

HISTORY CURRENT

University of Toronto, Department of History Newsletter, Issue 7, Spring 2018

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History
UNIVERSITY OF TORONTO

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HISTORY CURRENT

history.utoronto.ca

Editors: Mark McGowan and Amy Ratelle

Layout: Amy Ratelle

Chair's Message

History is dynamic at U of T. In the past few years we've been able to make some significant changes that position us well for the years ahead. Among these, some of the key ones:

- *New Faculty:* we're joined by 15 new colleagues at StG, 6 at UTSC, and 4 at UTM since 2013. Some are History only, and some are shared with other departments, colleges, and centres. These faculty and the areas they teach bring considerably more diversity to our complement and curriculum.
- *Graduate Renewal:* we overhauled our doctoral fields for the first time since the 1960s, and colleagues at UTSC have added a vibrant Food Studies program. We are creating specialized MA programs in Law & History and in Contemporary International History.
- *Graduate Study Space:* graduate students now have a larger dedicated space with 27 carrels in Sidney Smith.
- *Undergraduate enrolment:* we've maintained StG undergraduate course enrolment over 6000 annually, and while the numbers of Majors, Minors, and Specialists have declined, they remain ahead of where they were when the 'double cohort' hit 15 years ago.
- *Social Engagement:* our faculty and students have organized lectures, workshops, studies, and exhibitions promoting action on racism, poverty, TRC, cybersecurity, nuclear energy, etc.
- *Fund Raising:* gifts in the past 5 years have increased our endowment almost 25% by \$1.1 million, giving us resources to add fellowships and awards, bring in visiting scholars, and support student and faculty research.

Our faculty stand out in their fields, publishing dozens of books and hundreds of articles, and bringing in research grants. We have major prize winners in many fields, and 6 faculty recently joined the Royal Society of Canada in recent years. While rankings are imperfect at best, the latest QS Ranking moved us up from 18 to 14 worldwide, and #4 among public universities in North America. History continues to 'outperform' U of T in many of these rankings.

We face continuing challenges around updating and globalizing curriculum, expanding diversity and integration, addressing the TRC, attracting students, and finding space for all faculty at StG, particularly those from UTM and UTSC. We do our best when we address these together, and it's been a privilege to work collaboratively with so many students, faculty, staff, and university administrators over the past five years. Thanks for the opportunity.



Nicholas Terpstra
Professor and Chair
Department of History

Tous des Oiseaux en Paris



A scene from *Tous des Oiseaux*,
La Colline - théâtre national.

My big excitement this past academic year was the Paris performance of *Tous des Oiseaux*, a play by Wajdi Mouawad, for which I have been serving as historical consultant over the past years. One of the main characters is Hasan al-Wazzan, the hero of my last book, *Trickster Travels: A Sixteenth-Century Muslim between Worlds*. The play is set, however, in New York and Jerusalem in recent times, and follows the ferocious struggle within a German-Israeli family when the grandson wants to marry an Arab-American woman. He is a graduate student at Columbia in genetics, she a historian doing a dissertation on al-Wazzan. The actors were Israelis, Arabs, Germans, and an African; the play was performed in Hebrew, Arabic, German, and English, with French sur-titles. Initially commissioned by the Stratford International Festival (here in Ontario), the play raises the same questions and has a similar perspective as my book. Playing to packed houses for a month in Paris and a week in Lyon, *Tous des Oiseaux* was very well received by the French press. After a European tour in the fall, it will come to Québec in the spring of 2019. A new production will be done next year at Stratford, entitled *Birds of a Kind*.

- by Natalie Zemon Davis, Professor Emerita

ICUF Flaherty Visiting Professor



The Ireland-Canada University Foundation (ICUF) is dedicated to greater cultural, scientific, academic, and economic cooperation between these two countries which have very strong historical ties. After the death of the Hon. James Flaherty, Canada's Minister of Finance, ICUF wanted to honour his memory, particularly his own work to improve relations between Ireland and Canada, by instituting the ICUF James Flaherty Visiting Professorship. In 2018, ICUF awarded the University of Toronto, with our department acting as sponsor, its first Flaherty Visiting Professor, **Dr. Judith Harford**, a full professor in the School of Education at University College

Dublin. She is a historian of education specializing in the migration of Irish women teachers to North America. A Fellow of the Royal Historical Society (London) and the Massachusetts Historical Society (Boston), Professor Harford is the author of numerous articles, chapters, and books including *Teacher Preparation in Ireland: History, Policy, and Future Directions* (edited with Tom O'Donaghue and Teresa O'Doherty). On April 10, she delivered a lecture to the department titled "The Gendering of Diaspora: First Generation Irish Women Teachers and Social Mobility in North America." After her eight-week sojourn in our department, Professor Harford is taking up a Fulbright Fellowship at Boston College.

- by Mark McGowan, Professor and Deputy Chair

Multi-Generational Research in Ireland

In November, Professor & Deputy Chair **Mark McGowan** was in Ireland for Science Week at Trinity College Dublin. He participated in a panel of scientists studying the effects of trauma among survivors of the Great Irish Famine. McGowan presented a social historical approach to the study of several generations by use of routinely generated records. Such work could provide a broad canvass upon which historians of medicine could map trauma over several generations within families.



Mark McGowan speaks to high school students at the National Famine Museum in Ireland.

In addition to this collaboration, he traveled to the National Famine Museum in Strokestown, County Roscommon, and spoke to senior high school students (photo) about what might have happened to their ancestors from the area during the Great Famine, including 1,490 assisted immigrants from Strokestown, who departed for Quebec in 1847.

In Memoriam: Arthur Sheps

We mourn the loss of Professor Sheps, who passed away on November 11, 2017. A fine colleague, fondly remembered for his lively luncheon conversation on an eclectic range of topics, Arthur Sheps wrote on the interactions of political and cultural (particularly religious) currents in Eighteenth and early Nineteenth century America.

More than a committed classroom teacher, Arthur was also an active mentor, whose influence reached well beyond the discipline of history, particularly through his crucial work in the evolution of the UTSC co-operative programmes, most notably International Development Studies.

- by L. Jane Abrey, Professor Emerita

Lawyering the Feminist Revolution:

Linda Silver Dranoff



Linda Silver Dranoff, C.M., LSM is a lawyer, writer, and activist, and was an undergraduate in the Department of History from 1957-1961. She has helped numerous individuals navigate the legal system in her nearly 40-year career. Linda is also a well-known author – she was the legal columnist at *Chatelaine* for 25 years (“Ask a Lawyer”), and published *Women in Canadian Law*, *Every Woman’s Guide to the Law* and *Every Canadian’s Guide to the Law*, now in its 4th edition (HarperCollins, 2011).

On the occasion of her most recent publication – a memoir as well as a history – *Fairly Equal: Lawyering the Feminist Revolution*, Linda looked back on her time as an undergraduate in History, where she “received an unparalleled education from such stellars as Ramsey Cook, John Saywell, Donald Creighton, J.M.S.

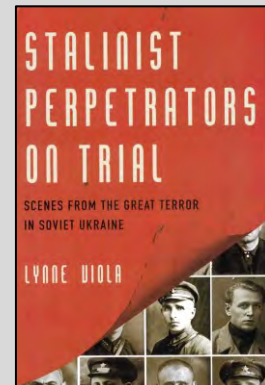
Careless, Bertie Wilkinson, and more.” Reflecting on her study of history, she notes further that her studies at UofT “helped me in my career as a lawyer and contributed to my books, which always had a historical aspect. Even *Every Canadian’s Guide to the Law* “added historical background to the exposition of the law.”

For her legal work and activism, Linda has been recognized many times by the women’s community, the legal community, and beyond. In 2001 she received a Governor General’s Award in Commemoration of the Persons Case, and in 2012 she was appointed to the Order of Canada.

FACULTY PUBLICATION

Lynne Viola

Stalinist Perpetrators on Trial: Scenes from the Great Terror in Soviet Ukraine. Oxford: Oxford University Press, 2018.



Transnational Resistance: Politics, Migration & Rights in 20th-century Latin America

On **March 14, 2018**, the University of Toronto welcomed Dr. Mireya Loza and Prof. Geneviève Dorais. “Transnational Resistance” brought faculty, graduate students, and undergraduate students together to hear the scholars speak about the history of politics, migration, and rights in 20th-century Latin America. Dr. Loza’s visit was generously funded by the Department of Historical Studies at the University of Toronto Mississauga. Latin American Studies and the St. George campus’s History Department also provided support.

Dr. Loza, a curator in the Division of Work and Industry at the National Museum of American history, discussed her award-winning book, *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual and Political Freedom* (2016). Her talk explored the intimate parts of Mexican migrant workers’ lives in the US and the politics of representation surrounding the Bracero Program (1942-1964). Prof. Dorais, an assistant professor at the Université du Québec à Montréal, shared her current book project on Peru’s Alianza Popular Revolucionaria Americana (APRA) and transnational anti-imperialism. Her talk highlighted the pioneering experiences of Peruvian exiles building transnational networks of solidarity for democracy and social justice during a period of military dictatorship.

Together, Dr. Loza’s and Prof. Dorais’s lectures traced the varied strategies that mobile Latin Americans deployed to respond to—and contest—hegemonic political and economic forces in the Americas. Dr. Loza illuminated the everyday acts of defiance practiced by braceros in the confined space of US labor camps, while Prof. Dorais sketched APRA’s transnational network of activism. The speakers also reflected on the practice of history itself. Dr. Loza demonstrated oral history’s unique capacity to enrich our understanding of how people, in her words, “perform the past” through dynamic modes of storytelling inflected by historical and contemporary social interactions and power relations. In her discussion of how transnational scholarship can deepen the history of APRA, Prof. Dorais highlighted the need to work with what she termed a “three-dimensional” analytical framework attentive to change and continuity over both space and time.

Importantly, Dr. Loza’s and Prof. Dorais’s talks addressed the contemporary resonance of these histories of politics, migration, and rights. As Dr. Loza noted, engaging with the mechanics of guest worker programs forces us to think critically about our food system as a whole, and its reliance on marginalized and ill-compensated laborers. In addition to her book project on Peru’s APRA, Prof. Dorais is collaborating with Prof. Luis van Isschot on research into the history of social movement solidarity between Canada and Latin America.

- by Erica Toffoli, PhD Student

Museum Exhibitions, Art, and the Holocaust:

A Critical Discussion of *The Evidence Room*



On Tuesday January 23, 2018, the Graduate Holocaust Studies Group, the History Department and the Centre for Jewish Studies co-hosted an event critically examining the museum exhibition *The Evidence Room*, on display at the Royal Ontario Museum. This exhibit used plaster casts of forensic evidence from the Auschwitz concentration camp to address issues of architecture, post-war trials, memory, and the Holocaust.

An interdisciplinary group of undergraduate and graduate students, as well as faculty participants first toured the

exhibit, considering issues and questions raised by a handout prepared by the event organizers. They then met up in the Natalie Zemon Davis conference room for a panel discussion, which featured Professor Cara Krmpotich (Museum Studies, U of T), Professor Carol Zemel (Visual Art & Art History, York University), and Dr. Sylwia Szymanska-Smolkin (who recently completed her PhD in the Department of History, U of T), and moderator Maris Rowe-McCulloch, (PhD Candidate in History & Jewish Studies, founder of the Graduate Holocaust Studies Group).

The panelists addressed issues including: the relationship between art and the Holocaust; how *The Evidence Room* represented that relationship; and professional and personal opinions about the mission and success of the exhibit. This was followed by a productive and engaging question and answer session that allowed all event participants to weigh in on their own experience with the exhibit.

In addition to funding from the History Department's Intellectual Community Fund, the event was co-sponsored by the Rose and Ray Wolfe Chair of Holocaust Studies, and the Anne Tanenbaum Centre for Jewish Studies, the Graduate Holocaust Studies Group, and the CJS Graduate Student Association. The organizers Maris, Hadas Binyamini and Natasha Richichi-Fried would like to thank everyone involved for their financial and intellectual support.

- by Maris Rowe-McCulloch, PhD student

Genocide and American Settlement in California: Historian Benjamin Madley speaks at UofT

A recent visit by Los Angeles-based historian **Benjamin Madley** spoke to the origins of much of the trauma experienced by aboriginal peoples in North America. In two talks at the Scarborough and St. George campuses Professor Madley presented some of the key themes and episodes from his masterful book, *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (Yale University Press, 2016). The audience of students and faculty heard how during this period, not coincidentally also that of the California gold rushes, increasing anti-Indigenous violence was funded and sanctioned by the state government and local banks through the issuance of bonds for expeditions against the Indigenous peoples, direct state funding of militia, and federal funding through the supply of weapons and equipment.

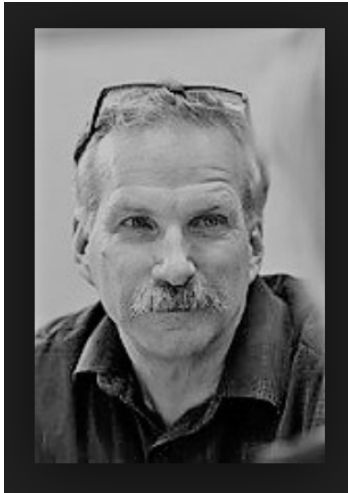


Random local massacres perpetrated by local white settlers, gold miners, and new settlers arriving from Oregon were superseded by mass atrocities by organized vigilantes, Indian killing militia such as the San Francisco based First California Guards, and campaigns by the US army. The result was a slow genocide in which approximately 80% of the indigenous population across the state perished, either through mass murder or disease and starvation in the state internment system. Land theft and enslavement helped prepare the way. No Indigenous bands or communities in the state were immune.

Madley is not the first to point to the genocidal nature of American settlement in California, but his work is analytically unchallengeable and far more comprehensive than earlier localized studies. It is the first to examine in detail the major role of California state and federal authorities in genocide. Audience members were particularly interested in the nature of the evidence collected by Madley and his discussions of meetings and interviews with the descendants of victims, including one female band leader who is a descendant of both victims and a perpetrator. The importance of this superbly researched and clear minded history is obvious given the current social and economic crisis and high degree of trauma in First Nations communities across North America, and the debates around issues of colonial history, national identity, memory, and reconciliation in both the US and Canada.

- by Stephen Rockel, Associate Professor

The Land Beneath Our Feet: Gregg Mittman at UofT



On **September 8th 2017**, in conjunction with the Program in African Studies, the Department of History welcomed **Dr. Gregg Mitman**, the Vilas Research and William Coleman Professor of History, Medical History, and Environmental Studies at the University of Wisconsin-Madison, for a special screening of Mitman's film, *The Land Beneath Our Feet* (2016) hosted by Professor Michelle Murphy. Gregg Mitman is an award-winning author, filmmaker, and teacher, whose interests span the history of science, medicine, and the environment in the United States and the world. During the last decade, Mitman's research and teaching have focused on the intersections of public humanities and environmental history. In 2007, he created the Tales from Planet Earth film festival that has brought together artists, academics, and the public to explore and further the power of storytelling through film as a force of environmental and social change. His book, *The World that Firestone Built: Capitalism,*

American Empire, and the Forgotten Promise of Liberia, is to be published with the New Press.

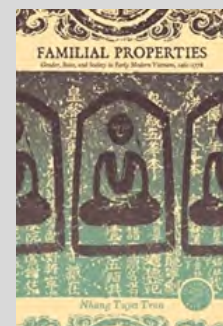
The Land Beneath Our Feet is a documentary on history, memory, and land rights in Liberia. Mitman, whose scholarship explores the connections between the United States, Liberia, and the Firestone Tire and Rubber Company in the 1920s. The film follows a young Liberian man, uprooted by war, who returns from the United States to Liberia, carrying with him never-before-seen footage of Liberia's past. The uncovered footage is embraced as a national treasure, depicting a 1926 corporate land grab by the Firestone Corporation, and offering an explosive reminder of eroding land rights. At its heart, the film asks what this ghostly footage offers a nation as it debates radical land reforms that could empower communities to shape a more diverse, stable and sustainable future.

- by Elspeth Brown, Associate Professor

FACULTY PUBLICATION

Nhung Tran

Familial Properties: Gender, State, and Society in Early Modern Vietnam. Honolulu: University of Hawai'i Press, 2018.



Teaching Sexual Violence in History, A Workshop: February 19-23, 2018

Over the five-day Reading Week break, a cohort of ten to twelve students of historical studies met for a two-hour workshop each day at the St. George campus of the University of Toronto.¹ This group included MA and PhD students in the Departments of History and German Studies, with multiple students cross-listed with East Asian Studies, Medieval Studies, Jewish Studies, and Latin American Studies. The purpose of this workshop series was to consider how instructors and teaching assistants should critically and responsibly teach primary materials dealing with sexual violence. The Reader created specifically for this workshop contained primary and secondary source materials spanning a range of historical periods and geographical spaces. Each day a different participant from the Department of History acted as Moderator and Scribe and the group discussed two to three scholarly articles, and up to four primary sources.

Findings

Over more than ten hours of discussion, debate, critique, and negotiation, the group agreed on the need for the following *in tandem* classroom and pedagogic premises: responsible and accessible learning environments, and informed

and self-reflective instructors and tutorial leaders. We, as students, teachers, and scholars, must acknowledge the fundamental tension between 'rational,' 'distanced' historical analysis and the plethora of subjectivities, personal histories, and lived experiences of students in our History classrooms. In the case of sexual violence in particular, scholars must attend to both the discipline's commitment to rigorous analysis of historical 'perpetrators' and 'victims' of sexual violence, *and* to the real effects of teaching historical sexual violence to a classroom full of students who are statistically at risk of being or becoming *either and both* perpetrator and victim of sexual violence.² This is a very tall order that requires a deep commitment to acknowledging the historical exclusions, systemic power dynamics, and institutional barriers that make our classrooms safe and comfortable for certain students, to the detriment and discomfort of the historically marginalized (women, racialized persons, the queer community, people with disabilities, and older persons).

Sexual violence, from the distanced outsider's perspective, can look like all violence: linear and polar, with an event, and an object and subject thereof. However, many years of historical and

¹ We wish to acknowledge the land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

² Cecilia Benoit, Leah Shumka, Rachel Phillips, Mary Clare Kennedy, and Lynne M. C. Belle-Isle, *Issue Brief: Sexual*

Violence against Women in Canada (Government of Canada, 2016), accessed March 8, 2018 <http://www.swc-cfc.gc.ca/svawc-vcsfc/index-en.html>. Dr. Véronique Church-Duplessis, a recent graduate of the Department of History, is a Bilingual Project Manager of White Ribbon Canada, a group focused on educating men and women on sexual violence and the ways in which meaningful change can be made. View their important work here: <https://www.whiteribbon.ca/>.



interdisciplinary research shows that this conception is too simplistic (and often ahistorical) to deal with both the past and present-day realities of sexual violence. Through primary sources, the historian is a witness to, and a story-teller of surviving accounts of rape, abduction, lies, and truths, rife with purposeful erasures and silences. The historian must communicate what they have witnessed, sometimes by ignoring the emotional resonance of what they themselves have experienced and what they know to be

happening around them in the greater community. The pedagogic result of disciplinary expectations that enforce distance and 'rational' discourse is that, very often, the historian teaching episodes of sexual violence pays more attention to their historical subjects than to the vulnerable people (by nature of the classroom dynamic) that sit before them.

A Call to Action

Our discussion of the readings and of our own classroom experiences revealed that the gap between historical analysis and empathy can be cavernous. Emotions and feelings, those of our subjects (often only accessible by reading "between the lines" or "against the grain"), and most crucially, of our students, must be a source of knowledge going forward.

**Our discipline needs a reformed vision:
history must meet empathy.**

We need to be assertive in addressing the barriers to teaching sexual violence and to meeting the goal of generating accessible classrooms. Teachers must be sensitive to students' diverse experiences but still investigate the prevalence of sexual violence throughout history with our characteristic disciplinary rigour. Further, we must act resolutely to re-structure the classroom to accommodate students *and* instructors with experiences of trauma.

(Article continued on page 23)

Faculty in the News

Charlie Keil in [The Conversation](#), on current trends at this year's Academy Awards.

Ron Pruessen authors [an op-ed in Newsweek](#) on the perils of tuning out Trump.

Lynne Viola was recognized by *The Times Higher Education* for one of [2017's books of the year](#), for *Stalinist Perpetrators on Trial*.

Faculty Awards

Heidi Bohaker and **Franca Iacovetta's** article, "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Aboriginal Peoples in Postwar Canada, 1940s-1960s" (2009) has been downloaded 5,817 times since its publication in 2009, in the *Canadian Historical Review*. This makes the essay the journal's third most-downloaded article.

Li Chen won the Joseph Levinson Pre-1900 Book Prize for 2018, for *Chinese Law in Imperial Eyes: Sovereignty, Justice and Transcultural Politics* (Columbia, 2016). The book also won Honorable Mention for the American Society for Legal History's 2017 Peter Gonville Stein Book Award, presented for the best book in legal history written in English that focuses on all non-US regions, as well as global and international history.

The Environmental Data and Governance Initiative (EDGI) won the J. Franklin Jameson Archival Advocacy Award from the Society of American Archivists, for their "Guerilla Archiving" Event. Professor **Michelle Murphy** and Dr. **Matt Price** of the Department of History are members of the EDGI research team.

Michelle Murphy was awarded a Connaught Global Challenge Award, for "Technoscience Research Unit lab for Environmental Data Justice."

Nakanyike Musisi was honoured by the African Alumni Association for her mentorship and fundraising contributions to both Makerere University in Uganda, and the U of T community.

William Nelson will be Visiting Professor at the École des Hautes Études en Sciences Sociales in Paris (EHESS). He will give a series of seminars on his research on Enlightenment biopolitics.

Alison Smith was awarded a six-month JHI Fellowship for her research initiative, *The Case of the Dead Cheese Master: Migration in Eighteenth-Century Europe*.

AHA Hans Rosenberg Prize



James Retallack receives the Hans Rosenberg Prize from the chair of the article prize committee, Eva Giloi.

Our department was well represented when the Central European Society of the American Historical Association announced its annual book and article prizes in January 2018. **Erin Hochman**, who graduated from our department in 2010 with a PhD completed under the supervision of Jennifer Jenkins, won the Hans Rosenberg Prize for best book published in 2016 for *Imagining a Greater Germany: Republican Nationalism and the Idea of Anschluss* (Ithaca and London: Cornell University Press, 2016). Erin's book had previously won the 2017 Radomír Luža Prize awarded by the American Friends of the Documentation Center of Austrian Resistance, Vienna and the Center Austria at the University of New Orleans for outstanding publication on Central European studies in the era of the Second World War. Erin is now Associate Professor of Modern German and European History at Southern Methodist University in Dallas, Texas.

James Retallack won the Hans Rosenberg Prize for best article published in 2015 or 2016 for "Mapping the Red Threat: The Politics of Exclusion in Leipzig before 1914," in *Central European History* 49, nos. 3/4 (December 2016): 341-82.

New Faculty Appointments

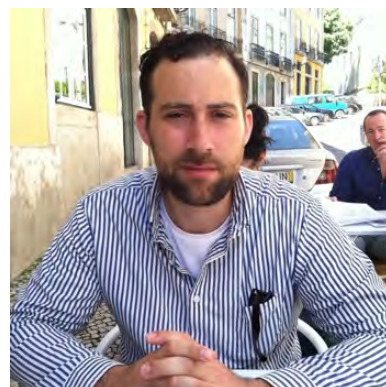


Anver Emon of the Faculty of Law has transferred into our Department as he assumes the Directorship of the Institute for Islamic Studies. Dr. Emon is a leading scholar of Islamic Law, legal history, and legal philosophy, who is currently the Canada Research Chair in Religion, Pluralism, and the Rule of Law in the Faculty of Law. He has been recognized internationally for his wide range of publications and scholarly activities. The Department looks forward to welcoming Dr. Emon into our community.

Cindy Ewing (Yale University, 2018) will join the Department of History with an appointment in Contemporary International History – Asia/Middle Eastern Transnational. Her dissertation, *Experiments in Peace: Asian Neutralism, Human Rights, and the Transformation of the United Nations, 1946-1966*, examines the diplomacy of neutral Asian nations in the post-1945 period, excavating their surprising role in the development of the United Nations and the drafting of the International Bill of Human Rights. This global and transnational approach cuts across spatial scales to bring the political discourses of postcolonial societies into dialogue with regional developments and major international initiatives and advances a new geography for rethinking the Third World in the Cold War.



Max Mishler (New York University, 2016) joins the Department in the field of 19th Century US History. He is currently an Assistant Professor at Brandeis University, and also holds a Mellon Postdoctoral Fellowship from Columbia University, one of three that he was awarded in 2016. Dr. Mishler specializes in the transnational history of the United States, with a focus on what he calls the “emancipation-incarceration complex,” or, the deeply intertwined roots of slavery, abolition, and capitalism. He investigates the histories of penal reform and slave emancipation in the Atlantic World during the long nineteenth century (1780-1888), with comparisons across the Caribbean, Brazil, and the US South. His work has been supported by fellowships from the Mellon foundation, the SSRC, the Newberry Library, and the Institute for Advanced Studies.



Shauna Sweeney (New York University, 2015) joins the department as a historian of Slavery and Freedom, Gender, and the African Diaspora, and was the 2016–2018 NEH Postdoctoral Fellow at the Omohundro Institute of Early American History and Culture. She is currently working on *A Free Enterprise: Market Women, Insurgent Economies and the Making of Caribbean Freedom*, a book manuscript that examines how, in an era when violent subjugation to the plantation economy was enslaved peoples’ primary experience of Atlantic capitalism, they nevertheless vigorously defended a set of customary rights to cultivate, harvest, and sell goods from their own provision grounds. Dr. Sweeney’s work has been supported by a Fellowship from the Mellon Foundation and a Mainzer Fellowship from New York University.



Postdoctoral Fellows



Marco Faini joins the Department of History as a Marie Curie Postdoctoral Fellow. He was previously a Research Associate at both Harvard University and Cambridge University, a fellow of the Herzog August Bibliothek, Wolfenbüttel (2009-2010), and a visiting professor at Münster University (2011). He has published on Pietro Aretino, Anton Francesco Doni, sixteenth-century lyric poetry, and Christian epics. He holds a PhD from the University of Urbino.

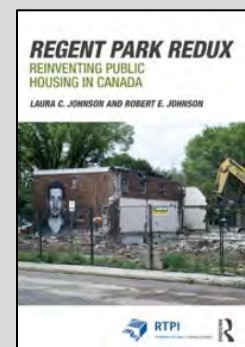


In 2017, **Daniel Jamison** received his doctorate in Medieval Studies from the University of Toronto for a thesis on customs taxation and fiscal politics in late medieval Lucca. He joins the Department of History to conduct postdoctoral research at DECIMA and *Hidden Florence* under Professor Nicholas Terpstra and Dr. Fabrizio Nevola (Exeter). His research will continue to examine the dialogue between the premodern Italian state and the object of its control: a 'subject' body rendered elusive by spatial ambiguities and the hard limits of documentary technologies.

FACULTY PUBLICATION

**Laura C. Johnson and
Robert E. Johnson**

*Regent Park Redux: Reinventing
Public Housing in Canada.* New
York: Routledge, 2017.



The Gray Lecture

This past year the Department resurrected the Gray Lecture, which was designed in the post-war period to strengthen English-French relations in Canada. Future Prime Minister, Louis S. St. Laurent, delivered the first lecture in the series. In October, **Louise Fréchette**, former Deputy Secretary General of the United Nations (1998-2006) offered some reflections on “Canada in a World of Turmoil: Lessons from Louis St. Laurent.” Hosted by Massey College, Madame Fréchette engaged in a question and answer session with the Hon. Bill Graham and Professor John English. Currently, Madame Fréchette is the Chair of the Supervisory Board and Council of CARE International. She is also an Officer of the Order of Canada. A new Gray lecture Committee has been struck and next Fall, the Gray Lecture resumes after the Quebec Provincial Election.



The Creighton Lecture

This year's Creighton Lecture was delivered by **Beverly Lemire**, Professor and Henry Marshall Tory Chair, in the Department of History & Classics at the University of Alberta. Lemire has had a trail-blazing career uncovering the deep forces intersecting the economy, fashion, gender, and material culture. Her publications address British, European, and Global issues. She is currently heading the SSHRC-funded collaborative project “Object Lives and Global Histories in Northern North America.” Lemire's 2018 monograph with Cambridge University Press explores the global transformations in consumer practice and material life (1500-1820s).



Colonialism's Currency: Faculty Writing Workshop at UTM



On **Friday, March 9th**, the Department of Historical Studies in cooperation with the Department of History organized a workshop on Brian Gettler's book manuscript, *Colonialism's Currency: A Political History of First Nations Money-Use in Quebec and Ontario, 1820-1950*. Held at UTM, the workshop brought together faculty members from several departments across the three campuses, historians from other GTA universities, and two invited, senior scholars in the field of Indigenous and Canadian history, Professors Mary-Ellen

Kelm (Simon Fraser University) and Carolyn Podruchny (York University).

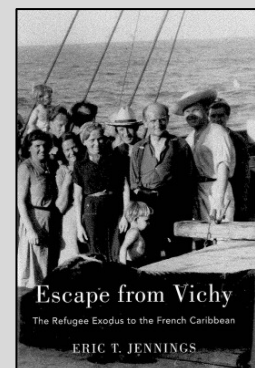
Those in attendance discussed the pre-circulated manuscript, expressing appreciation of the work and coming to a consensus on a small number of revisions that would strengthen it prior to submission to a university press. The three-hour workshop was remarkably stimulating, highlighting connections between faculty whose work centres on empire, indigeneity, capitalism, and the state. The event built on the already strong Tri-Campus faculty writing group in the Department of History, as many of the group's members were able to participate.

Professor Gettler would like to acknowledge the critical support afforded the workshop by the Department's Intellectual Community Fund.

FACULTY PUBLICATION

Eric Jennings

Escape from Vichy: The Refugee Exodus to the French Caribbean. Cambridge, MA: Harvard University Press, 2018.



Conference Report:

“A Century of Ukrainian Statehoods: 1917 and Beyond”



Petro Jacyk Program for the Study of Ukraine
Centre for European, Russian, and Eurasian Studies • University of Toronto

The Petro Jacyk Program for the Study of Ukraine hosted the conference “A Century of Ukrainian Statehoods: 1917 and Beyond,” which was held at the University of Toronto on **March 24–25, 2017**. We gratefully acknowledge the support of the Department of History. The conference also benefited from the support of the W.K. Lypynsky East European Research Institute, as well as the Department of Slavic Languages & Literatures and the John Yaremko Chair of Ukrainian Studies.

The goal of the conference was to commemorate the 100th anniversary of the Ukrainian Revolution of 1917 by examining its major consequence: the phenomenon of Ukrainian statehood. Conference presentations explored this topic through consideration of the nation-building, state-building, and revolutionary agendas of the successive Ukrainian revolutionary governments (1917–20) as well as the Ukrainian SSR (1917–91). Four panels held over two days explored the revolutionary conjuncture of 1917 in Ukraine, Soviet state-building in the 1920s and 1930s, Soviet Ukrainian culture, and the Ukrainian SSR in the latter half of the 20th century.

On Friday afternoon, participants visited the nearby St. Vladimir Institute. While there, they were given a tour of the Institute’s library and museum, as well as the offices of the Ukrainian Canadian Research and Documentation Centre, and the Holodomor Research and Education Consortium. All conference participants were invited to a dinner on Friday evening in order to facilitate dialogue in a more informal setting. Following the conference, a Facebook group was established through which participants could keep in touch with one another, post photos from the conference, and share academic resources.

The organizers are preparing to submit selected conference papers to the journal *Nationalities Papers* as a special issue. This will further the organizers’ goal of making Ukraine part of the broader scholarly conversation around the revolution of 1917.

- by Dr. Markian Dobczansky, Petro Jacyk Post-Doctoral Fellow

Student News

An Update on Past Tense



The editorial team of *Past Tense Graduate Review of History* is pleased to announce that Volume 6 was launched online on April 2, 2018. Volume 6 features three original research papers written by graduate students from across North America.

The papers cover a range of topics, from the ways in which the foods of colonized peoples in Lima and Cuzco influenced the diets of Spanish colonizers in the sixteenth and seventeenth centuries, to the doomed reception of the “pantheistic-evolutionary theology” of a now-forgotten nineteenth-century German theorist in the United States, to the adoption of global radical revolutionary ideas by 1960s leftist Québécois nationalists. Despite this breadth of variety in historical subjects, however, each of the papers selected for this edition highlights the importance of studying local and regional histories within transnational and global contexts.

In addition to the thought-provoking research findings presented in each paper, the four book reviews included in this edition broaden the range of topics further to include insights on recently published scholarly monographs treating US politics, the medieval British monarchy, and historiographical theory.

Under the mentorship of doctoral candidates and two-term Co-Editors of *Past Tense*, Katie Davis and Laurie Drake, Spirit Waite joined the editorial team in October 2017 and will continue in the role for Volume 7. The Co-Editors were joined by Associate Editors, Susan Colbourn and Erica Toffoli, and the whole editorial team would like to thank the many volunteer blind peer reviewers, faculty reviewers, copy editors, and proof-readers from both the Department of History at U of T and history departments beyond who made the publication of *Past Tense*’s seventh edition possible.

Read [Volume 6 of Past Tense online](#).

– by Spirit-Rose Waite, PhD Student

Professional Workshops for Graduate Students

This semester (Winter 2018), the Placement Committee requested Intellectual Community Funds to facilitate four workshops on preparing graduate students with academic and non-academic careers beyond their degree. By late February, the Placement Committee had hosted three workshops.

The first workshop, facilitated by Professors Alison Smith and Shami Ghosh, covered the basics of journal article writing – from picking the right journal, to the writing process, to dealing with the “dreaded Reviewer #2” – and was well attended with nineteen graduate students from various stages in the program.

The Placement Committee’s second workshop, titled “How to turn your thesis into a book” was hosted by Emily Andrew, a senior editor at Cornell University Press. Attended by twenty-four graduate students, Emily Andrew outlined the publication process and provided valuable suggestions on how to produce a convincing book proposal. The Placement Committee’s most recent workshop in early February, was more informal. Hosted by Professor Alison Smith, she outlined the various types of academic conferences out there, the unique value of each type of conference, and the merit of presenting a paper on your research.

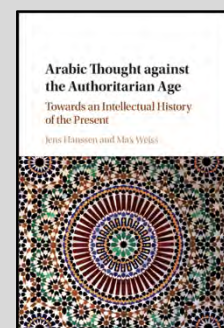
The Placement Committee’s final workshop was set for early March and will cover “Personal Academic Planning.”

- by Eriks Bredovskis, PhD Student

FACULTY PUBLICATION

**Jens Hanssen and
Max Weiss**

*Arabic Thought against the
Authoritarian Age: Towards
an Intellectual History of the
Present.* Cambridge, UK:
Cambridge University Press,
2018.



“Students, Sodomy and the State”

Marc Stein Visits UofT



On **April 10 2018**, the Department of History welcomed **Marc Stein**, the Jamie and Phyllis Pasker Professor of History at San Francisco State University, to the University of Toronto for a lecture and roundtable on his current research project. Professor Stein is a historian of U.S. law, politics, and society, with research and teaching interests in constitutional law, social movements, gender, race, and sexuality. Stein’s scholarship has offered unparalleled histories of twentieth century urban gay and lesbian history; U.S. Supreme Court decisions on sex, marriage and reproduction; queer political activism; and sexual politics in the

discipline of history. Over the last decade he has taught courses on U.S. constitutional law, gender, and sexuality in North American history and the history of twentieth century political movements.

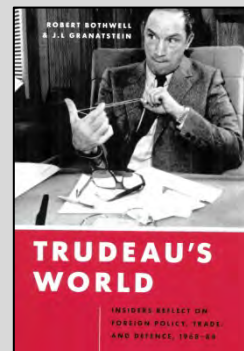
On April 10th, Professor Stein presented “Students, Sodomy, and the State: LGBT Campus Struggles in the 1970s” to Department of History faculty, graduate, and undergraduate students. Documenting the history of student activism over LGBTQ rights on campus, Stein’s lecture brought forward a thread of the recent past that is of interest to many students and scholars concerned with the intersections of social movements, organizing, and the LGBTQ Left. The event was organized with support from the Center for the Study of the United States, the Mark Bonham Centre, and the University of Toronto School of Law.

- by Elspeth Brown, Associate Professor

FACULTY PUBLICATION

**Robert Bothwell and
J.L. Granatstein**

*Trudeau’s World – Insiders
Reflect on Foreign Policy,
Trade and Defence, 1968-
84.* Vancouver: UBC Press,
2017.



“*Denial*: Reflections on a Movie and a Trial”: Sir Richard J. Evans at UofT

Sir Richard J. Evans, former Regius Professor of History at Cambridge University and Provost of Gresham College in the City of London, visited our Department on April 13-16, 2018 as a guest of **James Retallack** and the Munk School of Global Affairs.

Sir Evans, born in 1947, is a British historian of twentieth-century Europe with a focus on Germany and World War II. He is the author of eighteen books, including his three-volume trilogy *The Third Reich* (2003–2008). He met in informal conversation with



History Department graduates on Sunday afternoon, April 15th, and at a reception for History faculty and graduates that evening. The next morning, he delivered a public lecture at the Munk School, entitled, “*Denial*: Reflections on a Movie and a Trial.”

The film *Denial* premiered at the Toronto Film Festival in September 2016. Starring Timothy Spall, Rachel Weisz and Tom Wilkinson, it tells the story of a celebrated libel action brought before the High Court in London by writer David Irving over accusations of Holocaust denial levelled against him by American academic Deborah Lipstadt.

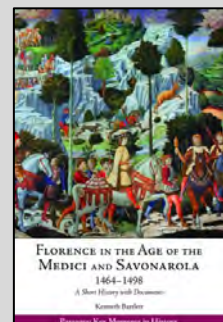
In his lecture, Evans (the principal expert witness in the trial, played in the movie by John Sessions) reflected on the screen adaptation and the trial, and their relationship to one another. This event was co-hosted by the Department of History, the Munk School of Global Affairs, the Department of Germanic Languages and Literatures, and the Anne Tanenbaum Centre for Jewish Studies.

- by James Retallack, Professor

FACULTY PUBLICATION

Ken Bartlett

*Florence in the Age of the
Medici and Savonarola,
1464-1498.* Indianapolis:
Hackett Publishing, 2018.



(Teaching Sexual Violence in History, continued from page 11)

Many barriers to these goals emerge from the structure of our curricula and classrooms: instructors (at any level) typically receive no training that prepares them for dealing with trauma in the classroom; teaching assistants, who often have no control over course readings, feel unequipped to teach difficult material that is assigned; and difficult material is often included in syllabi without proper consideration of the best ways to introduce and discuss these materials in relation to course themes as a whole. These barriers make it difficult for educators to provide a learning environment that empowers students to deal with the subject material in thoughtful and sensitive ways.

Other barriers are societal: the apparent growth of “men’s rights” and “free speech” advocacy on university campuses—trends that find their way into lecture halls and seminar rooms—pose particular problems for teaching assistants who are women, racialized, queer, or otherwise marginalized.

Additionally, we need to be open minded but firm in our approaches to dissolving these barriers; the solution to these problems is *emphatically not* to exclude sexual violence or other difficult materials from our courses. On the contrary, this vital subject deserves serious historical analysis. But sexual violence must not be treated as “just another topic.” In too many courses, primary or secondary sources containing graphic descriptions of sexual violence simply appear in readings with no advance warning given to students, nor advance instruction on how to approach this topic.

In courses and tutorials not expressly attentive to sexual violence in history, these materials are

often left inadequately unpacked by instructors, leaving teaching assistants in a difficult position to deal with their difficult nature. There are two major problems with including these types of materials without adequately planning how to handle them in class: first, leaving incidents of sexual violence in primary sources inadequately addressed further erases the voices of past victims/survivors; second, by not teaching and talking about these incidents with our students, we are normalizing these incidents of violence as merely “things that happened,” which, therefore, do not need to be problematized as part of a larger history of sexual violence and power relations. The normalization of violence as an omnipresent “part of history” removes the ability of students to question why these events occurred in specific historical contexts, presupposing an innate human proclivity for sexual violence, rather than one dependent on social, cultural, and political contexts.

One consistent argument justifying acts of sexual violence present in academia and broader popular culture is a naturalization of aggressive masculine desire. Leaning heavily on ideological rhetoric regarding “biological imperatives,” such contemporary (and historiographical) views *do not* recognize the social construction of the gender binary and patriarchal gaze. Such arguments, intersecting with ‘debates’ in gender and sexuality studies, present a persistent problem in scholarship and classrooms. To counter these dated, unsubstantiated, and loud arguments, we must situate sexual violence in its specific historical context; only then can we begin to see that there is not one overarching biological fact that excuses this kind of violence. Historicizing sexual violence makes clear its nature as contingent social phenomenon, dependent on societal factors and scripts that perpetuate unequal power relations.

Collaboration and open, ongoing dialogue between faculty, graduate students, and undergraduate students is essential to ensuring that students enter classrooms in which histories of sexual violence are neither minimized, nor introduced haphazardly without due regard for students' and instructors' varied positionalities and experiences with trauma. Instructors should strive to ensure that teaching assistants feel emboldened to share their concerns with course materials; further, it is crucial that teaching assistants know that their insights will be considered and respected if they are disclosed. Given the rather uniform lack of training that instructors (be they tenured professors, new faculty, sessional instructors, or graduate students) receive on how to approach histories of sexual violence in the classroom, honest and dedicated conversation and collaboration in developing this pedagogy going forward is crucial.

Attention to the issues outlined above is long overdue. The university is intended to be a place of innovation and community—let's commit to finding solutions to the difficulties of teaching sexual violence in History together and create a community that is more inclusive and therefore, more creative, original, and inspired.³

³ This series would not have been possible without the generous support of the Intellectual Community Fund through the Department of History, the *Centre for Reformation and Renaissance Studies (CRRS)* at Victoria University, and the *Graduate History Society* in the Department of History. Special thanks to Alison Grossman, for help with editing; to Department of History

There are several on-campus services that can provide assistance with issues of sexual violence:

- If you need help having experienced, witnessed and/or received a disclosure of sexual violence, you can contact the new Sexual Violence Prevention and Support Centre at <https://www.thesvpcentre.utoronto.ca>
- If you require accommodations as an employee you can contact Health & Well-being (n.b. not the same as Health and Wellness) at <http://well-being.hrandequity.utoronto.ca>
- If you are a member of CUPE3902, you can access details of your workplace rights, including Unit 1's new sexual violence paid leave, at <https://www.cupe3902.org/unit-1/>

- by PhD students Joel Dickau, Edward Dunsworth, William Fysh, Benjamin Lukas, Kari North, Maris Rowe-Mcculloch, Lindsay C. Sidders, Hana Suckstorff, Nathaniel Thomas, Erica Toffoli, and Spirit-Rose Waite. With intellectual contributions from Kaitlyn Carter, Sanchia deSouza, and Zixian Liu

Chair, Prof Nicholas Terpstra, for his very early support of this workshop premise; the patient administrative staff of the Department of History; and the staff of the Innis College Café. Finally, Prof. Lara Putnam at the University of Pittsburgh gave us permission to work with her unpublished conference paper and encouraged this workshop. We thank you.



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