

Dr. Jacalyn Duffin has been named a Fellow of the Royal Society of Canada, one of the highest honours for Canadian academics.

medieval studies, and received her doctorate from the University of Oxford. Her doctoral thesis examined the practice of writing in the Carolingian world, particularly letters written by the courtly elite and, as a postdoctoral fellow, she will expand her study into the literate world of the medieval Mediterranean. Given the work of such faculty members as Richard Greenfield, Adnan Husain, and Ariel Salzman, we look forward to the Mediterranean world becoming a strong area of expertise for the department. And we welcome Dr. Carlson.

Dr. Duffin holds the Hannah Chair for the History of Medicine in the School of Medicine but has also been an important instructor in our department for years. She is one of the first scholars to fully-integrate history into medical curricula. For her book *The Miracles of the Virgin Mary*, Dr. Duffin went through the Vatican archives to study more than 1,400 miracles from 1588 to 1999.

“This recognition of my work is humbling and I am ever so grateful for the support of colleagues who believe in the value of humanities research in medical education and practice,” Dr. Duffin says.

New Oliver Postdoctoral Fellow

The department was sad to bid farewell to Rebecca Slitt who held the Marjorie McLean Oliver Post-Doctoral Fellowship for the past two years. Dr. Slitt moved on to a job at Fordham University in New York.

The department is delighted, however, to welcome the new Oliver Fellow, Dr. **Laura Carlson**. She has worked most recently as the Past and Present Research Fellow at the University of London's Institute of Historical Research. Dr. Carlson received her bachelors from the University of San Diego, attended the University of Toronto where she obtained a master's degree in

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SSHRC recipient

Prof. Ana Siljak received a Social Sciences and Humanities Research Council of Canada Insight Development grant for her new book project: "The Art of Life: The Aesthetics of the Russian Silver Age, 1890-1917."

This project looks at the constellation of philosophical, theological, and artistic movements that blossomed in late-nineteenth century Russia -- movements collectively known as Russia's "Silver Age." Few historians have attempted to write on the Silver Age as a whole, and Siljak plans to do so by looking at the common vision of the meaning and importance of "beauty" in Silver Age poetry, visual art, religion, and philosophy. The Silver Age theory of "beauty" not only revolutionized Russian approaches to religion and culture, but also influenced Western cultural endeavours through

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New Chairs of Graduate and Undergraduate Studies

The Department thanks Professors Jeff McNairn and Rebecca Manley for their hard work as Graduate and Undergraduate Chairs. We welcome our new colleague-administrators, Jeff Collins and Tony D'Elia.

Student News (in brief)

James Allum, PhD 1995, was elected MLA to the Manitoba Legislative Assembly in the October 2011 election. He spent many years as the City of Winnipeg archivist.#

Alexandra Petre, BAH 2012, interned at the Canadian Embassy in Washington last summer. She is now on a scholarship at Oxford.

Brooke Anderson just completed an M.A. with Prof. Jeff Brison. She is taking up an internship at the Canadian Embassy in Washington this year.#

Michel Beaulieu, PhD 2007, is now chair of the history department at Lakehead University.

Howard Coombs, PhD 2010, is an Assistant Professor, Dept. of History, Royal Military College of Canada

Michael Boudreau, PhD 1991, is now Dean of Humanities at St. Thomas University.#

Jie Deng, the recipient of a four-year Chinese Government Scholarship for#doctoral studies under Dr. Emily Hill's supervision, successfully defended his PhD thesis

I reached **James Vanstone** by phone at his office at the picturesque campus of John Abbott College in Ste. Anne-de-Bellevue, Quebec. Situated near the western tip of the island of Montreal, Abbott is a CEGEP established in 1971. It is one of Quebec's leading 2-year colleges. It serves as a bridge between high school (which ends at Grade 11 in Quebec) and university and it doubles as a vocational school offering training for future nurses, police officers, dental hygienists, pre-hospital emergency care and bio-pharmaceutical technology. Abbott is home to 6,300 full-time students and 2,000 Continuing Education students.

Born and raised in Windsor, Jim graduated from the University of Windsor with the University Gold Medal. He graduated from Queen's in 1974 with a PhD on the Cape of Good Hope Colony. He studied with the eminent historian of South Africa, Arthur Keppel-Jones, whom Jim remembers as a conscientious and demanding (in a good way) supervisor. Jim's research took him to Africa for a year and to Oxford as well. While Jim was completing his thesis he took a job at John Abbott in 1972.

In his 41st year of teaching, Jim is as enthusiastic and vital as ever, and, at the age of 70, cannot imagine retiring. A teacher with a wide range, Jim now offers courses in Western Civilization and in the History of the Third World. When your interviewer studied with him in 1986, it was in a course in Russian and Soviet history that introduced the rigors of a university-level course to 17 and 18 year-olds.

Jim has been the Chair of the Department of History, Classics, Political Science and Economics for the past seventeen years. He was elected a member of the Academic

Council of the college in 1974 and elected Chairperson in 1975.

Faculty, administration, students, professionals and support staff have thanked him every year down to the present time by re-electing him! Each year, since 1975, the faculty has also elected Jim Chairperson of the Faculty Professional Development Committee. It has a mandate and a budget to assist professors become better teachers. From 1979-1985 Jim was elected to serve on the college's Board of Governors and for four of those years was a member of the Executive of the Board.

The basic content hasn't changed, but the method of delivery has. I used to consider myself the fount of knowledge but now all the world's information can be gleaned by a click of a button on your smart phone. My whole job has changed. Now my responsibility is to teach the students critical thinking and assist them to discern truth from fiction as they wade through the literally "google" of "facts" out there.

Q. But are you still able to teach at the high level you operated on back in the 80s? You assigned a university-level text in your Russian history course back in 86. You had us reading Marx, snippets of Herzen, Nechaev, even Stalin's constitution of 1936. You showed us Eisenstein's "Battleship Potemkin" and several other films.

JV. Yes, I still teach to the highest level. Things haven't changed that much. Students are just as bright, but their expectations have changed. You can't just lecture at them for an hour.

Q. At a time when the newspapers are filled with stories of corruption in the public sector, Jim Vanstone serves as a reminder that the spirit of public service is alive and kicking. Jim's tireless devotion to the administration of his college is on top of his teaching and is entirely unpaid. For over four decades, he has inspired thousands of students. When I studied with Jim I had no idea of the various demands on his time and yet his office door was always open, he was always pleased to speak with students, and he went to great lengths to help us to improve our research and writing. I still have my notes from his class; I have referred to them for my own teaching purposes and to part with them would be some form of disrespect, I fear! It is quite an accomplishment to make students fresh out of grade 11 become interested in Nechaev and Chernyshevsky but somehow Jim did that. The best teachers command our interest in the particular but they also instill a general love of learning. Jim Vanstone is one such teacher.

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get rid of malaria and typhus is one (technical) way of going about disease management; the other way would have been to deal with poverty, with basic things like land management, like draining stagnant water pools, improving basic infrastructure. There are people advocating for the social approach to medicine; there are others who are swept up in the postwar optimism about the omnipotence and desirability of scientific solutions—because we can spray with insecticide, we should.

There are these two very different ideas about how healthcare should be carried out in this period, but also about how international health interventions should take place. Within this organization, there are many extremely capable and intelligent people with contradictory ideas. What were the consequences of choosing the 'technical medicine' route? How and why did this path win the day?

I am also exploring the Cold War's influence; how did the East-West schism affect the WHO? Should you help people on the other side of The Wall? Do you help a communist region just as readily as a non-communist one? How are 'enemy' civilians to be treated?

Q. What sorts of sources are you using for your thesis?

CH. I am looking at archival and published records from the WHO, the UN, UNRRA, private organizations like the Rockefeller Foundation, the Millbank Memorial Fund, the International Committee of the Red Cross, the Canadian Methodists, and the American, Canadian and British Medical Associations.

I had lunch with **Iain Reid** in downtown Kingston. Iain graduated from Queen's in 2004 with a BAH (History major, English minor). Iain's first book, _____, was published to widespread acclaim in 2010. The book has been translated into German, Cantonese and several other languages. It earned Iain the CBC Bookie Award for Non Fiction. The book was reviewed across North

America and led to a video interview with _____, which can be found online. The _____ named Iain as one of CanLit's "hottest 5 up and comers." Iain's second book, _____, will be published in March 2013. Iain has lived in Kingston for almost four years and is a regular fixture at lunch-time basketball games on campus. Iain played varsity basketball during the early 2000s.

Upon graduation, Iain worked in Toronto in journalism. When that well ran dry, Iain took a temporary job at CBC radio in Ottawa, where he discussed books on a popular radio show, did freelance work, and some editing. His stay in Ottawa was supposed to "last the summer" so, he figured, why not live on the family farm with his parents and rekindle his relationship with them?

A couple of months turned into a year. After a few weeks a friend called to arrange a visit. "I'll have to check with my parents first," came his reply. "It was at that point that I realized how absurd my situation was. I started to put paper to pen." Underemployed, Iain found time on his hands. "Now is the time, I said. If you cannot become a writer now, you'll never do it." He produced a short story about life on the farm. A friend gave him the names of a few literary agents. And the rest is history. ! _____ is a

reflection of life on the farm outside Ottawa, a chronicle of twentysomething soul searching, and a poignant tribute to Iain's parents. "My parents have a rare, very happy relationship. Growing up, you don't really see it. Not as an 18 year-old, at least. But coming home as a 28 year-old you gain an entirely different perspective. What does it mean to live with someone for decades?

How does it change the individual? I began to see just how much parents

give to their children. I wanted that to come across in the book."

Q. But you do that with a light touch. You let that come through in the stories you tell, many of which, I might note, are hilarious.

IR. Thanks. That was my hope. I have been pleased with the reception of the book. Completing it was bittersweet, like leaving an apartment for the last time. The book dominated my life for two years. And then it's gone, out the door. So you get started on the next one!

Q. Does this mean you will now devote yourself full-time to being a writer?

IR. The jury's still out, but I'm going to give it a shot. I still do some editing and freelance journalism but if my second book succeeds I'll probably try to write full time.

Q. What is a typical day in the life of a writer like yourself?

IR. I begin the day with freelance writing and editing. After a few hours of that it's off to the gym. I try to feed my brain with fiction old and new in the afternoon. The writing is always with you. It's hard to turn the ideas off. I escape with exercise and cooking. I do some more writing in the evening. I volunteer at the Screening Room

100 registered book clubs at the library. Local writers like Wayne Grady, Marilyn Simmonds and Steven Heighton have welcomed me into the community and have been a great source of support. Some of my old friends from Queen's are working here. Growing up on a farm, traffic is not for me.

Q. Tell us about your time at Queen's, please.

IR. That's easy. I loved it. The highlight of my education was the seminar system. It was so much more rewarding than anything else. About something with people is the best way to learn. I grew up hearing about the value of a good liberal arts education--my dad stressed that. So I never came to Queen's thinking I'll do for career purpose. I remember how fun it was to drop by my professors' offices and simply talk for an hour.

Q. In Iain's second book, , he recalls a week-long visit with his 92 year-old grandmother. The two recall memories of Iain's childhood and get to know one another as

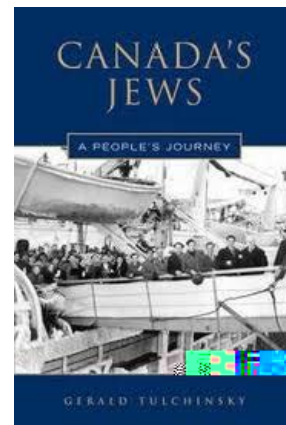
owner and worker class." This was the book that led to a three-volume history of the Jewish people in Canada as well as to Jerry's crucial contributions to the

He has just completed a biography of Joe Salsberg, the Ontario MPP and leading Communist labor union organizer. The University of Toronto will publish the book in the early summer of 2013.

Jerry taught Canadian Economic History, Urban History, the Jewish Experience in North America, and the Holocaust. The latter subject, "I felt, must be taught ice cold and completely dispassionately. At least that's how I felt I had to teach it. It is highly loaded stuff. I tried to be sensitive to the feelings of students. There were nearly 300 students in the class—until they saw the reading list and the final enrollment settled at around 230! I brought in leading scholars like Michael Marrus to give guest lectures." Jerry was awarded the Frank Knox Teaching Award in 1999. He retired that year but ran the Jewish Studies program from 1999 to 2002 and continued to walk his 4 km route to the office on a regular basis, into his seventies.

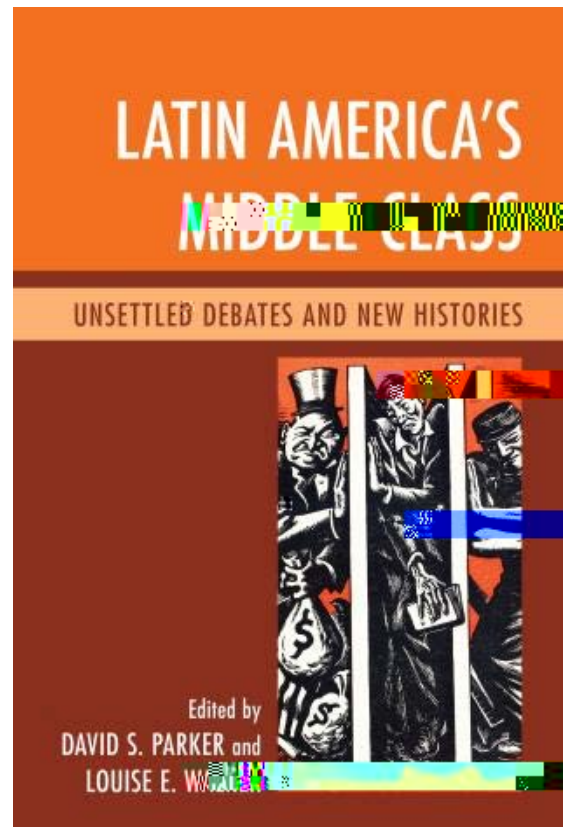
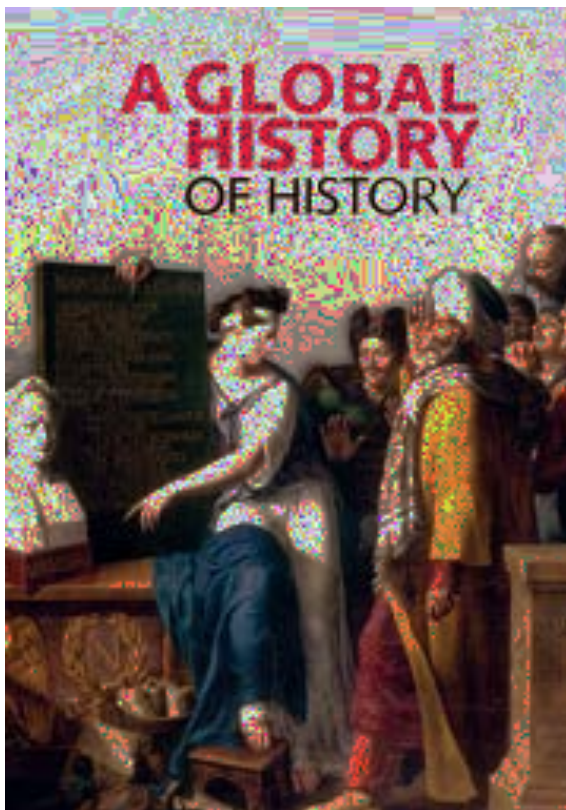
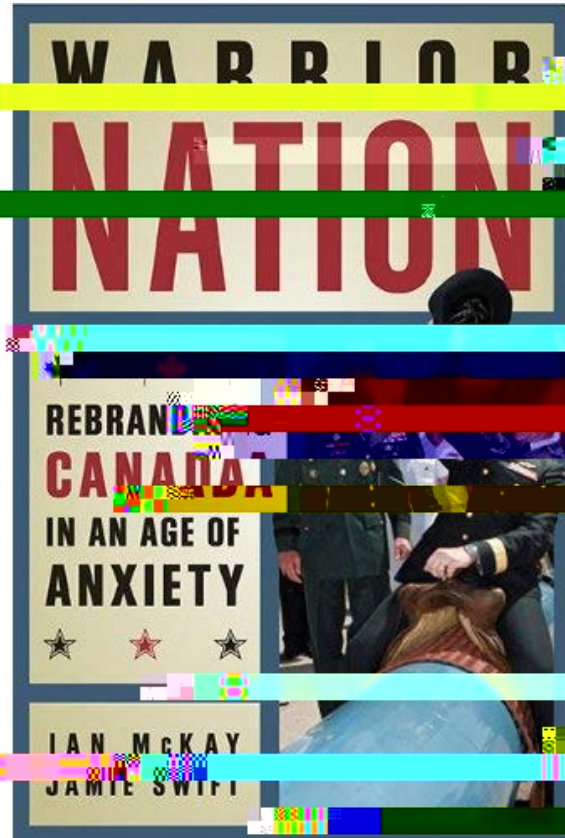
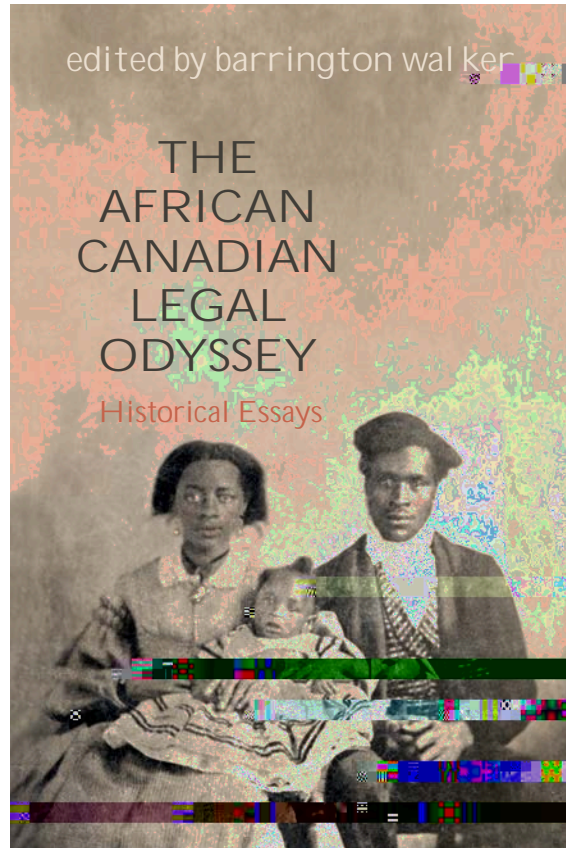
Jerry looks back fondly on "seminars of 6 to 12 students when I began my career. There's no substitute for face-to-face learning, no substitute for the spontaneity of a seminar." Jerry "loved being able to go across the hall and talk with Roger Graham and Fred Gibson. People were around, doors were open. It was a collegial environment." But, he admits, "I was strict. By way of a belated apology to former students, I now realize that my reading lists were a bit long. I pushed myself hard as a teacher early in my career. I expected a lot from myself and from my students. I once re-scheduled a seminar that I had canceled due to illness for a Sunday afternoon. All the students came!"

Jerry would be delighted to hear from former students. He can be reached at tulchins@queensu.ca



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