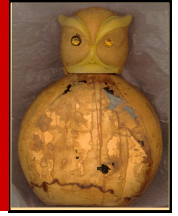




The OWL



Volume 14 Spring 2023

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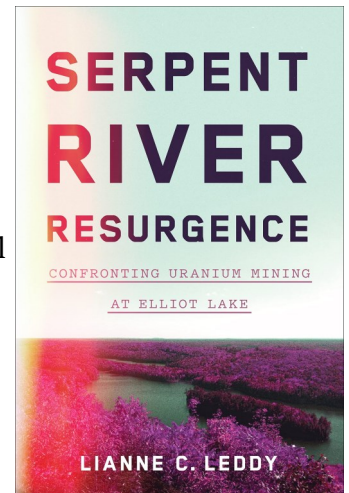
Words of Welcome

Welcome to the fourteenth issue of *The Owl*, the annual newsletter of the History & Ancient Studies Department at Wilfrid Laurier University's Waterloo campus.

Land acknowledgement: We acknowledge that we live and work on the traditional territories of the Attawandaron (Neutral), Anishinaabe, and Haudenosaunee peoples. Wilfrid Laurier University is situated on the Treaty Lands and Territory of the Mississaugas of the Credit, and on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

Faculty Interview

Dr. Lianne Leddy, an Anishinaabekwe historian and member of Serpent River First Nation, joined the History & Ancient Studies Department of Laurier's Waterloo campus in 2021. Her recent book, *Serpent River Resurgence: Confronting Uranium Mining at Elliot Lake* (University of Toronto Press, 2022) recently received the rare honour of being awarded three academic book prizes at the Canadian Historical Association's annual conference, including the CHA's Best Scholarly Book in Canadian History Prize, the Indigenous History Book Prize, and the Clio Prize for Ontario History! *The Owl* met recently with Dr. Leddy and asked her to reflect on her career achievements and plans for the future.



LL: Where did you study & teach prior to joining the History Department at Laurier's Waterloo campus?

LL: I am a proud alumna of Laurier's History department, having obtained my BA in 2005 and then my PhD (supervised by **Dr. Susan Neylan**) in 2011, after studying at Western in between for my MA. While still working toward my PhD, I taught at Mount Royal University in Alberta and was also an academic advisor there. Moving from the Rockies to the Rock, I started a full-time appointment at Memorial University immediately after defending my PhD, where I stayed for three years. In 2014, I moved back to Ontario, to the delight of my parents, where I became professor in the Indigenous Studies program at Laurier Brantford. It was definitely a circuitous route back to my home in History, but along the way, I got to live in different parts of the country, meet a lot of new people, work at different post-secondary institutions, and engage with different intellectual environments.

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 : What did you teach last year and which courses do you expect to teach this coming year? Do you have a new course in mind for the future?

LL: Last year I had the pleasure of teaching new 4th-year seminars in Indigenous wellness and gender, as well as a third-year course entitled “Defending Indigenous Homelands.” I found the students to be really engaged in the topic and the research processes for each class, and I plan to further develop these courses in the future so they can be regular course offerings. Next year, I get to teach the graduate courses in Indigenous history, which I am thrilled about!

 : What is your current research and what are your publication plans for it?

LL: My current research is a re-examination of Indigenous women and the fur trade, focusing on the Great Lakes

region in the 18th and 19th centuries. I’m seeing patterns of marriage with fur traders, especially those who were not elites, that are not yet fully reflected in the literature. I’m also seeing patterns of sending the daughters of fur trade marriages to school, whereas the focus has typically been on the education and training of sons. I’m trying to ascertain if the instances I’m seeing are outliers or not, so it is still early days for firm publication plans. That said, this summer my aim is to write a conference paper (which will be converted to an article) to present at the annual meeting of the Native American and Indigenous Studies Association or the CHA. I am also recruiting graduate students who might be interested in working in this area!

 : What committee work have you done at Laurier? Is there a different type of academic service you would like to do in the future?

LL: Coming from Laurier Brantford, where the service load is a comparatively high, I have a lot of experience in this area! In Indigenous Studies, I served one term as the program coordinator, and I usually served on our appointments, promotion and tenure committee; program coordinating committee; and part-time hiring committee. I also worked with colleagues to attend to other program and student needs as they arose. I’ve previously sat on the SSHRC Insight Development Grant adjudication committee for Indigenous research and served on and chaired the Clio-Ontario book prize adjudication committee. Furthermore, I’m currently on my second round on the bargaining team for WLUFU (Laurier’s faculty union). I have just been elected to the Canadian Historical Association’s Council and I am co-chairing the CHA’s Indigenous History Group. In the future, I would like to continue to contribute to Indigenous efforts at Laurier.

Exciting New History Courses for Next Year

Who says historians are stuck in the past?! Laurier’s History & Ancient Studies Department faculty continuously develop new courses to enrich students’ understanding of the past.

For example, last year **Dr. Amy Milne-Smith** developed a new course that was approved by the Department, Faculty of Arts, and University Senate. She will teach this course, HI326: A History of Conspiracies, in Winter 2024.

Another approach is to offer a new course as a special topics course (HI299, HI346, HI347, HI405 or HI497), and then later “regularize” it for inclusion in the University’s course calendar.

For 2023-24 we will be offering the following eight new History courses at Laurier’s Waterloo campus:

HI299N: Gutenberg to the Internet (**Dr. Joseph Buscemi**)

*HI299P/DH299A: ChatGPT & the Humanities (**Dr. Mark Humphries**)

*HI347T: Crime & Policing in Early Modern England (**Dr. David Smith**)

HI347U: 1900: Three Military Interventions (**Dr. Blaine Chiasson**)

HI347V: “Politics, Memory &

Culture in 1980 America” (**Kess Carpenter**)

HI347W: History & Historical Fiction: The Wars of the Roses (**Dr. Chris Nighman**)

*HI347X/DH399A: AI versus Great Battles (**Dr. Darryl Dee**)

HI405H: Reading Seminar on Cold War America (**Dr. Darren Mulloy**)

HI497H: Research Seminar on Cold War America (**Dr. Darren Mulloy**)

For more information regarding the three courses marked above with an asterisk, see the relevant stories on pgs. 3-4 and 7.

Artificial Intelligence and the University

A major new technology has come to the fore that has a direct impact on how universities will function in the future: the advent of artificial intelligence (AI) tools that students can easily access online. Chief among these is ChatGPT, but there are others. **Dr. Mark Humphries** and **Dr. Darryl Dee** have both experimented with these websites and shared their findings with colleagues, and both will be teaching new courses in the History Department that will incorporate AI in some manner (see “Exciting New Courses” on pg.2). Moreover, **Dr. David Smith** is currently employing AI to develop an educational game about smuggling.

In addition, Dr. Humphries was awarded a \$5000 grant this year from the Laurier Research Office to explore this new phenomenon. On 28 February 2023 he posted the first of several articles on the subject online with Substack. The following is a reprint of his first article: “The Future is Generative, or How a Historian Learned to Stop Worrying and Love ChatGPT”: (<https://generativehistory.substack.com/p/the-future-is-generative>).

Something’s in the air at universities these days. Generative AI has been around for a while, but it didn’t become mainstream until ChatGPT, Dall-E 2, Midjourney, and the new Bing burst into our collective consciousness all at once. Many colleagues tell me they first became aware of the technology after hearing about its potential for plagiarism and academic dishonesty. But I think we are witnessing something far more radical and consequential take shape.

An Unlikely Convert

I think of myself as an unlikely convert to AI. Although I use a lot

of technology in my work as a historian, I would not call myself a digital humanist. In my experience, that term is usually reserved for scholars who build text-clouds to visualize word frequencies, print 3d models of artifacts, or use augmented reality—amongst many other things. I know this can be exciting, but it has never felt relevant to what I do. I see myself as a traditional historian: I assign research essays and book reviews in my classes and I prefer to write books and articles based on detailed archival research. Nevertheless, I take thousands of digital images at archives, use OCR software, and even have an automatic microfilm scanner at home. But for me technology exists on the “input” side of the research equation; I have just never been enamored with digital outputs. I like a good detective story which is what drives me as a scholar. Word clouds and data visualizations offer neither the mysteries I crave, nor the tools to solve them. In this way, I may be typical of my generation: I am comfortable with technology, so much so that I don’t think much about it. I was born in 1981 and computers have always just “been there” as part of the research and writing process. I only remember typewriters as dusty, odd toys in my parents’ basement. I don’t think I’ve ever written anything of consequence by hand, except exams.

I was educated entirely during the first digital revolution which brought lots of changes to how we do things as historians, but still allowed the traditional to at least co-exist with the digital. For most of us, computers and the internet just allowed us to do the things historians had always done faster and more efficiently. None of this required special knowledge or

skills; that was the domain of the “real” digital humanists.

An End to the Beginning of the Digital Revolution

Generative AI is about to end this détente between the traditional and the modern as we all become digital creators. AI is disruptive precisely because it significantly reduces the learning curve and time necessary to generate new content, be it artwork, music, or text. In essence, it allows us to outsource much of the work involved at becoming good at something like painting, composition, or writing. The counterargument is that no-one is going to want to listen to an AI generated symphony or read an AI novel because those things are inherently valuable only because they are expressions of our humanity. That is entirely true, but it misses the point. Most composers don’t write symphonies nor are most writers best selling authors. The market for those things is unlikely to change very much. What will change is the market for the mediocre. Yet if it changes how we create, it will also change how we frame problems, research and analyze the past. AI is very good at finding patterns. That is, in fact, how things like ChatGPT write, by predicting what is likely to come next from a corpus of many billions of pages of ingested text. Finding patterns is, in effect, what historians do too. That will not change, but AI will soon be involved at every stage in that process from locating archival sources to sifting through the records and writing up the results. Although many of us may not be comfortable with the idea, it will be hard to put it back in the box.

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Uncertain Futures

So what will this future hold for the humanities and history in particular? That is the million dollar question and anyone who seems to have the answer now is probably wrong. What is clear, though, is that as AI tools are integrated into Google, Social Media, and Microsoft Office over the next few months, we are going to have to feel our way forward. We will obviously have to wrestle with questions of authorship, authenticity, and attribution—that we already know. Above all else, though, we need to contend with the fact that very soon, our graduates will enter a work-world where they are expected to make efficient use of both AI and their own human talents. Figuring out how to get them there is our problem.

And this is, I think, where the future of the humanities and the teaching of history in particular lies. Efficient use of AI requires efficient operators with a good grasp of language, a good general knowledge about the world, and the critical thinking skills necessary to get the best

results from the machine and fact check “hallucinations.” In this sense, the solution probably involves putting a little bit of old wine in new bottles. Here we can take the basic skills we have always practiced and taught and dress them up for a new era with the latest AI jargon. Deans and Vice Presidents will no doubt be ecstatic. But my sense is that we also have to make some very real changes, whether we want to or not.

We need to be prepared to rethink how we teach critical thinking, research, and writing. We need to acknowledge that AI can be a useful tool in this process and pioneer effective ways to maximize its potential. It likely means developing new assignments and new approaches to evaluation. For example, generative AI might open up new possibilities for a truly flipped classroom because advanced chatbots like ChatGPT can be effective tutors.

It also means incorporating AI into our own work as well. This need not be as frightening as it sounds as it will happen organically as archives use it to generate metadata for their collections and we get used to

“Binging” something rather than “Googling” it.

Getting Started with Generative History

We all have to start somewhere. I have been experimenting with using AI in my own historical research for a few months now and I have found it useful—or just plain cool—in myriad ways. Over the next few months I will be piloting an AI assignment in a third year history course I’m teaching on the fur trade. I want to try out a few ideas with my students to see what works and what doesn’t. This is a dry run, in effect, for next fall when I teach a much larger course organized around using AI tools to research and write. I have no idea how it will go yet, but that is part of the fun. Check back and I will let you know.

Dr. Humphries currently serves on an advisory committee chaired by the Associate Vice-President: Academic, Dr. Trish McLaren, tasked with considering Laurier’s policies in response to Generative AI. He is also planning to run info sessions for Laurier faculty members before the start of the next Fall term.

Faculty Publications & Research Grants

Dr. Karljürgen Feuerherm

A SSHRC GRF grant awarded by Laurier’s Office of Research Services to help cover costs of hosting the International Organization for Standardization (ISO) conference on character coding (\$8,139).

Dr. Judith Fletcher

“Dissolving Boundaries and the Liquid God in Euripides’ *Bacchae*,” in *Scapegoat Tragedies*, L. Kosak ed., Queens Univ. Press (2023), 181-89.

“Oaths and Vows,” in *Encyclopedia of the Bible and its Reception Online*, C.M. Furey et al. eds., Berlin: De Gruyter, 2023.

Reprinting of J. Fletcher, “Sophocles’ *Antigone* and the Democratic Voice,” which was originally published in *Interrogating Antigone*, S. Wilmer (ed.), Oxford: 2010, 168-84, in *Antigone: A Norton Critical Edition*, S. Murnaghan ed. & trans., (2023).

Dr. Jeff Grischow

Jeff Grischow, Magnus Mfofo-M’Carthy & Wisdom K. Mprah, “Reflections on National Disability Programs and Disability Rights in Ghana,” *International Journal of African Historical Studies* 55.2 (2022): 183-205.

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“Disability and Climate Change in Ghana: Mobilizing Canadian Research for International Sustainability,” SSHRC Connection Grant. Jeff Grischow PI, with Magnus Mfoafo-M’Carthy & Mark Terry (\$24,997).

A Category A Research Grant from Laurier’s Office of Research Services: “Spirituality, Disability and Stigma in Ghana,” Jeff Grischow PI, with Magnus Mfoafo-M’Carthy (\$10,104).

“Disability & Climate Change in the African Savannah: Capturing Lived Experiences of Ghanaian Elders Through Videography,” SSHRC Partnership Engage Grant. Jeff Grischow PI, with Magnus Mfoafo-M’Carthy (\$24,989).

“Supporting Inclusive Education in Haiti: Developing a Canada-Haiti Partnership for Research & Teacher Education on Disability and Inclusion,” SSHRC Partnership Development Grant, Steve Sider PI, with Jeff Grischow, Magnus Mfoafo-M’Carthy, Kimberly Anne Maich, Jacqueline Ann Specht, Jhonel Morvan & Jennifer Vansteenkiste (\$199,981).

“Fostering Equitable Education Outcomes: A Canada-Ghana Partnership – Inclusive Education,” SSHRC Insight Development Grant, Magnus Mfoafo-M’Carthy PI, with Jeff Grischow, Steve Sider, Kimberly Anne Maich, Jacqueline Ann Specht, & Wisdom Mprah (\$199,818).

A SSHRC Insight Development grant awarded in 2021 on “Disability Rights in Ghana,” for which Grischow was PI with two co-applicants (see The Owl #13, p.6), resulted in the production of a film, “The Ghana Youth Film Program,” which has been accepted for the Denali Film Festival to be held in Alaska this year in August.

Dr. Mark Humphries

“A ‘Pretended Copy Right’? E.A. Kendall & the Writing of Alexander Henry’s Travels & Adventures in Canada & the Indian Territories,” *Michigan Historical Review*, 48.1 (Spring 2022): 1-29.

Multiple posts on Generative AI on Substack since February 2022 (see article on pg. 3).

A SSHRC GRF grant awarded by Laurier’s Office of Research Studies: “Generative AI” (\$5,000).

Dr. Lianne Leddy

“‘Writing to Commemorate their Strength’: Kinship and Gender in Dammed,” *Journal of the Canadian Historical Association* 32.2 (2023):

103-110.

“Teaching Them to Dance,” in *O da ga de:s: Reflecting on our Journeys*, N. Jacobs & T.B. Leduc eds., McGill-Queen’s University Press, (2022), 142-51.

“Reconciliation is a Canadian Responsibility,” *Herizons*, 37.1 (Spring 2023): 11.

“Reclaiming Land After the Uranium Boom Goes Bust,” *Our Times Magazine* (Spring 2023).

“Who are you? Where are you from? Who claims you?” *Herizons* 36.4 (Winter 2023): 11.

“Actions Must Follow the Pilgrimage of Penance,” *Herizons* 36.3 (Fall 2022): 11.

“Apologies are not Enough,” *Herizons* 36.2 (Summer 2022): 5.

“Uranium Mining at Elliot Lake,” *Nature’s Past* Podcast, hosted by Sean Kheraj, 30 June 2022, (<https://niche-canada.org/2022/06/30/natures-past-episode-75-uranium-mining-at-elliott-lake/>).

Dr. Amy Milne-Smith

“Gender and Madness in Victorian Britain,” *History Compass Journal* 20.11 (2022): 1-10.

Dr. Susan Neylan

Dibaajimowin – Stories from this Land: History, Land, and Decolonial Curatorial Approaches in a Contemporary Museum, S. Neylan et al. eds., MuseWeb 2023 conference proceedings (<https://mw23.my.mw/paper/dibaajimowin-stories-from-this-land-history-land-and-decolonial-curatorial-approaches-in-a-contemporary-museum/>).

Dr. Chris Nighman

“A Previously Unknown Late 15th-century Latin Translation of a Portion of John Chrysostom’s Homilies on John Interpolated into an Incomplete Incunable,” *Journal of the Early Book Society for the Study of Manuscripts and Printing History* 25 (Dec. 2022): 139-76.

A SSHRC GRF awarded by Laurier’s Office of Research Services for the acquisition of digitized manuscript resources for a critical edition of Burgundio of Pisa’s 12th-century translation of John Chrysostom’s homilies on John (\$1,500).

Completion of two open access web resources for Latin literature: The *Chrysostomus Latinus in Ioannem* Online (CLIO) Project (<https://clioproject.net>) in June 2022 and The Digital *Viridarium consolationis* Project (<https://viridarium-project.wlu.ca>) in February 2023.

Return to History Travel Courses!

Hundreds of Laurier students have taken History travel courses to enrich their study of the past by visiting other countries.

Many of these courses were battlefield tours to France and Belgium for the two world wars, led by **Prof. Terry Copp** (retired), **Dr. Roger Sarty**, (retired), or **Dr. Mark Humphries**.

A *longue durée* approach to military history was taken in 2019 by **Dr. Darryl Dee**, whose students visited not only battlefields in France and Belgium for the world wars, but also battlefields, museums and memorial sites for the ancient, medieval and early modern periods, including the actual battlefield where Napoleon literally “met his Waterloo”!

Other Laurier historians who have led travel courses include **Dr. Len Friesen** who took 15 students to Russia in 2011, **Dr. Blaine Chiasson**, who led 10 students to China and Taiwan in 2014, **Dr. Gavin Brockett** who took 12 students to Israel/Palestine in 2016, **Dr. Jeff Grischow & Dr. Dana Weiner** who led many students to Puerto Rico in 2016 and 2017 to study slavery and piracy in the Spanish Empire, and **Prof. Alicia McKenzie** who led 21 students to England in 2018 to study the Roman & early Anglo-Saxon eras.

This year **Dr. Eva Plach** repeated the very successful travel course she organized and first taught in 2017: “Into that Darkness: Poland, WWII and the Holocaust.” That course had been scheduled to be offered a second time in Spring 2020, but it was unfortunately postponed until this year due to the Covid-19 pandemic.

Group photo from Dr. Eva Plach’s 2023 travel course to Poland



Here is Dr. Plach’s report, fresh from the return of the class:

We got back on the weekend – everything was great! The program was excellent and ran smoothly, and the students were terrific. It was a miracle, I think, that everything worked out! No Covid and no Russian invasion of Poland. We visited a few sites that are located pretty close to the Ukrainian border, and at one point we saw Ukraine from our bus windows on the other side of a river that we were passing. The world beyond that river is such a different and tragic one...

The photo of the group is from our last night in Warsaw on June 2; we are in the lobby of Hotel Gromada and are leaving for our farewell dinner at a traditional Polish restaurant. The man on the phone (on the far right side) is our Jagiellonian University program coordinator, Michal Zajac; I run the course with and through the Jagiellonian University in Krakow. Michal was always arranging, confirming and adjusting the different elements of our program.

We started with 2 weeks of classes in Waterloo for a total of 18 hours of class time followed by the 2 weeks in Poland. Poland had the largest Jewish population in Europe before the war (10% of the total population, or about 3.3 million people). Jews had lived in the Polish lands for centuries, and almost all were murdered during the war. It is this history that the course is designed to explore.

We spent our first week in Krakow and then moved east to Łańcut, Zamość and Lublin before ending the program in Warsaw. Over the course of our stay in Poland we visited the Auschwitz-Birkenau memorial and museum, the memorials and museums at Belzec and Sobibór (these were death camps during the war), and the Majdanek-Lublin concentration camp memorial and museum. We also visited the Galicia Jewish Museum, the Oskar Schindler Enamel Factory museum (which is a branch of the Museum of Krakow), the Polin Museum of the History of Polish Jews, and the Jewish

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Historical Institute. We met with very inspiring educators and had special guided tours everywhere we went. Our days were full, long and both physically and emotionally exhausting. Our travel group included 13 students who had just finished first year and 9 students who were at other stages of their undergrad studies. Several first-year students had been part of the

2022-23 Historical Worlds Residence Learning Community (for which I was an academic advisor). Our group really reflected the various different parts of the university: we had mostly History majors but also majors in Communication Studies and Global Studies, a Computer Science major, a Faculty of Music student in the Music Therapy program, and two students from Laurier Brantford. The students' major assignment was a travel journal

with set questions designed to prompt reflection on the site visits for the day. The course is designed to get students thinking about why and how genocide happened, but the purpose is also to prompt reflection on the relationship between history and memory. Thinking critically about how history is presented and remembered – and sometimes manipulated or forgotten – was a part of what we were doing too.

Teaching & Research Symbiosis

We are often asked to explain how our historical research informs our teaching and how our teaching influences our research. This column showcases a member of Laurier's History Department whose teaching and research intersect. In several previous issues of *The Owl* (8-10) we have highlighted the teaching and research symbiosis of **Dr. Mark Humphries**, **Dr. Darren Mulloy**, and **Dr. Judith Fletcher**.

For this issue we report on **Dr. David Smith's** new course, HI347T: Crime & Policing in Early Modern England, to be offered in Winter 2024. As a historian of law, Smith's research interests in recent years have also turned increasingly to economic history and criminality. With a forthcoming book on corruption among public officials in early 17th-century England (*The Invisible Handshake: Discovering Corruption in Early Modern England* with Oxford University Press), his current research examines the phenomenon of smuggling (or "Dark Markets") in and around the British Isles and the Atlantic. This work has so far yielded a number of conference papers and a journal article, "Fair Trade and the Political Economy of Brandy Smuggling in Early Eighteenth-Century Britain," *Past and Present* 251.1 (May 2021): 75-111, as well as a website entitled "The Secrets of an Ocean of Smuggling" (<https://www.davidchansmith.net/copy-of-prep-smuggling>). This digital humanities project, supported by Smith's 2020-24 SSHRC Insight Development Grant, is already a major online resource, but will continue to be expanded and enriched as his research proceeds. A new article, the first to explore the English customs as a national policing operation and the effect of fines as legal penalties, and based on this database is now in preparation. Smith prefaces his website's database for early modern British smuggling records as follows:

Smuggling was big business in 18th-century Britain. The British government raised most of its revenues from customs and excise duties. As the country fought wars with France, parliament needed to raise more money. Tariffs on imported goods like cotton, tea, tobacco, wine and brandy made smuggling – in the words of eighteenth-century writers – a "temptation." Smuggled goods could undersell those that were legally imported, and demand for these commodities was high. Even by the 1730s contemporaries estimated that possibly one-half of the total flow of certain highly taxed goods like tea were illegally imported. Today, we still know little about this clandestine world and the strategies of the Customs and Excise services. Yet the smuggling economy was tied to a global network of sometimes clandestine and sometimes open trade. It was also a crucial conduit to make available cheaper consumer goods for those in Britain and Europe. Disputes over smuggling were also behind some of the biggest political eruptions of the period, including The War of Jenkins Ear and the American War of Revolution.

Dr. Smith's new special topics course on the broader issues of crime and policing for Winter 2024 will augment the History Department's already strong offerings on the history of law, including HI219: English Law to 1714; HI253: Race, Rights & the Law in Early US History; HI255: Crime & Justice in Antiquity; HI318: Crime, Sex & Scandal in 19th-century Britain; HI375: Seeking Justice: the Family & Law in Canada, 1867-1969; and HI390: Family Law in Greece & Rome. All these courses will support our planned new program in collaboration with the University of Sussex which will enable students to pursue a Laurier Honours BA in History and also a Sussex Bachelor of Laws (LLB) simultaneously.

The History Students' Association (HSA)

Report from Brittany Wyllie-Stevens & Alyssa Firth, HSA Co-Presidents for 2022/23:

The HSA stepped into a phase of full return this year, welcoming the return of students from a hybrid learning environment to full on-campus participation again. The club strove this year to be intentional in welcoming history students of all genders and cultural backgrounds, and explicit in adjusting the image of the HSA in the minds of students who had previously felt excluded. Feedback at the activity fair in September told us that there was work to be done

in this regard, and so we did our best to improve. We did this primarily by reaching out as individuals to more of the student body, making invitations to events on an individual level in addition to our broader social media outreach, and designing our events to directly address a wider array of history-related academic and social material.

The events we offered this year included a blend of social and academic topics, with the socially focused events such as trivia and movie nights being especially popular. Trivia nights were lively and gave us the

chance as an executive body to get to know the students we are representing. We appreciate everyone who contributed to the planning and organization of trivia, and thank all who attended. We would also like to thank the professors who came out for our Meet the Profs night.

The Remembrance Day Ceremony was one of the highlights of the year. We would like to thank Dr. Kevin Spooner, Mr. Shane Symington, and the entire team behind the HSA and the folks at the Students' Union for their contributions to the success of that important event.

Reports from the Graduate Student Representatives

Report of the 2022-23 MA students' rep., Anna Cassell:

I was very honoured to take on the role of MA representative this year for Laurier's History MA cohort. I want to take this opportunity to congratulate my fellow graduate peers on their many achievements in navigating this past year and accomplishing so much. I'm proud to say our cohort has formed a supportive and kind atmosphere. I would also like to wish you all the best in continuing your research and academic endeavours.

I would also like to thank all of our professors who have helped us navigate the new challenges of the MA program, supporting us whenever needed. I would especially like to acknowledge Dr. Chiasson in his role as Graduate Advisor. Your patience and kindness in answering our every inquiry have made us feel incredibly supported, and your social gatherings were always events of high anticipation and

positivity amongst the cohort! This year there were many exciting and interesting graduate events that the cohort could attend, including the annual Tri-U Conference, which was a fantastic success. It was wonderful to meet and engage with students from all schools within the Tri-U program.

Report of the 2022-23 PhD students' rep., Kess Carpenter:

This year afforded many opportunities for student success, as well as chances for our cohort to come together (finally, in person!) for Laurier and Tri-U events.

Several folks in the cohort made stellar presentations at this year's Tri-University conference, hosted by the U. Waterloo at the Balsillie School of International Affairs. Michael Humieuk presented on Indigenous political action in the 1960s, Emily Oakes discussed the relationship between Canadian soldiers and their horses in

World War I, and Brenna Clark, Kristen Becker, and Grant Schreiber shared their fascinating research on Scottish history. Erin Kurian also chaired a panel discussion on environmental history.

The Tri-U Graduate Students Associate hosted great in-person social events. We competed for the top spot in our yearly Tri-U music league, tested our brains during a trivia night at Guelph, took an educational hike along the Grand River led by Dr. Peter Goddard. Some students also attended weekly PhD writing and peer support groups hosted by TUGSA, which will run until late July 2023.

Finally, congratulations are also in order to Jesse Abbott, who successfully defended his dissertation "The Art of Getting Drunk: Martial Masculinity, Alcohol, & the British Army in the Canadas in the War of 1812" in January. Fantastic work, Dr. Abbott!

Promotion of Dr. Amy Milne-Smith!

In March the History & Ancient Studies Department Appointments & Promotions Committee voted unanimously in recommending **Dr. Amy Milne-Smith** for promotion from Associate Professor to full Professor.

Noting her consistent excellence in research, teaching and service, the Senate Appointments & Promotions Committee likewise voted unanimously to support Dr. Milne-Smith's application for promotion, which was duly approved in June by Laurier's President and Vice-Chancellor, **Dr. Deborah Maclatchy**.

Among her many contributions to the Department, the Faculty of Arts and the University are

Dr. Milne-Smith's excellent service as Undergraduate Advisor in History & Ancient Studies and her development and delivery of many very popular courses, including HI 110: History of Alcohol and HI 280: History of Madness.

The most important criterion for promotion is research. Here is a brief synopsis of Dr. Milne-Smith's impressive scholarly work offered by **Dr. David Smith**, Chair of the Department of History & Ancient Studies:

Dr. Milne-Smith's remarkable scholarship includes her recent publication of her second book, Out of his mind:

Masculinity and mental illness in Victorian Britain (Manchester University Press, 2022). Her

account of male madness during the nineteenth century is a fascinating exploration into the social, cultural, legal and very personal dimensions of Victorian mental health. An internationally recognized expert in the history of madness, Dr. Milne-Smith's research has been featured by The Guardian (UK), Time Magazine (US), and other media.

She is currently collecting and analyzing sources to reconstruct representations in popular media, military sources, autobiographical accounts, and personal letters of the "broken" male soldier in preparation for a new book. We can't wait!

Congratulations, Amy!

Farewell to Dr. Barrington Walker

In April 2023 we learned that our dear colleague in the History & Ancient Studies Department, Dr. Barrington Walker, had resigned from the department and from his role as Laurier's first Associate Vice-President of Equity, Diversity and Inclusion (EDI) in order to take up the position of Vice-Provost: Equity & Inclusion at McMaster University starting 1 May 2023. Walker joined the History Department in January 2020 when he became the EDI Senior Advisor to the University, before his position was advanced to the Associate VP level. During that time he taught a graduate seminar for the History Department (HI656K: Canada's Racial State) in Winter 2022 and again in Winter 2023.

Dr. Heidi Northwood, Interim Provost & Vice-President, announced Dr. Walker's resignation to the Laurier community and praised his many contributions to university as follows:

During his time at Laurier, Dr. Walker has shaped Laurier's vision for creating a more inclusive community. He has worked tirelessly to promote an equitable and inclusive environment at Laurier and led many important initiatives that have supported our faculty, staff and students. Most recently, Dr. Walker presented Laurier's first Equity, Diversity and Inclusion Strategic Plan, which received unanimous approval from Senate and the Board of Governors, and will guide the institution in our efforts to promote diversity and inclusion across the university. Dr. Walker also demonstrated leadership on the national stage, serving as a member of the drafting sub-committee for the Scarborough Charter, a historic document signed by more than 50 post-secondary institutions across Canada, committing them to combat anti-Black racism and foster Black inclusion in higher education. He has been instrumental in the development of several important programs, policies and practices aimed at advancing EDI at Laurier, including the Inclusive Excellence initiative, EDI Action Plan and Dimensions Pilot Program. We are grateful for Dr. Walker's leadership, expertise and dedication to advancing EDI initiatives at Laurier. Please join me in wishing Dr. Walker all the best in his future endeavours and thank him for his exceptional service to Laurier.

Congratulations on your new role at McMaster, Barrington! All best wishes for the future!

Full-Time Faculty for 2022-23

The History and Ancient Studies Department at Laurier's Waterloo campus comprises 21 tenured professors, including two who are cross-appointed to other departments or programs:

Dr. Gavin Brockett, Associate Professor & Vice-Dean of Arts (cross-appointed to Religion & Culture and Global Studies): Middle East & Islamic History, Modern Turkey

Dr. Blaine Chiasson, Associate Professor and Graduate Advisor: Modern China, Sino-Russian Relations

Dr. Adam Crerar, Associate Professor: 20th-Century Canada, Rural Ontario

Dr. Darryl Dee, Associate Professor: Early Modern France, Early Modern Europe

Dr. Judith Fletcher, Professor: Ancient Greece & Rome; Gender, Law & Culture; Representations of the Ancient World in Modern Culture

Dr. Leonard Friesen, Professor: Russia & the Soviet Union, Global Ethics

Dr. Karljürgen Feuerherm, Associate Professor: Ancient Near East, Digital Humanities

Dr. Jeff Grischow, Associate Professor: Africa (especially Ghana), World History, Comparative Development

Dr. Mark Humphries, Professor: Canadian Military History, Epidemics

Dr. Sofie Lachapelle, Professor & Dean of the Faculty of Arts: History of Science

Dr. Lianne Leddy, Associate Professor: Canadian First Nations

Dr. Amy Milne-Smith, Associate Professor: 19th-century British Social History, Crime in Victorian England

Dr. David Monod, Professor & Chair of Sociology: Modern American Cultural & Social History

Dr. Darren Mulloy, Professor: Post-1945 U.S. History, Political Extremism

Dr. Susan Neylan, Associate Professor: Canadian Indigenous Peoples, Cultural History



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For more information, please visit our website: <http://www.triuhistory.ca>

Dr. Chris L. Nighman, Professor & Co-ordinator of Medieval & Medievalism Studies: Medieval & Renaissance Europe, Digital Humanities

Dr. Eva Plach, Associate Professor: Modern Europe, Poland, Women's History

Dr. David Smith, Associate Professor & Chair of History: Early Modern Britain, Law & Society, Commerce in Europe & the New World

Dr. Kevin Spooner, Associate Professor (cross-appointed to Political Science & North American Studies) & Director of the Laurier Centre for the Study of Canada: 20th-century Canadian Foreign Policy

Dr. Barrington Walker, Professor & Associate Vice-President, Equity, Diversity and Inclusion: Black Canadian History and the Histories of Race

Dr. Dana Weiner, Associate Professor & Undergraduate Advisor: Pre-1877 US; Women's, Gender & African-American History

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