for the 2018-19 year. In addition to teaching a new class (HIST 1911: Biography of Saladin), as well as re-designing an older one (HIST 3509: Classical Islamic History, 750-1200), Dr. Mitchell also began his second tenure as graduate coordinator for the History Dept. On the academic front, he was invited in October to share his research at the School of Oriental and African Studies (University of London) for the ongoing "Idea of Iran" series sponsored by SOAS and the Soudavar Memorial Foundation. This particular session was dedicated to the Safavid period (1500-1722), and Dr. Mitchell's paper will be included as part of the forthcoming volume. He has also published a lengthy



Dr Mitchell sharing his research at the School of Oriental and African Studies of the University of London.

essay (12,000 words) entitled "The Safavids" for the Oxford Research Encyclopedia of Religion (Oxford University Press). He has also published a book review (Ata

Anzali's "Mysticism in Iran: The Safavid Roots of a Modern Concept" for the Bulletin of the School of Oriental and African Studies.

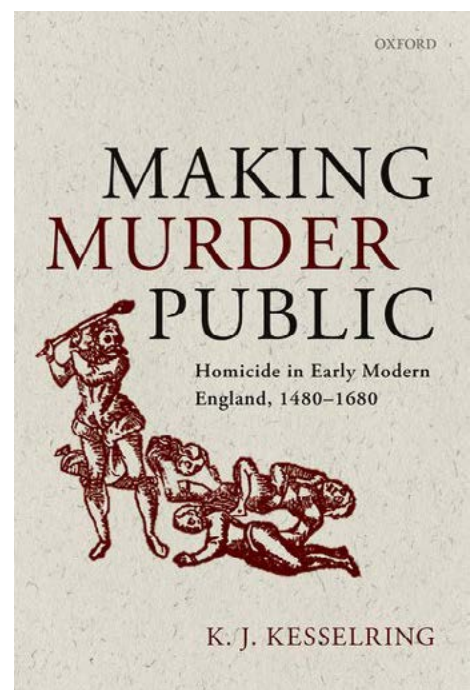
DR. KRISTA KESSELRING

KRISTA'S NEW BOOK ON THE

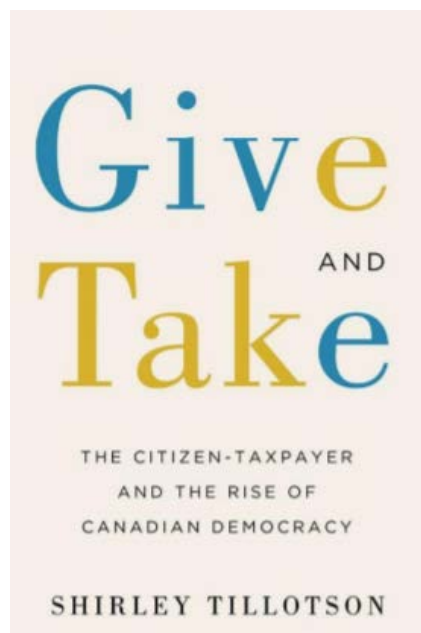
history of homicide and how it became more effectively criminalized in early modern England came out early in 2019. She continues to work away on a new project on the notorious Court of Star Chamber and its records, with plans to co-host a conference on the subject this summer back at the University of Durham, where she spent the winter term of 2018 on a visiting fellowship. This past year, she was elected to the fellowship of both the Royal Historical Society and the Society of Antiquaries. On the lighter side of academic work, she continues to blog at www.legalhistorymiscellany.com

(along with Dal alumna Sara M. Butler and Cassie Watson, a UK-based colleague.) Krista reports having very much enjoyed teaching a new seminar for first-year students this past year on the life and time of Queen Elizabeth I, and is looking forward to offering another new course this autumn on early modern London as a global city. She will also begin a term as chair of the department starting this summer.

*The cover of Dr. Kesselring's newest book, **Making Murder Public: Homicide in Early Modern England, 1480-1630.***



SHIRLEY TILLOTSON



SHIRLEY TILLOTSON RECENTLY

received the Governor General's History Award for Scholarly Research for her book *Give and Take: the Citizen-Taxpayer and the Rise of Canadian Democracy*, published by UBC Press in 2017.

Annually presented by the Canadian Historical Association for the non-fiction work of Canadian history judged to have made the most significant contribution to an understanding of the Canadian past, her receipt of the award was announced in Vancouver as part of the 2019 Congress of the Humanities and Social Sciences.

DR. GREGORY HANLON

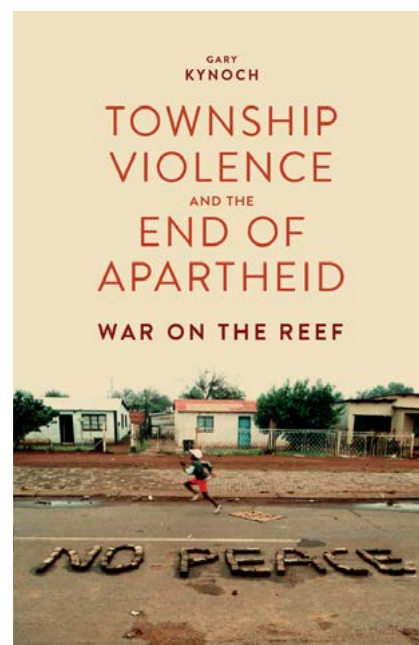
GREGORY HANLON HAS JUST

been named Munro Professor of History, succeeding to Cynthia Neville in that title

Professor Hanlon has always looked to the behavioural sciences broadly, from human ethology (Irenaus Eibl-Eibesfeldt), to rational actor sociology (Raymond Boudon) and to classic psychology. He is a pioneer of the neo-darwinian approach to History, in which people are understood to be evolved thinking animals packed with motivations, emotions and instincts that are largely universal among humans across time and space, although these traits unfold in specific historical contexts. This understanding helps explain the uncanny similarities of historical situations and predicaments throughout the ages.

This approach updates the French Annales School project, which combined History with the social and behavioural sciences broadly speaking. Ideologies take a back seat in this world-view, for these are always transient and fragile.

This orientation governs his approach to specific research problems, like the social relations prevailing in rural communities in France and Italy, the study of routine infanticide in the West, combat and warrior behaviour during the Thirty Years' War, and a new project on display behaviours in Baroque Italy based on a thousand post-mortem inventories and dowry lists from Parma and its hinterland. He is presently completing a textbook on military history in early modern Europe, 1500-1750 for Routledge.



DR. GARY KYNOCH

Gary Kynoch published

Township Violence and the End of Apartheid: War on the Reef in the fall of 2018. His mother insisted it was the best book she read all year including two Maeve Binchy bestsellers. Catherine Kynoch proclaimed enthusiastically that her son's book matched the finest Coronation Street episodes in terms of sheer dramatic power.

ALUMNI SPOTLIGHT



Peter Cullen is pictured sitting in Rosebank Cottage at the Ross Farm on his second day as director.

DR. PETER CULLEN (BA'94, MA'95)

A History Department Alumnus, Dr. Peter Cullen completed both his B.A. (1990-1994) and M.A. (1994/95) at Dalhousie University. During his time at Dalhousie he studied criminality and institutional effectiveness in Early Modern Italy for both his undergraduate and Master's theses, Dr. Gregory Hanlon acting as supervisor for both. He currently works as director of the Ross Farm Museum, a living history museum located in Lunenburg County, and part of the provincial family of 28 museums which constitute the Nova Scotia Museum. For this edition of History News, Dr. Cullen agreed to provide a series of responses to interview style questions both about his general educational background and research interests, as well as relating to his new position in the museum sector.

Continued on page 5

FACULTY UPDATES *CONT'D*

DR. AARON WRIGHT

AFTER MOVING THE 4000+KM from Palo Alto to Halifax, I had a wonderful first year at Dalhousie. In the fall I signed the final contract for my first book manuscript with Oxford University Press, *More Than Nothing: A history of the vacuum in theoretical physics, 1925–1980*. Arguably, modern theoretical physics is about empty space more than it is about anything else, like atoms or stars. That strikes me as very strange, and my book tells the story of how it came to be. I got valuable feedback on a chapter about diagrams and art history at the Stokes seminar, which will be incorporated in the final manuscript for copy editing this summer. In fall 2018, a related piece

on physicist Paul Dirac's attempt to revive the "aether" appeared in a volume edited by Jaume Navarro (*Ether and Modernity*, Oxford University Press, 2018).

Last summer I participated in a wonderful workshop at Library and Archives Canada in Ottawa on sources for Canadian nuclear histories. In 2019, I am looking forward to moving forward with my next research project, on Canadian uranium mining and nuclear technology.

Continued on page 5

A plaque recently installed at the Dalplex commemorating Eliza Ritchie, erected thanks to the persistent efforts of one of Dr. Wright's students, Megan Krempa.



**DR. ELIZA RITCHIE, B.LITT. 1887, LLD 1927
(1856 – 1933)**

This was once the location of Eliza Ritchie Hall, named in honour of Dr. Eliza Ritchie, one of Dalhousie's most influential alumna. Dr. Ritchie was a staunch feminist, community leader, activist and professor, who dedicated much of her adult life in support of the university. She believed in equal opportunity for women and that this could be achieved through education and political and work opportunities. She pushed for equality of all classes of women, and ultimately changed the landscape of education for women at Dalhousie. She was the first woman in Canada to receive a Doctorate, first to establish a women's residence at Dalhousie and first to be appointed to the Dalhousie Board of Governors. Her influence on Dalhousie was immense and her legacy continues to inspire.

ALUMNI SPOTLIGHT

When did you spend time at Dalhousie? What year did you graduate? From what degree programme did you graduate and if applicable, what was your research focus?

I did my B.A. (honours) and M.A. in European history at Dalhousie between 1990-1994 (B.A.) and 1994/95 (M.A.). I focused on criminality and institutional effectiveness in Early Modern Italy for both the honours thesis and the master's thesis. Greg Hanlon was my supervisor for both. My undergraduate minor was in Spanish, and my complementary subject was the history of material culture with Jack Crowley.

What are your present research interests if any?

With administrative duties piling up over the past few years, I haven't had a chance to do much academic research. My most recent publications have been in the field of study abroad program development. My interests,

however, lie in the relationships between agricultural systems and social development. More precisely, the way agricultural social contexts, and their dismantling, shape the way basic cultural functions occur in societies. The move from pre-industrial agriculture to mechanical and now "scientific" agriculture has ripples in our cultural approaches to the planet as a whole. What is taught as only one facet of economic history actually has significant impact on even how we perceive money, assign value to objects, labour and belief, as well as shapes our cultural attitudes to time, "quality" and social relationships. Currently I hope to be able to continue a project on comparing how Mediterranean agricultural contexts and Northern European agricultural contexts influenced long-term cultural attitudes toward output productivity that have informed the geography of development from the mid 18th century onward.

Where are you presently working, and how have you arrived at that position from the time you graduated from Dalhousie? What drew you to the museum sector? What is your favourite aspect of your present position?

I am currently the Executive Director of Ross Farm Museum in New Ross, Nova Scotia. I left my job(s) in Italy and moved back to Nova Scotia in March, 2019 to take up the position at Ross Farm. I jumped at the post as soon as it opened up. I am originally from the New Germany area, although grew up for much of my life in the US.

After Dalhousie I began my doctorate at Rutgers, studying smuggling and tax fraud in the Duchy of Urbino in the late 16th and early 17th centuries. I finished at the University of Bari (Italy), with the thesis reformulated to reflect the doctorate program in Economic History. After the doctorate I became a lecturer in history, business and culture at the University of Urbino, Italy where I held positions as lecturer in the Department of International Studies, as well as North American relations manager for the university as a whole. At the same time I was Resident Program Director for Villanova University in Pennsylvania. On any given year I had about 650 Italian students in our language and culture for business program, taught masters courses in Teaching Italian Language and Culture to Foreigners, and taught Italian economic history and geography for the Business Culture in the Italian Context program that I developed together with Kevin Clark from Villanova School of Business. As well, I worked to develop other study abroad programs based on thematic experiential learning

Continued on page 6

Dr. Aaron Wright continued

I taught two new courses in History in 2018-19: a seminar on "Nuclear Canada" and a third-year class on "History and Technology in North America." One highlight from "History and Technology" was getting students into the Dalhousie Archives for self-directed research. We worked with Dal archivist Creighton Barrett. It was the students' first hands-on archival experience, and they produced some excellent papers. Topics included loyalist home life, coal miners' lives, and WWII-era brewing. Second-year student Megan Krempa studied

the history and memory of one of Dalhousie's most important early institution builders, Dr. Eliza Ritchie (1856-1933). Eliza Ritchie Hall was torn down to build the "Dalplex" gymnasium, and Megan discovered that Ritchie's name was almost absent from campus. In response to her persistent inquiries, a plaque was recently installed at the Dalplex (see photo). Congratulations Megan! I am looking forward to seeing what students find in the archives next year.



ALUMNI SPOTLIGHT CONT'D

practices in Urbino. Working between cultures has reinforced in me the need for educators to focus on the very recent (50-150 yrs) role of agricultural culture in shaping the expression of our contemporary cultures (in this case, Italy and the US – with sub-national cultural divisions/differences respected). We talk about the food crisis and global sustainability, but often look toward fore-ward thinking technological solutions without putting them in their proper context. As Executive Director at Ross Farm, a living history farm museum, my staff and I focus strongly on precisely this problem. We aim to demonstrate and teach 19th century farming practices in upland Nova Scotia. This is an excellent professional context in which to use my academic background. It is an arena in which to explore my academic interests from the theoretical to the practical, but also – if this makes sense – to expand those academic interests into everyday functionality. I used to teach marketing, now I have to direct the marketing for a museum.

I used to study the role of sheep and grain in local and inter-territorial finance, now I have a flock of Cotswolds (really the Ferrari of sheep) and Southdowns as teaching tools for our visitor experience. I used to train teachers to go into the classroom, now I have to build experiential learning programs with Ross Farm staff that can be used with visitors and as workshop or course-level educational offers in the field, in the blacksmith's shop, in the carpentry workshop, in the kitchen – and often in multiple sites. This job allows me to go from big-picture to minutiae and back again in a single conversation without losing relevance. My education in Early Modern history applies, my education in the history of material culture applies, my professional development as an educator and my background in south shore farming communities apply. If I get sick of working on budgets, policy, reports, or program development, there is always barn work to do. I'm new still, but the depth of learning potential at Ross Farm Museum is extensive.

Farms in general, and farm museums in particular, are like that, there is always something new to learn from the past and from the future.

As the director of Ross Farm, how do you feel living history museums contribute to historical education? How do their strengths differ from more traditional history museums?

A successful living history museum provokes curiosity and dialogue. In a way we play a trick with our period costumes and seemingly “old-timey” ways. What is really happening is the confrontation of past and present, as well as theory and practice. A living history museum genuinely has to perform the actions of past societies as well as permissible according to contemporary building codes, OH&S practices, labour laws, social mores etc. and cultural expectations all the while seemingly rooted in some past time period. We have an opportunity to bring visitors and students along with us into a mental space that in

our case interprets 19th century upland Nova Scotia farming, but also to have them understand that they are participating in a museum interpretation involving real horses, oxen, sheep, chickens, grain, vegetables, wood, leather and steel. If it rains too much, our crops – our demonstration crops – could fail just the same as a commercial farmer's. At the same time, our programming often obviates significant changes in formal and informal institutional cultures over the past 200 years. We can churn butter as a demonstration, but health and safety regulations prevent us from serving that butter since it was not produced in a certified production area with certified equipment. A living history museum benefits from being able to open up these discussions. Whatever a person might think about the justness of particular type of regulation or law governing some social practice or another, we get to contrast these between past and present. As well, since we are a farm, we act as a place of preservation for heritage breeds and varieties of livestock and plant stock. In the Ross Farm story, we also can contrast social

norms and mores, such as school practices and gender roles. Given the specific story of Ross Farm, we also get to look at how intercultural relations changed between First Nations communities and the variety of European settlers that founded the village of New Ross. As part of the Nova Scotia Museum system, we are mandated to share our stories with others across the province – adding a great deal of contextualization of our story within the history of the province as a whole. We get to experiment with ways to promote an understanding of the past as a fundamental tool, a practical tool, for understanding where we are in society today – and as such hopefully help inform decisions about where we want to go.

In a more traditional “static display” museum, and I love them, there is the classic problem of “the three second rule”. People are challenged in their attention, and the curator’s job is made more difficult by necessarily making decisions for the visitor as to how to spend their attention. A living history museum, on the other hand, is about activity, motion,

engagement. They are multi-sensory spaces that allow the visitor or student to focus their attention more naturally on things they are interested in, while not escaping the overall context. A sharp hay mower blade has a specific sound. The wood used by our school students to make mallets has a smell. The steel used in our blacksmithing workshops has a weight. The barn, stalls and pens are the fora for a thousand little conversations between visitors and livestock. Today in education people are focusing on “multi-modal learning” as a response to the classic lecture-style. Living history museums have always had those now well-researched theories and techniques rooted in their very foundations. Living history museums are participated educational spaces. They are fundamental to the preservation not only of messages from the past, but of basic educational skill-sets such as problem solving, design thinking, physical attention as well as mental attention, patience, and a healthy respect and appreciation regarding the abilities of humans to impact the world we live in.



PHD STUDENT SPOTLIGHT

KATHERINE CROOKS

KATHERINE CROOKS IS A PHD student in Dalhousie's History Department, currently undertaking research on late nineteenth and early twentieth century female Arctic explorers. To the right is a photograph of a statue of the polar bear mascot of Bowdoin College in Maine, where Katherine conducted a good portion of her research last summer.

THIS PAST YEAR, I FINISHED THE bulk of my archival research and taught my first course. Nonetheless, I was also fortunate enough to have the time and space to really sit with and ruminate on my thesis project and what interpretive lenses I want to bring to bear on my subject matter. Shortly before completing my own tenure as newsletter editor last spring (thanks for taking up the torch, James!), I defended my thesis proposal, entitled, "Settler Women an Exploration in the Canadian Arctic, 1890-1950." After that, I was set free for the summer to get into my archives! I spent most of my time in Maine and Massachusetts, and I got to be in Boston for a very memorable 4th of July.

Interestingly, aside from taking a quick trip to Newfoundland, my research travel has been directed south of the border. Most of the records I will be dealing with – the diaries, correspondence, and publications of my "women explorers" – are housed in New England repositories. Indeed, the majority of the white women I am looking at who traveled through the Eastern Arctic (encompassing areas in Canada and Greenland) during this period were American; they also belonged to a specific demographic of elite New Englanders. In my



thesis, I hope to consider the social, environmental, and regional factors that made the Eastern Arctic such an appealing site of exploration for this rather uniform group of women from this particular geographic context.

One of the most enriching aspects of the research process thus far has been the opportunity for collaboration and interpersonal engagement. This year I have had the opportunity to connect some of the descendants of the women I am studying. These family members have been incredibly generous in

sharing unarchived materials and family stories with me, and it has been extremely enriching for me to be able to get a glimpse of these women through the eyes of some of the people who they loved.

I have been referring to this stage with my thesis the "honeymoon period," while all of my thinking is still speculative and everything that I want to achieve with this project feels possible. I am sure that reality will start to set in when I start writing in earnest, which is on the docket for this summer!

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

UNDERGRADUATE SPOTLIGHT

CONOR HUBLEY



CONOR HUBLEY RECENTLY received his Bachelor of Arts degree from the University of King's College, and was a participant in Dalhousie's history honours programme, writing a thesis on Roman history under the supervision of Dr. Jack Mitchell. This fall, he will begin working toward a Master of Arts degree at Dalhousie, under the supervision of Dr. Christopher Bell.

HISTORY IS THE GREATEST STORY ever told and its lessons are the most important we can ever hope to learn from, this has been the driving force behind my love of history that began as a child. Having been born and raised in Nova Scotia, a place rich with history and into a family with a deep connection to this land (my 5x great-grandfather, Ulrich Hubele being one of the Foreign Protestants who helped settle the region in the mid-18th century), I have always been attracted to the subject. However, as I mentioned, what began as a love of the story of history, whether in the form my family's own or that of ancient or even recent civilizations, quickly developed into something more. This 'something more' being my recognition that 'history doesn't repeat, it rhymes', a belief my father

instilled in me. With time, as my love of history grew, so too did my love of politics and over time it dawned on me how true my father's words really were, as I saw parallels between the past and present. A realization that soon led me to know that I wanted to unravel even deeper mysteries of history and make a career out of it.

In my final year of high school I, like many others was trying to figure out my next step, in my case that was choosing the institution where I could pursue history. Ultimately, I chose Dalhousie and King's, a choice that I will never regret and would never change. As to what drew me to Dalhousie over other institutions, I must admit there were a variety of reasons ranging from my determination to stay in the Maritimes (specifically Nova Scotia so I could be close to my family, specifically my late grandfather) to above all else, the sheer variety of history Dalhousie offered compared to any other institutions. In the case of the latter, I instantly knew Dalhousie had the best history department not only due to the sheer variety offered at the presentation, but because of a fateful conversation with one of the presenters that turned into a fascinating discussion about some of the lesser known periods of the Roman Empire (a topic I would later return to in my honours project). Soon after I applied to both Dalhousie and King's and was accepted to both and soon began to pursue the questions I had long sought answers for, chief among them what happens when great empires decline and fall. A line of questioning that inevitably led me back to Rome.

In my four years at university not only was I able to gain the higher skills and understanding necessary to pursue my interests in unravelling the mysteries of history, but I became more aware of how necessary it was becoming. Having grown up in a post 9/11 world, ever since high school I had come to recognize the growing scholarly validity of American decline, an idea reinforced by my studies in other fallen empires and civilizations, a recognition that led me to revisit the empire with the most commentary on its decline and fall: Rome. However, I did not simply want to re-walk the same old path as Gibbon and others, instead, as a citizen of a country bordering a superpower (one that scholars allege is in decline) I wanted to know what happened to the Canada's of the world (lesser powers) when great empires fell. As a result, my research focused on the effects of the decline and fall of the Roman Republic on the Roman client kingdoms of Anatolia, so I could draw lessons from it and perhaps see what might be done to avoid those past nations' fate. My research proved very promising and thanks to the utilization of the skills I learned as both a history and political science student, I was able to produce *Emperors and Kings: An Analysis of Imperialism and Imperial Decline during the Late Roman Republic in Anatolia, 188-30 BCE*.

Ultimately, though, while the research was fruitful not only in unpacking the historical relations of Rome and its clients, or the internal workings of those client

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UNDERGRADUATE SPOTLIGHT CONT'D

states (to say nothing of ancient translational political movements) the results from an educational aspect were alarming. The reason being my research revealed that historical elites refused to recognize the threat of their overdependence on a declining superpower and instead allowed political radicalism, revolution and corruption to prosper. A choice which ultimately birthed a conflict that would destroy their civilizations in a cycle I described as 'Exploitation, Resentment and Revenge'. Now, while to some this may seem an obvious conclusion, unfortunately it was not obvious to those who lived through it and indeed may not seem obvious to those who seem

more interested in placating old masters then finding new means of survival in our own era. Thus, as a result, I began to recognize that simple recognition of the greater picture and its lessons would not be enough to tackle the problems I had originally hoped to tackle as an academic and in time politician. So instead, after a fateful encounter with a Global Affairs Officer, which showed me that being a civil servant could prove as influential and meaningful as academia, as well as encountering Sir Maurice Hankey, the first British Cabinet Secretary, I have embraced a new path. One that will begin in the fall as I begin to research the life and career of Sir Maurice Hankey,

whose shadow loomed large over the British government during WWI and continues to do so as the institution he created, continues to exercise its own subtle power. A power, which through this figure and thereby its origins, I might better offer an understanding of its influence and effects, not only over Britain or the war, but also the Westminster system and bureaucracy as a whole. Because after all, for all the power a politician or an academic may wield (whether as a minister or an advisor) if one cannot pierce through the tangled web of bureaucracy, history has shown that the even the greatest of ventures and even empires (as I came to discover) could collapse.

RECENT GRADUATES

MAY 2019 BACHELORS OF ARTS GRADUATES WITH A MAJOR IN HISTORY

Dalhousie University:

Nicholas Bradley	Alyshia Scott
Hugh Chapman	James Slaven
Jillian Donnelly	Allyssa Walsh
Richard Dugdill	Christopher Wieczorek

Jake Farrow

Natasha Gaucher

Tomasz Hines

Myles Hollenberg

Matthew Hurley

Amaan Kazmi

Katie Keizer

Masuma Khan

Brittany King

Lyndon Kirkley

James Lees

Carson MacNeill

Jenna MacPhee

Alexie Poitras

Nick Roach

Rebecca Rolo

Emma Ryan

Yukina Sasaki

University of King's College:

Ali Cooper
Angela Capobianco
Claire Dreyfuss
Connor Mulders
Conor Hubley
Danielle Arsenau
David Etherington
Emily Roberts
Evan Johnson
Graeme Dunlop
Jilian Bernstein
Maya Burns
Meredith Lorimer
Sophie Langille

RECENT GRADUATE DEGREE RECIPIENTS

Fall 2018 Graduates

Sophia Allen Rice

Supervised by
Justin Roberts

Nicholas Baker

Supervised by
Gary Kynoch

Nicholas Kaizer

Supervised by
Jerry Bannister

Mercedes Peters

Supervised by
Jerry Bannister



Mercedes Peters

Spring 2019 Graduates

Robyn Brown

Supervised by
Jerry Bannister

Nicholas Grabstas

Supervised by
Justin Roberts

Janet Mills

Supervised by
Justin Roberts



*Sophia Allen-Rice and her partner,
Aonghus Garrison*

GRADUATE STUDENT SOCIETY

MESSAGE FROM THE PRESIDENT

THE GRADUATE HISTORY SOCIETY

had an active and productive year, with the highlight of our activities being the 21st annual History Across the Disciplines graduate student conference. The conference took place from March 1 to 3, 2019, and it included presentations from graduate students from throughout Eastern Canada on topics related to many facets of the concept of movement. The conference was kicked off on Friday night with a rousing keynote presentation from El Jones, local poet and activist, who called us to re-evaluate the way that stories have been traditionally been told by historians in academia. Continuing this discussion, Saturday morning began with a roundtable panel discussion titled: "History Inside and Outside the University: Borders, Knowledge-Production, and Justice." Dr. Ajay Parasram, Dr. Margaret Robinson, Dr. Isaac Saney, and Dr. Robbie Shilliam generated a fascinating discussion based on their unique perspectives and experiences that encouraged everyone to consider more deeply the significant impact that historical narratives often have and how we can all make the study of history as inclusive as possible. These are topics that have been of constant importance to the GHS members this year, and we aim to continue to improve upon and focus on these issues as we progress with our scholarly work. The conference was a true group effort among all members of the

GHS, but extra special thanks go to Caroline Michaud for all of her work in planning the conference. We would have been entirely lost without her! Aside from our more rigorous academic work and our weekly attendance at the enlightening Stokes Seminars, the GHS also frequently met in a more casual capacity, including many trips to the University Club pub

and even a night of mini golfing. Most of the GHS members will continue to be studying at Dalhousie for the 2019/2020 academic year, and we are very excited to see what the new year will bring!

Melissa Glass
President

MELISSA GLASS, President

Melissa is in the process of completing her MA in History at Dalhousie University. Under the supervision of Dr. Krista Kesselring, she is researching the social and legal history of early modern England, with a focus on the societal impact of the declining influence of customary law. She received a BA in History (honours) and BComm in International Business from the University of Calgary in 2016.

HOLLY HANES, Vice President

Holly is an MA candidate from rural Hants County Nova Scotia. Having completed an undergraduate degree in history in 2018, Holly is presently researching the Moirs Chocolate Factory and its advertising methods for her MA project under the supervision of Dr. Jerry Bannister, a subject on which she has delivered several public presentations.

CAROLINE MICHAUD, Treasurer

Caroline is a Master's student from Moncton, NB. She is currently working on responses to plague and community health in early modern London under the supervision of Dr. Krista Kesselring. She recently completed a course taught by the London Rare Books School at Wellcome Collection, where she got to indulge her interests in print culture and medical humanities while also discovering some useful sources for her thesis.

HISTORY ACROSS THE DISCIPLINES

The **21ST ANNUAL HISTORY ACROSS THE DISCIPLINES CONFERENCE**, this year titled Investigating Movement: People and Ideas in Motion, boasted an impressive variety panels on six different themes, in addition to a roundtable discussion whose participants included Dr. Ajay Parasram, Dr. Margaret Robinson, Dr. Isaac Saney, and Dr. Robbie Shilliam. The conference was characterised by lively socialisation, thoughtful academic discussion, and at the end of the conference, celebration, as Melissa Glass was named this year's Flint Prize recipient.

PANELS AND PANELISTS

Conflict and Control:

Peter Steele,

Dalhousie University

Looking to the future with the Burdens of the Past: Exploring the origins of Modern Conflict-Related Mental Health treatment in Northern Uganda

Lisa Hanke,

Cape Breton University

Investigating Mental Health Support for Military Veterans in Sydney, Nova Scotia

Madison Gateman,

Dalhousie University

Water Metaphors, Illegalized Migrants, and Border Control: Canadian Media Coverage of Asylum Seekers in August 2017

Seed and Spread:

Adriana Fraser,

McGill University

Locating Lymph: Facilitating the Spread of Vaccination in Nineteenth-Century Canada

Carli LaPierre,

Dalhousie University

Laying Foundations, Settling In, and Spreading Out in a New Place

Nets and Networks:

Robyn Brown,

Dalhousie University

Simeon Perkins, Nova Scotia, and the American Revolution

Christian Bellows,

Dalhousie University

Newfoundland to Mainland America: Out-migration in the Late Eighteenth Century

Nets and Networks cont'd:

Dana Campbell,

Dalhousie University

Those That Left: Out-migration from Cape Breton in the Nineteenth Century

Memory and Media:

Melissa Glass,

Dalhousie University

"The Rust of Antiquity?":

Print, Custom, and the Manorial Court Guidebooks of Early Modern England

Jessica Wilton,

University of King's College

Memory in Motion: Smoke Memory and Historical Investigation in the Viral-Image Age

Intertwined Vines: Stories and Histories:

Leanna Thomas,

University of New Brunswick

Fruits from replanted roots: Acadian and French Caribbean authors' roles in claiming their histories, 1960-2000

Jordan Spears, Queen University

The Knotted Relationship Between Fiction and History

Publics and Performance:

Jason Penney,

Acadia University

Doing Performativity: Theorizing from Speech Act to Hegemony from Power to Assembly

Hannah Wood,

Dalhousie University

Mirroring Bugs: A Glance at Cockroach Movements Across Continents (creative writing piece)



Pictured to the left are those who participated in the roundtable discussion titled History Inside and Outside the University: Borders, Knowledge-Production, and Justice.

STOKES SEMINAR

2018 /2019 SCHEDULE

SEPT. 21 — “Professional anxieties: 18th-century British military engineer William Booth in Gibraltar and Nova Scotia, 1774-1789”

Bonnie Huskins, *Loyalist Studies Coordinator, UNBF*

SEPT. 28 — “‘Circled in with Enemies’ Countries’: Privateers and Local Politics in Restoration Jamaica”

John Coakley, *Merrimack College*

OCT. 12 — “Historical Perspectives on the Integration of Black Refugees in Atlantic Canada, 1812-1830”

Karly Kehoe, *Saint Mary’s University*

OCT. 19 — “Getting Old on a Jamaican Plantation: Age and Slavery in the Colonial Caribbean”

Daniel Livesay, *Claremont McKenna College*

OCT. 26 — Roundtable: “Vladimir Putin: For and Against”

Norman Pereira & Denis Kozlov, *Dalhousie University*

NOV. 2 — “Reviewing the Review: the Canadian Historical Review at its 100th Volume”

Shirley Tillotson, *Dalhousie University*

NOV. 9 — “Subscription to Literary Periodicals as Evidence for an Intellectual History of Soviet Society, 1950s-1960s”

Denis Kozlov, *Dalhousie University*

NOV. 23 — “Liturgy, Music, and Hildegard of Bingen’s Chant Repertory”

Jennifer Bain, *Dalhousie University*

NOV. 30 — “In search of Domestic Stability and Imperial Continuities: U.S.-Spanish Relations in the Reconstruction Era”

Gregg French, *Saint Mary’s University*

JAN. 11 — “Europe Looks East: Wolff & Leibniz on China”

Simon Kow, *University of King’s College*

JAN. 18 — “‘Paul Best, Prisoner in the Gatehouse’: Socinianism and the toleration of radical heresy during the English Civil War”

Stephen Snobelen, *University of King’s College*

JAN. 25 — “Accra as a ‘fetish capital’”

Jonathan Roberts, *Mount Saint Vincent University*

FEB. 8 — “Nova Scotia and the Atlantic Grain Economy, 1749-1793”

Patrick Callaway, *University of Maine*

FEB. 15 — “The Darker Side of Imperial Belonging: The League of Coloured Peoples’ Social Activism in 1930s Britain”

Melissa Shaw, *Queen’s University*

MARCH 1 — “Slave, Servant, Freed Labour: The Imperial Grammar of Social Conservatism”

Robbie Shilliam, *Johns Hopkins University*

MARCH 8 — “Law, Status, and the Lash: Judicial Whipping in Early Modern England”

Krista Kesselring, *Dalhousie University*

MARCH 15 — “‘There’s Dicke Robinson’: Reconstructing the Life and Repertoire of an Early Modern English Boy Actress”

Roberta Barker, *Dalhousie University*

MARCH 22 — More Than Nothing – A history of the vacuum in the theoretical physics, 1925-1980

Aaron Wright, *Dalhousie University*

MARCH 29 — “The Life and Times of the Nova Scotia Cricket League, 1906-1914”

John Reid, *Saint Mary’s University*

APRIL 5 — “Embodiment and Disembodiment: Corporeal Sovereignty in Early Modern Iran”

Colin Mitchell, *Dalhousie University*

APRIL 12 — “The Global British Empire ca. 1650- 1784”

Steven Pincus, *University of Chicago*

2018 STUDENT AWARDS AND PRIZES

UNDERGRADUATE PRIZES

THE GEORGE E. WILSON PRIZE:

Awarded to the most meritorious essay by a first-year student, in a first-year class.

— BEATA ELLIOTT

THE COMMONWEALTH HISTORY

PRIZE: To facilitate and encourage the study of Commonwealth or British history, this prize is awarded annually for the best undergraduate essay on a topic relating to the history of Britain and/or the Commonwealth countries. This prize is founded by a gift from Dr. David Jessop and D. Karen Ostergaard.

— JAMES LEES

THE GEORGE E. WILSON

MEMORIAL SCHOLARSHIP: To the best returning History Major now in the second or third year. This is generally calculated on the basis of history grades.

— CARSON MACNEILL, JAMES LEES

THE LAUREL V. KING

SCHOLARSHIP: Scholarship for second year students who excel specifically in History.

— KRISTEN BECKER

THE SUSAN BUGGEY ATLANTIC WORLD HISTORY SCHOLARSHIP:

This Scholarship was created by Dalhousie History graduate Susan Buggey to encourage excellent senior students focusing on the history of the Atlantic World.

— JAMES SLAVEN

THE UNIVERSITY MEDAL IN

HISTORY: This medal is awarded on the basis of the best undergraduate record among graduating Honours students in History.

— AMEL BENSALIM

THE NORTH AMERICAN CONFERENCE ON BRITISH STUDIES UNDERGRADUATE ESSAY AWARD:

Awarded for the best essays on British topics submitted by undergraduates studying in American and Canadian Universities.

— JAMES LEES

THE TOM AND ADA JENNEX UNDERGRADUATE SCHOLARSHIP IN HISTORY:

A Scholarship for a student finishing third year who demonstrates academic excellence in the study of the Atlantic world.

— WILL KEYS

GRADUATE PRIZES

GOVERNOR GENERAL'S GOLD MEDAL AWARD (HUMANITIES AND SOCIAL SCIENCES):

Awarded to graduates in the Faculty of Graduate Studies who have achieved overall academic excellence.

— MERCEDES PETERS

PATRICIA KEENE SCHOLARSHIP IN HISTORY

— MADISON GATEMAN, CHRISTIAN BELLOWES

BOWES SCHOLARSHIP IN HISTORY

— DANA CAMPBELL

TOM AND ADA JENNEX GRADUATE SCHOLARSHIP IN HISTORY

— MERCEDES PETERS, HOLLY HANES

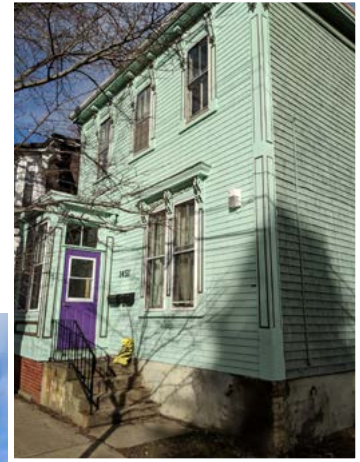
GILBERT F. JENNEX GRADUATE SCHOLARSHIP IN HISTORY

— JOY CICCARELLI-SHAND

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

FAREWELL TO THE HISTORY HOUSES

This year, a piece of the Department's history was swept aside as part of the many infrastructural changes across campus. In order to make way for an expansion to the Dalhousie Arts Centre, the buildings which housed the History Department for many years were demolished. Shirley Tillotson managed to capture a few photos of the buildings in the time leading up to their demolition.



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