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Dear readers,

Welcome to the first edition of the Tri-U History Program newsletter, *The Triumvirate*. The aim of this newsletter is to keep graduate students, faculty members, and alumni informed about news and events from all three universities – Wilfrid Laurier University, The University of Guelph, and The University of Waterloo. *The Triumvirate* also celebrates and promotes the academic achievements of Tri-U members in an effort to bring attention to the Tri-University community and to showcase the hard work of educators, researchers, and students.

*The Triumvirate* derives its title from the name given to the ancient Roman political alliance of Gaius Julius Caesar, Marcus Licinius Crassus, and Gnaeus Pompeius. From 59 B.C.E. to 53 B.C.E., these three men, known as the Triumvirs or the First Triumvirate, combined their financial, political, and military clout to dominate the Roman world. The image on the front page of this newsletter is one of nine paintings by Italian Renaissance artist, Andrea Mantegna (1431-1506), depicting the victories of Julius Caesar during the Gallic Wars and during the era of the First Triumvirate. While political ambitions and egos kept the Triumvirs from keeping their alliance alive for very long, the concept of bringing together different influential figures to expand and maintain a specific community has not only lasted, but has influenced the creation of other Triumvirates in various historical time periods and parts of the world. For the Tri-U Program, *The Triumvirate* refers to the coming together of the three universities to form a diverse, but united academic community.

The logo of *The Triumvirate* embodies the unity and uniqueness of the Tri-U Graduate Program in History. The colours used in the logo – red, black, gold, and purple – are taken from the three university crests. Woven together in a braided circle, these colours represent the coming together of three different universities for a common purpose.

I sincerely hope that you enjoy the first edition of *The Triumvirate* and will support all those to come.

Warmly,

Michelle Filice
Editor, *The Triumvirate*
Faculty and Staff Updates:
• Dr. Suzanne Zeller is the new Graduate Officer at Wilfrid Laurier University.
• Cindi Wieg has become the Senior Administrative Assistant in the history department at Wilfrid Laurier University.
• Michael Bittle is the new Administrative Assistant in the history department at Wilfrid Laurier University.

Faculty Awards:
• Dr. Heather MacDougall has received Honourable Mention for the CHA Public History Prize. The selection committee noted that Heather MacDougall's *Making Medicare* exhibition in the Canadian Museum of Civilization Social Progress Web Gallery [http://www.civilization.ca/medicare](http://www.civilization.ca/medicare) is an eye-catching, bilingual, and comprehensive narrative of the gradual development of Canada's hospital and medical services insurance programs. This web component of more than three hundred windows is impressive, for it allows a general audience to navigate with ease through a timeline spanning over ninety years and within categories detailing the various economic, social, and political actors and factors that shaped Canada's medical system. Of note is the educational tool designed for students and teachers to further enhance their understanding of this history. The Committee is extremely pleased to honour this thoroughly researched and highly accessible work that makes an important contribution to the fields of public history and health care.

New Faculty:
*The Triumvirate* gives a warm welcome to Wilfrid Laurier University’s two new faculty members: Dr. David Smith and Dr. Amy Milne-Smith!

David Smith teaches courses on early modern (1500-1800) Britain and the Atlantic world. Focusing on political and cultural developments, these courses survey the development of Anglo-Canadian political traditions, the Atlantic economy and exploration during the Age of European Discovery.

Dr. Smith was recently published in the Journal of Legal History and Law and History Review, and is completing a book on seventeenth-century legal history.

Dr. Milne-Smith’s research centers on nineteenth-century British cultural and gender history. Her specific interests are in the history of masculinity, the cultural construction of class, and perceptions of mental illness. She is currently working on an edited collection of writings about the asylum in Victorian Britain and the British Empire.

For more information about them both, please visit: [http://www.triuhistory.ca/faculty/](http://www.triuhistory.ca/faculty/)

Special Congratulations to:
Anna-Lina Aschemeyer, Ryan Kirkby, and Dr. John Sbardellati on their recent nuptials, and
Dr. Susan Neylan, on the arrival of her new baby.

Retirement:
*The Triumvirate* wishes Lynne Doyle all the very best in her retirement. On behalf of the history department at Wilfrid Laurier University, we would like to thank her for all the hard work she has done over the years.

Happy Retirement
A Message from TUGSA

The Tri-University Graduate Association (TUGSA) would like to welcome new graduate students, and would like to encourage all grads to get involved in TUGSA.

A bit about TUGSA:

TUGSA aims to bring all the students of the Tri-U History Program together for social activities and learning opportunities. Some student events held by TUGSA over the years include:

- Orientation Grand River Canoe Trip (September)
- “How to Apply for a PhD” info sessions for MA students (December/January)
- “Non-Academic Careers” info sessions for Graduate students
- History & Film Nights featuring faculty lectures
- Regular pub nights
- Christmas Party (December)
- Ice Skating (January/February)

Ideas for other events are always welcome!

There is an annual $10 fee that allows students to participate in all TUGSA events held throughout that year.

In addition to trying to improve inter-university cohesion, TUGSA has also adopted an advocacy role. TUGSA allows a forum for students to address problems in conjunction with the Tri-U Director. This is one reason we greatly encourage students to get involved in TUGSA. Often, the best ideas to improve Tri-U life come from informal chats over coffee at our meetings.

If you have any questions, please contact co-Presidents (2020-2011), Gwenith Cross and Jonathan Crossen: tugsamail@gmail.com

You can also join TUGSA on Facebook!
History books and university history lectures illuminate and explain the past to students, but, sometimes, fully understanding the material requires more than words. Being able to see, touch, and physically experience historical artefacts is an experience quite different from reading about history. In the summer of 2011, Wilfrid Laurier University gave its students the chance to explore history beyond the texts. Both graduate and undergraduate students were invited to apply for admission in the history course, War and Memory (HI616/HI411), which took place in France and in Belgium. Carla-Jean Stokes, a Masters student and photographer, explains her trip experiences to *The Triumvirate*.

Stokes explains that even though students were taken out of the traditional classroom environment, the course was no less structured or challenging. Dr. Roger Sarty and Dr. Peter Farrugia led a reading course that intellectually stimulated students and inspired debate. The course also required students to complete two assignments—a soldier biography and a written essay to be presented to the group. Both assignments enabled students to not only think and write critically, but to also engage with the material on a very personal and emotional level.

The most interesting part of the course was what students saw and did abroad. Stokes explains that a typical day on the trip included going to war museums, battlefields, cemeteries, and war monuments. The group spent a fair bit of time trying to navigate these places, which, as Stokes describes, “could be quite the adventure.” One monument to the Princess Patricia’s Canadian Light Infantry, for example, took quite a while to find, and, to the group’s surprise, ended up being a relatively small monument in the Belgian countryside. While trying to get to these sites, Stokes recalls spending a lot of time in three-passenger vans. She explains, “this gave the group time to discuss the trip in a more intimate setting, or, conversely, to separate themselves from what they were seeing on the trip, which could, at times, be a lot to handle.” Throughout the trip, students discussed the meanings of various sites of memory and their relation to military history and to Canadian history. In museums and in cemeteries, for example, Stokes remembers exploring the various ways in which the world wars were presented and remembered by French citizens, museum officials, and the international community. “Why are we standing here? Why do we remember?” she explains, were just some of the questions that students constantly grappled with on this trip. Stokes admits that while some of these questions had no easy or definitive answer, the trip allowed students to think about the past in ways that they had not done before.
History Outside the Classroom: Taking a Course Abroad

The trip was made all the more memorable by the specific group of students in the course. According to Stokes, students got along well and enjoyed each other’s company, but were not afraid to engage in debate. In fact, discussions often became quite heated, especially those about rather controversial topics, such as the execution of Canadian soldiers in Abbaye d’Ardenne and the meaning and significance of the Vimy Ridge monument to Canadians. All students had different opinions on these subjects depending on their own backgrounds, experiences, and research interests. As Stokes explains it, the trip was all about “different frames of references coalescing in one group.” Everyone brought something different to the group, making the trip that much more meaningful and interesting.

While there were a number of very memorable moments on the trip, Stokes’ favourite was the group’s only night in Dieppe. Everyone stood in a circle on a beach in Dieppe, where Canadians fought during the Second World War, and said a toast to whomever they wanted. Stokes explains, “It was very moving to see everyone share the impact the trip was having on us with everyone else.” In one “very emotional” presentation, one student talked about her great uncle who fought and died on the beach at Dieppe. During the presentation, this student walked into the cold beach water and commented on her great uncle’s death: “I think he died in the water.” For the group, this was a significant moment because they all admired her for sharing that story with them. According to Stokes, “it showed us that she was open enough to share an emotional connection with a family member [and that] we had connected enough with each other to be affected.” While not all students on the trip could make such personal connections with the past, all students were able to understand and appreciate the wars in a new way. Seeing the war monuments and cemeteries in France and in Belgium forever changed the ways that these students thought about the soldiers who fought the world wars.
When asked whether there was anything that could have made the trip better, Stokes reflects shortly, but responds confidently, “I wouldn't have changed anything.” While Stokes admits that she cannot speak for all of her classmates, she contends that the trip was a memorable experience and would highly recommend it to other students. “Engaging with sites of memory,” Stokes explains, was not only fun, but also made it easier to see “why we are studying [war and memory].” After participating in such a course, Stokes argues, “you won't be able to read military history in the same way.” Hopefully, support for this program will continue at Wilfrid Laurier University, and in the Tri-U more generally, so that more students can experience history in a new and profound way.
In a two-part interview with *The Triumvirate*, Dr. Andrew Hunt reflects on his first year as the Program Director of the Tri-U as well as on his work as a history professor:

**Part I: Experiences as Tri-U Program Director**

• What made you take on this responsibility as Program Director? What first interested you in this position?

The position of Tri-University Director rotates to the three universities. Before agreeing to take on the position, I had been chair of my department. In that capacity, I got to know David Monod, my predecessor, and I had the wonderful fortune of working extensively with him. I found him to be a visionary and an energetic and intensely dedicated director. He really inspired me to take on the position, through example. He oversaw extensive reforms and, in so doing, transformed the Tri-U into a more unified program. Really, he, more than any other director, turned it into one program instead of three separate departments. He was a hard act to follow, but also a tremendous source of inspiration.

• What were your initial experiences as Program Director? For example, was the job overwhelming, daunting, fulfilling, something else?

There is a steep learning curve that comes with this position. It has taken me about a year to learn the ins and outs of the job. The best part is working with students and getting to know faculty that I hadn’t really known before. As director, you begin to realize just how enormous this program really is, in terms of breadth. The wide range of research and teaching interests among graduate students and faculty is astonishing. I've found the position fulfilling, yet full of details. And I'm not always very good with managing details. When I'm overwhelmed, I sometimes don't get to every single email, which is why I always encourage people to send me follow up nudges if you don’t hear from me in two or three days. Don’t take it personally. It just means I’m overwhelmed at that moment.

• What do you find is the most challenging part of this position? The most amusing? Basically, what are the best and worst parts of the job?

The worst part of the job — or with any job like this one — is the bureaucracy. You have to deal with a lot of meetings, a lot of regulations, a lot of little brush fires that need putting out. It can sometimes be a challenge to organize field offerings for first-year Ph.D. students. But eventually, it all gets worked out. The best part of the job is when something fun morphs out of all the seriousness: A terrific beginning-of-the-year party; a stimulating “History and Film” night; getting to know people at the Tri-U Conference; laughs and stories over a few beers.

• Looking back on your first year as Program Director, what would you say is the one greatest lesson you have learned since starting this position?

Definitely the greatest lesson I’ve learned is that graduate students are a very diverse group, and it is far better – in my estimation – to have a program that is more concerned with the quality of life for the students already in the program than recruiting a lot of new ones. It’s also important to make everyone feel included. This last Tri-U Conference was narrowly focused on the Cold War, to coincide with the launching of our new Cold War Ph.D. Field. In retrospect, this was a mistake, I think. The narrow focus made it lively in many respects. But a lot of students felt excluded and hurt because they weren’t researching Cold War topics and couldn’t participate. That will not happen again under my watch.

• What is your vision for the future of the Tri-U? Are there any changes you want/plan to make?

My main changes are aimed at improving the quality of life for students, particularly the Ph.D. students. The MA program, the way it’s currently designed, runs quite smoothly, and most MA students are only in the program for a year. By contrast, the Ph.D. program is a longer-term commitment and it is also fraught with challenges every year. Communications are often iffy. The Ph.D. handbook is hopelessly out of date. That’s something I would help if they were planned more in advance, with even greater institutional departmental support. These are things I would like to see improved before my term ends. If a student wants to see an improvement, he or she can contact me at aehunt@uwaterloo.ca, any time, with suggestions.

• Is there a specific message or words of advice that you want to send to Tri-U graduate students about academic life and succeeding in their program?

I give a talk each year in the Professional Development Seminar in which I encourage the students to believe in themselves and fight for their dream. It is true there aren’t many jobs out there. You hear professors say it all the time. They’re not just saying that stuff because they like to hear the sound of their voices. What they say is true. It is a tight market. But I still encourage students to always remember why they went into graduate school in the first place. Once you have chosen this path, you really must believe that your voice and perspective are unique, that academe would be a lesser place without you, and that your contributions are essential. This isn’t just hollow “keep hope alive” talk. It is the truth.
Part II: Getting to know Dr. Hunt:

• What are your main research interests? Are you currently working on any projects?
I research modern (post-1945) United States History. I always seem to have several research projects on the go. I’m particularly interested in cultural history. I have a SSHRC grant right now to research a biography of Senator George McGovern, the influential liberal Democrat from South Dakota. I love researching. I love going to archives. Opening the boxes, and then the folders, and sifting through the sources in a room full of other researchers, is one of life’s great joys.

• In your opinion, what’s the best part about being a university professor?
Working with students. No close second.

• What made you want to be a professor? What/Who were your main influences?
As an academic brat, I grew up on university campuses, so the culture and lifestyle is very familiar to me. My main influence was my mentor, Robert Goldberg, who teaches U.S. History at the University of Utah. It is impossible to overstate Bob’s impact on me. But I also had a lot of other wonderful professors who inspired me to learn. They were role models. I wanted to be like them. The ones I loved the most had a real passion to teach and a deep love of the subject matter. And I fell in love with history because it is all about the pursuit of the truth.

• What would you be doing if you weren’t a professor?
Oh no, not that question! Higher education is the last, best hope for misfits like me. If it weren’t for the profession, I’d probably be bagging groceries, or buffing floors in the middle of the night, or going door to door selling Slap Chops. Anything to earn a few bucks to buy books and DVDs and support my writing addiction. No offense to white collar folks, but I wouldn’t last an hour in a cubicle job.

• What’s your favourite thing to do when you are away from school and work?
I cherish every second spent with loved ones. Watching old movies, especially classic Hollywood films, brings me a lot of happiness. I write constantly: fiction, nonfiction, blogs. I blog about politics, pop culture, the 1980s, animal rights and veganism. I juggle blogs the way circus performers juggle balls. I read lots of mysteries and true crime. Anything set in Los Angeles grabs me. I love L.A. – its history, its landscape, its architecture, its diversity and culture. I’ll probably offer a course on it someday.

• Do you have a favourite quotation/philosophy that you would like to share?
The foundation of my philosophy has always been that all living, sentient beings have dignity and a place in this world and ought to be treated with respect, whether they’re human beings or non-human animals. The Dalai Lama put it best: “If you can, help others; if you cannot do that, at least do not harm them.”

• Is there any other important information, advice, or message that you would like to add?
It is truly a great life, to be surrounded by such wonderful colleagues and students. I am lucky.
• Sept. 16th (2:00pm-3:30pm), UW campus, HH 150

Dr. Andrea Strutz, University of Graz, Austria, will be giving a lecture entitled:

Austrian Immigration to Canada, 1938-1970

Over the course of the 20th Century, migration movements of Austrians to Canada have taken a number of different forms such as forced migration or voluntary (labour) migration. During WWII, Jewish immigration to Canada was restricted, although several hundred Austrian and German Jewish refugees (males) were deported from Great Britain and were interned in Eastern Canada; after a year or two, they were released from the camps. Many of these Austrian Jewish refugees decided to stay in Canada to start a new life. In the post-WWII period, when Canada opened its labour market widely to European immigrants, approximately 34,000 non-Jewish Austrian women and men migrated overseas by 1972. Furthermore, several hundred Austrian Holocaust survivors resettled in that period (mainly from Great Britain and Israel) to Canadian provinces for economic reasons, marriage or because of family reunion. This talk will explore the legal constraints and the practice of post-1945 emigration from Austria to Canada, with special attention given to the individual experiences and the memories of Jewish and non-Jewish Austrian migrants, collected in a series of oral histories.

• Sept. 22nd (7:30pm, UW campus, AL 124)

As part of the Governor General Lecture Series, Dr. Jim Miller from the University of Saskatchewan will be presenting a lecture at UW, entitled, “We Are All Treaty People: Redefining the Relationship“.

For more about Dr. Miller and his research, please visit:

http://artsandscience.usask.ca/profile/JMiller/
Information about the 2012 Annual Meeting of the Canadian Historical Association:

Location/Dates: Wilfrid Laurier University and the University of Waterloo, May 28-30, 2012

DEADLINE TO SUBMIT YOUR PROPOSAL: WEDNESDAY OCTOBER 19, 2011

CROSSROADS: SCHOLARSHIP IN AN UNCERTAIN WORLD

In 2012, we will observe the bicentennial of the War of 1812, and the centennials of the sinking of the RMS Titanic, the election of Woodrow Wilson as president of the United States, the formation of the African National Congress, the creation of the Republic of China, the tragic 1912 Arctic expedition of Russia’s Georgy Brusilov, the onset of the first Balkan War, the implementation of Regulation 17 in Ontario schools, and the Regina Cyclone (tornado) which killed 28 and left 2500 homeless. Each of these events shaped our world. As historians, our task is to explain, interpret, and re-interpret them for contemporary audiences. This brief list, however, represents just a fraction of the transformative events of the past that have substantially altered the course of history.

Are we currently standing at a key juncture in historical scholarship? Has our world become substantially more uncertain over the past centuries? What role will history play in the 21st century? Will technological change spell the end of traditional forms of teaching and scholarship? For historians change and continuity represent the fundamental building blocks of our discipline. We ask vital questions about the past in order to determine not only what has changed and why it changed, but also what has not changed and why it remains the same. Are we truly at a crossroads in terms of the future of the nation-state, the environment, human survival, social structures, global economics and ideological polarization? If so, what ‘lessons’ can be drawn from studying similar moments in the past? Our challenge is to demonstrate the relevance of history to society now and for the future.

The Programme Committee for the Annual Meeting of the Canadian Historical Association invites proposals in English and in French from scholars working in any discipline, in any field, and in any era that addresses the conference theme. We also welcome proposals that do not specifically address the theme.

The Programme Committee strongly encourages panel submissions of three papers and a facilitator, although panel submissions may be reorganized if necessary. We also welcome proposals or inquiries for other session formats including roundtables, film screenings, websites, podcasts, and posters.

You are invited to submit a 250-word proposal and a one-page curriculum vitae (in PDF format), as well as your contact information to Heather MacDougall, Programme Committee Chair, at chashc@uwaterloo.ca.

Please note that presenters must be members of the Canadian Historical Association.
Historiographer Royal of Scotland, T.C. Smout will present the annual Jill McKenzie Lecture. He will also be giving a lecture on (16 September) as part of Guelph's Better Planet Project.

Susan Brown, from the School of English and Theatre Studies at the University of Guelph, will give a talk based on her work with the Orlando Project - a searchable, electronic database on the history of women's writing in the British Isles.

Daniel Travers, from the Academy for the Study of Britishness at the University of Huddersfield, will also join us for the day.

The Frank Watson Book Prize winner will be announced. More details will follow.
The Centre for Scottish Studies at the University of Guelph will be publishing a new book in the Guelph Series in Scottish Studies: *Shaping Scottish Identity: Family, Nation, and the World Beyond* (in press, anticipated 2012). The editors are Jodi A. Campbell, Elizabeth Ewan, and Heather Parker, all from the University of Guelph. This collection explores the multi-faceted construction of Scottish identities from the medieval to the modern era.

For more information, please visit: [http://www.uoguelph.ca/history/scottishstudies/guelphseriesinscottishstudies](http://www.uoguelph.ca/history/scottishstudies/guelphseriesinscottishstudies)


About the book: “In *Beyond Suffering*, a distinguished group of historians of modern China look beyond the geopolitical aspects of war to explore its social, institutional, and cultural dimensions, from child rearing and education to massacres and warlord mutinies. Though accounts of war-inflicted suffering are often fragmented or politically motivated, the authors show that they are crucial to understanding the multiple fronts on which wars are fought, experienced, and remembered...”

The Triumvirate