Welcome!

It is my privilege to present the Summer 2015 issue of The Triumvirate, the news magazine of the Tri-University Graduate Program in History. I hope this season has allowed for a pause to both rest, and reflect on the academic year. This issue highlights the great work completed by faculty, staff, and alumni of the Tri-U Program. We truly are part of a vibrant academic community! As always, please send me any content requests for upcoming issues.

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2015 CHA Prizes bring impressive recognition to the Tri-U Program

Awarded at the CHA Annual Meeting in Ottawa, June 2015

THE SIR JOHN A. MACDONALD PRIZE

Awarded annually to the best scholarly book in Canadian history and is also awarded the Governor General Award for Scholarly Achievement.

HONORABLE MENTION:

Ian Milligan, Rebel Youth: 1960s Labour Unrest, Young Workers, and New Leftists in English Canada. Vancouver: UBC Press, 2014. (Assistant Professor, Department of History, University of Waterloo)

The Tri-U on Social Media

Follow the Tri-University on Twitter - @TriUHistory

Follow the Tri-University on Facebook
www.facebook.com/triuhistory

THE WALLACE K. FERGUSON PRIZE
Recognizes the outstanding scholarly book in a field of history other than Canadian history.

SHORTLISTED:


(Associate Professor, Department of History, University of Guelph)

THE JOHN BULLEN PRIZE
Honours the outstanding Ph.D. thesis on a historical topic submitted in a Canadian university.

HONOURABLE MENTION:


(Assistant Professor in History and Indigenous Studies, McGill University)
Recent Tri-U Publications

Carla Marano, "’We All Used to Meet at the Hall’: Assessing the Significance of the Universal Negro Improvement Association in Toronto, 1900-1950," *Journal of the Canadian Historical Association* Vol. 25, No. 1: 143--175.

Carla Marano is a Ph.D. Candidate at the University of Waterloo.


The Triumvirate

THE JEAN-MARIE FACTEAU PRIZE

Awarded for the best article published in a peer-reviewed journal by a PhD or MA-level student, in French or in English.

AWARDED:

Sarah Shropshire, “What’s a guy to do?: Contraceptive responsibility, confronting masculinity and the history of vasectomy in Canada.” *CMBH* 31(2) 2014: 161-82.

(PhD Candidate, University of Guelph)

THE HILDA NEATBY PRIZE IN WOMEN’S AND GENDER HISTORY

In recognition and encouragement of the publication of scholarly articles on women’s and gender history.

AWARDED:


(PhD Candidate, University of Waterloo)

2015 BEST BOOK IN CANADIAN POLITICAL HISTORY

Awarded by the Political History Group

CO-WINNER:


(Former SSHRC Postdoctoral Fellow, University of Guelph)
Public History Award

Recognizes work that achieves high standards of original research, scholarship, and presentation; brings an innovative public history contribution to its audience; and serves as a model for future work, advancing the field of public history in Canada.

Winners:

Susan Roy (University of Waterloo); Larissa Grant, Terry Point, Leona Sparrow, and Jason Woolman (Musqueam First Nation); Viviane Gosselin (Museum of Vancouver); Susan Rowley and Jordan Wilson (Museum of Anthropology, UBC).

\textit{\textcircled{c}snaʔəm: the city before the city.}

The project is a series of exhibitions at the Museum of Vancouver, the Musqueam First Nation Cultural Resources Centre, and the Museum of Anthropology, University of British Columbia. By exploring the history of Vancouver from the point of view of the Musqueam First Nation, this collaborative and dynamic project offers a critical reflection on city building, colonialism and dispossession, museum collecting practices, Indigenous activism, and Indigenous landscapes in the urban metropolis.

(Dr. Susan Roy is an Assistant Professor at the University of Waterloo)
Reflections from a recent Tri-U graduate

By Geoff Keelan, SSHRC Postdoctoral Fellow at Western University and recipient of a PhD from the University of Waterloo

I’m sure you’ve probably heard advice on how to be successful in academia before. Make connections, do the work, publish or perish, etc. When Ian asked me to write for the Triumvirate, I wrote down the first five tips that defined my graduate experience. For me, these were the most important – maybe they won’t be for you, and maybe you’ve heard them before, but if you can stick to each of these, you will undoubtedly be in a better place than if you don’t.

1) **Make a schedule.** Divide your remaining graduate years into a rough timeline. Divide your months into what you want to accomplish. Divide your weeks into goals. Clearly outline how many hours you will work each day. If you know where you want to go, it’s much easier to get there.

2) **Write Every Day.** Writing is a skill that takes practice and work. Every day write something, part of an essay, an article, your thesis, a blog post, a (long) email. Everyone in graduate school can write – but the only way to write quickly and efficiently is doing it ALL THE TIME. Do you ever know what you want to say but don’t know how to say it? You need to write more.

3) **Take Breaks.** I’ve learned the hard way that only working makes school into a prison sentence. Stick to your schedule, but schedule in breaks. Take time off on weekends or evenings if you can. Take a couple of days where you purposefully don’t do anything. Then go right back to work (see Rule 1).

4) **Edit, Edit, Edit.** No writer has ever looked at a first draft and said, “Yep, this is as good as it gets.” Most don’t even say that about the final draft. Re-read what you write and change it. If you don’t like something, put it in another document and maybe its place will be clear later. This can be a nice break from writing as you spend a few hours re-reading what you’ve written. The more you read what you write, and re-write it, the better you will see the gaps and mistakes within it.
5) **Be Nice.** Beyond the self-interest of “never knowing who will be on a hiring committee,” being kind to your peers is not usually on these sorts of lists. Remember the dark moments where you feel like you can’t do anything? Most of your peers have gone through the same thing. Graduate students go through enough hard moments – don’t add to anyone’s burdens. Maybe you can even help relieve them.

At the end of the day, the only common defining characteristic of successful historians is hard work. Sure, some are lucky or well connected, but all of them faced the same moment you will where they had to do the work (and maybe didn’t want to). If you want to finish and transition to a Postdoctoral Fellowship, or a job, or any path in academia, you will have to endure that same struggle over and over again.

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**Adventures in Research - France Edition**

*By Marjorie Hopkins, PhD Candidate, University of Guelph*

On Saturday 2 May, 2015 I boarded a plane to France to spend nearly three weeks researching in the archives at Bordeaux and Paris. I had made an exploratory trip to Paris in December 2014, so had a sense of how things operated there, but this was my first trip to Bordeaux and was uncertain what I might find there.
My flight arrived on time, my train for Bordeaux departed from the terminal, and everything was going well, until the tram in Bordeaux had a problem on the line. All of a sudden, I had to navigate a city to which I had never been on a bus system for which I did not have a map. I met an Australian couple who were in the same predicament and headed to the same stop. After a bit of an adventure, we eventually found our way. I was relieved to get to my hotel and learn that it was a mere ten-minute walk from the archives! Another learning moment: sometimes Google maps aren't as helpful as talking to a person who knows the city.

Monday morning is when the real adventure began. Once I had located the archives and got myself registered, I then faced the somewhat daunting task of figuring out how to order the sources that I wanted. The staff at the Archives départementales de la Gironde was very helpful and soon had me on my way. My research investigates educational discourse at the Collège de Guyenne which was established in the city of Bordeaux in 1533. The college has become a key feature in every Bordeaux city history you find. In fact, sometimes the college is the only thing city historians will note for the entire sixteenth century. I had found an excellent institutional history on the Collège de Guyenne written by the former Archives director Ernest Gaullieur which helped tremendously as I ventured into the records.

The best part of the trip, though, was learning that the Musée d'Aquitaine housed the lintel that was installed at the college in 1543 (see left). I visited the museum and enjoyed the long history of the province, including the caves at Lascaux and the Roman city, Burdigala. The lintel itself is a simple stone with words carved into the face which connects the college to the city's antique past and the city's famous Roman poet and teacher Ausonius. This piece of material history has become an important part in my research.

I always enjoy metaphor as a way to express myself. In many ways, I feel like my research is a patchwork quilt. It's fun and interesting to gather the pieces and find ways to put them together. My trip this past May provided me with many patches and I'm excited about the ways they are coming together.
Upcoming Events

Artifacts in Agrarian Symposium, 17-18 October 2015, University of Guelph

Rural History at Guelph is proud to host the Artifacts in Agraria Symposium October 17 and 18, sponsored by the Francis and Ruth Redelmeier Professorship in Rural History.

Join historians, archaeologists, sociologists and museum professionals from across North America as they explore the material artifacts of everyday life. Observe how these historical sources gather meaning when understood in the context of surviving written records, family history and international commerce. Join the discussion on how artifacts reflect aesthetic and cultural beliefs, symbolize self-identity, affirm values, tell stories, purvey heritage and change meaning over time. Celebrate the new methods and ways of viewing artifacts that deepen our understanding of rural life.

Admission is free when you register before August 3rd. To receive your registration form, email jruse@uoguelph.ca or visit www.uoguelph.ca/history/ruralhistory.

For more information contact Catharine Wilson, cawilson@uoguelph.ca or visit www.uoguelph.ca/history/ruralhistory.
Rural Diary Archive - Website Launch and Transcribe-A-Thon

Join us as we launch the Rural Diary Archive website! Bring your laptop and make your mark on history by transcribing these digital diaries. There will be diaries on display and a draw for prizes!

Thursday, September 24, 2015
2:30 p.m. - 5:30 p.m.
McLaughlin Library, First Floor, Academic Town Square
2015 Agricultural History Society Annual Meeting, Lexington, Kentucky

Rural History Roundtable coordinators participated in the roundtable panel "Women's Hands Working on the Land: Sources in Rural Women's History" at the 2015 Agricultural History Society's Annual Meeting. Many thanks to panel chair Linda Ambrose, Laurentian University, and commentator Joan Jensen, New Mexico State University, whose seminal work, *With These Hands: Women Working on the Land*, was celebrated. Panelists included Valerie Grim, Karen V. Hansen, Katherine Jellison, Jodey Nurse-Gupta, Pamela Riney-Kehrberg, and Catharine A. Wilson.

The TUGSA Executive is happy to announce that we have planned an active schedule of events for the upcoming 2015-2016 school year, beginning with the annual Tri-University Welcome BBQ!

Join friends for a fun-filled event to welcome new and returning members of the Tri-U community.

**Tentative date**

September 11, 2015

4:30-9:00pm

(Formal invitation to follow)

Contact tugsamail@gmail.com with questions or for ride requests.
Hi-Tech History: Cultivating Tech-Savvy Historians at the Digital Humanities Summer Institute

By Sarah Shropshire, PhD Candidate, University of Guelph

With additional materials provided by Alice Glaze, PhD Candidate, University of Guelph, and Marjorie Hopkins, PhD Candidate, University of Guelph.

For at least the past decade, the digital humanities have been promoted as an exciting opportunity and increasingly necessary activity for scholars within our discipline. Anecdotally, many of us will have been told that grant applications promising digital activities are more likely to be funded, and that digital humanities will help solve the problem of unemployment among PhD graduates in our fields. Such claims are not without substance. The 2013-2016 Strategic Plan for the Social Science and Humanities Research Council (SSHRC) identifies digital scholarship as “a key element [...] and also a fundamental priority for SSHRC.”¹ The 2013 “White Paper on the Future of the PhD in the Humanities” lists the development of higher standards of digital literacy as one of its key recommendations, noting that digital humanities represents a useful way of developing marketable competencies among graduates.

Such accolades and priority setting are all well and good, but they typically leave young (and sometimes more seasoned) scholars wondering: what are the digital humanities exactly and how does one get involved? At the University of Guelph, one of the key strategies for helping students to answer these questions has been sponsoring attendance at the Digital Humanities Summer Institute (DHSI). Since 2009, the U of G’s College of Arts has offered full scholarships and travel funding for a steady stream of graduate students and faculty wishing to attend DHSI and integrate digital work into their scholarship.

Founded by a handful of budding digital humanities specialist during the summer of 2001, DHSI has become a thriving program

held annually at the University of Victoria. This past June, more than 700 scholars from across North America and beyond met over a period of three weeks to discuss their work and enroll in one or more of 40 intensive courses, each addressing a specific tool or initiative within the field of DH. For those who have not had the opportunity to attend DHSI, the program involves individual, weeklong sessions wherein each attendee registers for one course specific to their research interests and DH skill level. Offerings range from foundational courses such as Text Encoding Fundamentals to general theoretical courses like Digital Pedagogy Integration in the Curriculum, all the way through more advanced offerings such as Data Mining/Computer Learning for Digital Humanists. In addition to these core offerings, the DHSI curriculum is supplemented with keynote speakers and colloquium paper presentations that give attendees a forum to explore challenges and opportunities within their own DH work and engage in community-wide discussions about emerging trends and best practices within the world of DH.

For Guelph students such as Alice Glaze, Marjorie Hopkins, and myself who have had the opportunity to attend DHSI in recent years, the experience has largely been a positive one. We have had the opportunity to learn if and how specific tools such as a particular database software, website development platform, or online crowdsourcing protocol can support our dissertation work. DHSI has also provided a supportive environment in which to do messy trial runs of new software under the guiding hand of knowledgeable instructors. Moreover, since most courses focus on a specific digital tool, and specific tools are typically best suited to work on certain kinds of projects, DHSI offers an excellent way to connect with other people who are enthusiastic about the same kinds of projects and methods as you are, allowing attendees to learn from one another and potentially make important contacts for scholarship post-DHSI.

For those considering attending DHSI in future, my colleagues and I would heartily encourage you to do so, and would like to offer several pieces of advice on what to expect and how to get the most out of your experience. First, DHSI is an intense, but also very short burst of training and support. No
course will allow you to master a particular tool or program in only five days, so if you decide that a tool is right for you, expect to do some hard work on your own to attain the level of mastery that will be needed for your project. Second, DHSI can also be good at helping you realize that the DH tool or approach that you intended to employ may not actually fit your project or be the magic bullet you hoped for. Not every project needs or is improved by a digital humanities component, at least not in the way you might have envisioned initially. Third, timing is key factor with DHSI. For instance, learning how to construct a database as you begin a project is constructive and can save you time; learning how to construct a database in the mid- or late-stages of a PhD or other project is far less helpful and can actually be a distraction. Finally, DHSI is about far more than the single course you register to take. Those who get the most out of the Institute will attend the activities known to DHSIers as the “anti-conference”, the colloquium papers and discussion forums that expose you to possibilities for DH that you might not have been aware of or considered for yourself. Most importantly, DHSI can expose you to an inclusive and enthusiastic community of academics who will help you get excited about DH in your own work while supporting you along the way.

Having each had the opportunity to attend DHSI on three separate occasions and having pursued our own projects in DH, my colleagues and I would also like to offer a number of final thoughts on DH and its future more generally. One of the two questions I posed at the outset of this piece was, what are the digital humanities? The answer to that question remains amorphous. Just as technology itself is no one thing, the digital humanities is a collection of tools and approaches that draw on new and emerging technologies in order to improve the ways that scholars research, organize, and disseminate their work. While DH offers powerful tools, it also offers pitfalls. With so much emphasis being placed on the importance of DH, it is important for scholars to remember that new tools and toys cannot be a substitute for the analytical task at hand. While many scholars have found ways to use DH tools effectively, others seem at times to be trapped by all flash and no substance. Despite any potential DH pitfalls, however, the single biggest DHSI take-away for my colleagues and I is that, at the very least, it’s important for scholars in the humanities to develop a vocabulary and basic skills with the technological elements of big data and digital public outreach projects related to the humanities. If we do not, we will be left out of the conversation and the critical analysis and methodologies that have long been the strengths of our disciplines may disappear from broader public discussions related to the humanities. DHSI offers a valuable platform for scholars to develop literacy with these tools and, speaking on behalf of my colleagues, one we are extremely grateful to have been supported in attending.

Those interested in learning more about the digital humanities and how to get involved are encouraged to consult the following sources (conveniently located in the online digital realm, naturally):

- The Digital Humanities Summer Institute: DHSI. <www.dhsi.org>
- Digital Humanities at the University of Guelph. https://www.uoguelph.ca/arts/digital-humanities-guelph
- http://www.Activehistory.ca
STANDING CALL FOR CONTENT

The Triumvirate, and the Triumvirate Blog exist to showcase and promote the Tri-University Community. Please contact Ian Muller at mull6820@mylaurier.ca if you have contact you would like featured on the Tri-University social media accounts, the Triumvirate Blog, and in future editions of The Triumvirate.

- News and updates about faculty members and graduate students
- Lecture/seminar series
- Roundtables/conferences
- Awards, scholarships
- New programs/courses
- Workshops
- General announcements
- Publications
- Events
- Research
- Trips
- Any other relevant or notable information