

Dalibhunga:

The Historical Studies Bulletin

Message From The Chair

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It's a great honour and privilege to introduce myself as the new Chair of Historical Studies. I have watched the department grow and change in my eleven years here, and I'm thrilled to say that we are one of the largest and most vibrant departments at the University of Toronto. Our dynamic, lively, and diverse faculty continues to expand; we consistently attract not only top scholars to come and be a part of our team, but also great students from all over the world who tell me often how thrilled they are with the depth and breadth of our course offerings and extra curricular events. I have always loved being a part of the UTM community, teaching and researching in the field of Holocaust and postwar European History. Where else do you get to teach students whose backgrounds are Albanian, Bosnian, Chinese, Croatian, Ethiopian, Indian, Korean, Pakistani, Portugese, Serbian, Sri Lankan, Sudanese... the list goes on and on. I teach a subject which represents one of the darkest chapters in World History, and have always found that my students were there to try to understand how to combat the factors that lead down the slippery slope from racial persecution, to segregation, to expulsion, and to murder. They all in some ways have shared in the understanding that it is the turning away, the indifference, the apathy towards one's neighbours that creates an atmosphere in which governments and nations can engage in terrible crimes.

Many students here at UTM and in Historical Studies bring their own histories of persecution, war, and displacement to the classroom; those who have not had to endure such horrors learn from their fellow students in the seat next to them. It is immeasurably rewarding to teach such engaged, interested students, and this to me is what makes Historical Studies at UTM special. It is especially humbling now to Chair this department as it moves forward and continues to grow, in the spirit of Dalibhunga, meaning "convenor

of dialogue," the name given to Nelson Mandela as a part of his traditional Xhosa rite of passage into maturity. The multidisciplinary nature of this department – with scholars in the fields of Classics, History, Women and Gender Studies, Diaspora and Transnational Studies, Religion, South Asian Civilizations and Latin American and Caribbean Studies, whose fields truly represent virtually all of the globe – reaffirms our commitment to dialogue.

Our mission, to foster critical and global engagement with the humanities through a trans-disciplinary approach to our teaching and research, is testament to our ongoing desire that we all keep the lines of communication open, in the hope that understanding, empathy, and peace are not far behind. While this may seem like an enormous and daunting mission, it is within our reach. I have seen great things happen here in classrooms, in our lunchtime lecture series Prandium, and in the department as a whole; I look forward to continuing the tradition of dialogue and growth that this wonderful place has so carefully and conscientiously nurtured.

- Rebecca Wittmann



Campus' New Hall

Deerfield Hall, the first phase of the multi-phase North Building reconstruction, opened in September 2014.

Campaign Facts

U of T Mississauga has launched a \$60 million campaign that will transform the campus and prepare it for its place as a global innovation leader.

Community

U of T Mississauga is involved in numerous community and civic initiatives, including the Mississauga Board of Trade, Advantage Mississauga, the Healthy City Stewardship Centre; the Research Innovation and Commercialization Centre; and the UnitedWay of Peel Region.

Our Program:

Classical Civilizations

Diaspora & Transnational Studies

History

History of Religions

Latin American & Caribbean Studies

South Asian Civilizations

Women & Gender Studies

Best wishes from Shafique Virani

Education, Historical Studies, and Changing the World

In a speech delivered in Johannesburg on July 16, 2003, Nelson Mandela said, "Education is the most powerful weapon we can use to change the world." It is a stirring sentiment that permeates the Department of Historical Studies. The cutting-edge research produced in Historical Studies continues to change the way we look at our globe, student feedback on the superior level of instruction in our courses is heart-warming, and the active engagement of our faculty, staff, and students in causes dear to them is practical evidence that education is, indeed, the most powerful weapon we can use to change the world.

Our Department has not been content to rest on its laurels. To give just a few examples, in the past four years that I've had the privilege of serving as chair, I've seen the number of Historical Studies research publications and funding skyrocket. In 2011, the average SSHRC funding held per faculty member was \$3,289. This year it is \$38,239. In 2011, 18% of Historical Studies faculty members held a SSHRC. Today that number has almost doubled to 34%. Four years ago, total SSHRC grants in the Department totalled \$75,106. Today, Historical Studies can boast close to a million dollars in SSHRC funding.

Particularly heartening is the successful expansion of our faculty ranks with some of the world's most outstanding young scholars and teachers. With provostial approval of our latest three tenure-stream positions, fully 40% of Historical Studies faculty members will have been hired in the last few years, and we are poised for even greater expansion in the years ahead. This is particularly the case because of the superior quality of the new Historical Studies faculty who have joined us. Statistical evidence of student satisfaction with our new instructors and new courses is unequivocal and dramatic. To give but one example, faculty members hired under the new search standard, on average, rank in the top 15% on Student Opinion Survey questions re-

lated to overall teaching effectiveness. This is testimony to the outstanding quality of new faculty members who have been recruited by our search committees, as well as to the generous mentorship offered by our more senior faculty members and staff. Historical Studies student enthusiasm for learning and research is demonstrated by the fact that the third volume of our undergraduate journal, Prandium, attracted close to 100 submissions last year, doubling our previous record. Faculty dedication to our students and to the Department is eloquently testified to by the over 80% of faculty who voluntarily agreed to review the submitted manuscripts.

The progress over the last several years can be attributed to the dynamism of our students, the professionalism of our staff, and the passion of our faculty members. I'm incredibly grateful for and humbled by the opportunity that I was given to lead this exciting department over the last several years, and wish to thank our wonderful team in the office, our remarkable Associate Chairs Professors Sarianna Metso and Andreas Bendlin, our talented staff, Duncan Hill, Sharon Marjadsingh, Corrine Bent-Womack, and Shabina Moheebulla, and all the faculty members who stepped up to the plate to assume leadership roles in the Department and who have shaped Historical Studies. My predecessors, Professors Mohamad Tavakoli and Robert Johnson, were always extremely generous with their time and wisdom, and I'm grateful to them for their unstinting support and guidance over the years. We are extremely fortunate to have a brilliant and dedicated new Chair in Professor Rebecca Wittman, who will lead Historical Studies to an even brighter future. Nelson Mandela, whose Xhosa name Dalibhunga is the eponym of the Bulletin of Historical Studies, sadly passed away this past academic year. However, his ideals continue to live on, and his belief that education can change the world continues to inspire all of us in the Department.

- Shafique Virani

Faculty News

African History Julie MacArthur



Dr. Julie MacArthur's research interests revolve around the role of cartography and geographic imaginations, borders and local practices of space, in constructions of community, power and dissent in modern Africa. Her first book manuscript on mapping, ethnogenesis and dissenting politics in eastern Africa, is currently under review with Ohio University Press and she is also working on two forthcoming book projects: one on mapping decolonization, sovereignty and border conflicts in eastern Africa and the other on the trial of the infamous Mau Mau general Dedan Kimathi. MacArthur is also very passionate about African Cinema and has worked extensively in the field both professionally through curating African cinema at film festivals and special exhibits across Canada, East Africa and Europe, and academically through the study of cinema as a central technology by which Africans compose, edit and consolidate their pasts, and as a means to express and engage with pressing social and political concerns in contemporary Africa.

Faculty Facts

In 2012-13, there were 210 full-time appointed faculty at UTM.

Our community

Established in 1967, the University of Toronto Mississauga is the second-largest division of U of T (Canada's largest university), numbering 13,300 undergraduate students, 600 graduate students, over 2,000 full- and part-time employees (including 857 permanent faculty and staff) as well as over 47,000 alumni.

We are growing...

U of T Mississauga currently has 15 academic departments, 145 programs and 88 areas of study, and includes the Institute for Management & Innovation and Centre for South Asian Civilizations. The Mississauga Academy of Medicine is located on campus in the Terrence Donnelly Health Sciences Complex.

Campus Facts

The campus is situated on 225 acres of protected greenbelt along the Credit River, 33 kilometres west of the university's St. George campus in Toronto.

New Mentorship Program

This fall, we are excited to launch the Department's very first Instructor Mentorship Program. The voluntary program provides friendly, informal support for our new instructors from our appointed faculty members in course-related issues such as syllabus planning and course management, but also as a means of providing a helpful resource for navigating any pedagogical challenges that arise. Once assigned to teach a course, each incoming instructor has access to a Faculty Advisor who is typically a continuing faculty member who has taught that same course in the past. The program ensures that all new sessional and graduate student instructors have access to field- and course-specific advice and mentorship to help them develop as teachers. We hope that this program will act as an invaluable peer support network for incoming instructors who are eager to learn as much as they can about teaching at U of T.

The Department's First Promotion to Full Professor

Congratulations to Martin Revermann on his promotion to Full Professor, the Department's first promotion to full professor since its inception in 2004. Promotion to Full Professor is a prestigious honour and a true testament to faculty members who consistently

demonstrate exceptional skills in teaching and excellence in research. Martin is a distinguished faculty member who is known nationally and internationally as a renowned and respected scholar in the fields of Classics and Theatre studies. He is highly regarded

by the many undergraduate and graduate students whom he has supervised, co-supervised and taught. We're privileged to have him as an integral member of our department.

Post-Doctoral Fellows

The Department of Historical Studies is currently hosting five post-doctoral fellows. While it is unusual for a humanities department to have such a large number of post-docs, the Department of Historical Studies recognizes the value and importance of assisting new scholars in establishing a solid research foundation. Our five post-doctoral fellows are each very passionate about research in an array of subject areas and have become a great addition to our team.



SOROUSH DABBAGH

Soroush Dabbagh received his Ph.D in Philosophy Warwick University in the United Kingdom (2006). His dissertation is entitled “Moral Reasons: Particularism, Patterns, and Practice.” He has been invited as a guest lecturer for universities in Canada, the United States, and Morocco. He has also taught both graduate and undergraduate courses on Islamic Philosophy, Kant’s Philosophy, Islam and Modernity, Ethics, Human Rights, and Bio-ethics. He has published books and several articles in both English and Persian relating to his research and interests. He has recently written an article on bio-ethics entitled, “Developments in Stem Cell Research and Therapeutic cloning: Islamic Ethical Position”, co-authored by Dr. Kiarash Aramesh. His current research interests center on Islamic Bio-ethics, the Islamic Hijab, and Contemporary Muslim intellectuals.



NASSIR AL-KAABI

Nasir Al-Kaabi received his B.A from the Department of History at the University of Kufa in Iraq (1999). He later continued his studies at the University of Kufa to earn his M.A (2002) and his PhD (2008). He wrote his thesis entitled: “Old Religions during the Sassanid Age.” He has also published several books on Islamic History, contributed to translations of history from Persian to Arabic, and has written several articles. He has attended conference presentations in Iraq and has taught historical courses at both his own university and the University of Al-Mustafa in Iran. He is currently an Assistant Professor at the Department of History at the University of Kufa and Director of the Academic Centre for Research of the University of Kufa.



VAHID TOLOOEI

Vahid Tolooei is currently a Postdoctoral Fellow in Iranian Studies at University of Toronto and serves as an Editorial Assistant for Iran Nameh: A Persian Quarterly of Iranian Studies. He holds a 2011 PhD in Cultural Sociology from University of Tehran, where he wrote a dissertation on the history of sociology in Iran. Prior to moving to Toronto, he was a lecturer and researcher at the ACECR and University of Science and Culture in Tehran. Since 2003, he was one of the editors of Daneshgostar Encyclopedia. Vahid Tolooei is the author of several articles on the sociology of literature, sociology of science, social science methodologies, and the Iranian Constitutional Revolution. In addition to the Persian translation of Tim Delaney’s Classical Social Theory, he is the author of Introduction to Narratology and Narrative Analysis (2011), a textbook on Jarir Tabari (2010) and a collection of poetry, Bad Dying (1993).



REZA TABANDEH

Reza Tabandeh received his B.A. from York University on Religious Studies. He completed his M.A. on Rumi at the University of Toronto. He earned a PhD in Islamic Studies from the Institute of Arab and Islamic Studies at the University of Exeter. His thesis focused on the revival of Ni’matullāhī Sufism in Persia, while his doctoral work focused on the second generation of Ni’matullāhī masters, during the period following the return of the order to Persia from India (1776 C.E). He has been invited to guest lecture at Brock University, University of Toronto, and York University, in Canada, lecturing on the subject related to the contemporary Shi’ite Sufism in Irān with special attention toward Ni’matullāhī Sufism and persecution of Sufis in Persia. He was also a visiting lecturer in University of Bradford, UK, on issues related to cultural influences of the Islamic states (Iran, Lebanon and Palestine). He is currently continuing his research on related subjects.



HOSSEIN MESBAHIAN

Dr. Mesbahian, former assistant professor in the Department of Philosophy at the University of Tehran, Iran, is now a post-doctoral fellow at the University of Toronto working on the project “Disciplining Philosophy in Iran: Past and Future.” His research over the last decade has focused on non-Western perspectives on Western contemporary continental philosophy and philosophical issues, notably examining concepts of subjectivity, universality, modernity, identity, university, and the future of philosophy as a discipline. He has published numerous articles concerning these issues in Paideusis: International Journal in Philosophy of Education, Falsafeh (University of Tehran Journal of Philosophy) and, with D. Misgeld & T. Norris, Dieter Misgeld: From Hermeneutics of the Ancient Text to the Text of Emancipatory Politics (forthcoming).

Teaching & Innovation



Teaching With Social Media

Since at least 2009 there has been a surge in scholarship on the value of social media as a pedagogical tool; the use of Twitter (the micro-blogging social media tool) and Facebook (the social networking service) in teaching have become especially hot topics. While there is still much controversy over the role and status of social media in academia, I have experimented with Twitter in my large introductory Classics classes and have found it to be a particularly effective way for students to engage with the course ma-

terial, their peers, and the instructor in meaningful ways, both inside and outside of the classroom.

On November 19, 2013, I co-organized a social media workshop for all faculty in Historical Studies with the help of Lauren DeMonti, Instructional Technology Support Specialist. I was later invited by S mone Laughton, Instructional Technology Liaison Librarian, to present alongside Jayson Parker, Dept. of Biology, at an Instructional Technology Seminar Session on “Using Twitter in the Classroom” on March

28, 2014.

The sessions addressed some of the challenges and benefits of using social media as teaching and learning tools, building on the practical experiences of faculty across UTM and highlighting sources of support for students and instructors. Both sessions were well attended by UTM students and faculty and received much positive feedback. For further details, please refer Library Faculty Showcase, “Engaging Students with Twitter”.

- Lisa Trentin

Recognized for Excellence in Teaching

Mairi Cowan Promoted to Senior Lecturer

Congratulations to Dr. Mairi Cowan on her promotion to Senior Lecturer! Mairi is an exceptional instructor whose teaching and research interests focus on the social and religious history of late medieval and early modern Scotland, intercultural contact in the early Atlantic world, [something about pre-confederation quebec? Ask Mairi exactly what], and history education in Canada today. Dr. Cowan is currently working on several projects, one of which includes an online digital humanities resource titled: “The Travels

of the Lute: Cultural Contacts in the Medieval and Early Modern World.” This online resource provides a collection of materials suitable for world history courses at the secondary and postsecondary levels. She has also authored the forthcoming “Exploring the Explorers”, a series of teaching and learning packages created with the Dictionary of Canadian Biography / Dictionnaire biographique du Canada for use in elementary and secondary classrooms.





Prandium Lunchtime Seminar Series

Now in its fourth year, the Prandium Lunchtime Seminar series has become an integral component of the student experience, both at the undergraduate and graduate levels, as well as serving to strengthen the intellectual community among students, faculty and staff at UTM. Continued interest in the series is demonstrated by the quantity of submissions, the quality of presentations, highlighting the trans-disciplinary nature of Historical Studies, as well as the growing number of attendees, especially undergraduate students, and the informal discussions that draw our students and faculty together in scholarly conversation.

As a continuation of the series this year, all presentations included faculty and (wherever possible) undergraduate student respondents to help facilitate discussion between the speakers and audience. We also continued to offer podcasts of the presentations and improved upon the quality of these by employing a former UTM student to professionally edit the podcasts. Response to this year's series was, once again, enthusiastic and we received a great deal of positive feedback from the presenters, respondents, and those in attendance. We look forward to continuing this exciting initiative this semester!

- Lisa Trentin

Grant Success!

Historical Studies student awarded a UTM Undergraduate Research Grant



Arjan Mann (Double Major in Classical Civilization and Paleontology) was recently (Fall 2013) awarded a UTM Undergraduate Research Grant for his research project with Dr. Lisa Trentin, titled "Disabled Soldiers and War Veterans in Hellenistic and Roman Antiquity". This project aims to track and analyze the injuries and impairments sustained by soldiers that shifted service under the successor kings of Alexander the Great, focusing specifically on King Pyrrhus of Epirus and his early encounters with the Roman Republic (280-275BC).

Exam Jam Success 2013-14

In December 2012 Historical Studies launched the first "Exam Jam" at UTM. This event offered students in the department an opportunity to better prepare for their final exams through course-specific review sessions, de-stressing activities, health and well-being initiatives, and workshops on effective studying techniques. Exam Jam can also be described as a fun and creative approach that encourages community engagement throughout campus. Last year Exam Jam was expanded into an extremely successful UTM-wide event. There was great participation from students in all disciplines, with over 1900 attending in December and over 1400 in April. There was also excellent representation from Historical Studies, as 56% of all our courses with exams ran Exam Jam sessions in April, a far higher percentage than any other department. The survey of participating instructors demonstrated agreement with the idea that Exam Jam "was both an effective means for helping their students prepare for their exam and encouraged healthy study habits for their students." The response from students was also overwhelmingly positive: 96% agreed that Exam Jam encourages healthy study habits; 94% agreed that Exam Jam makes them feel like UTM cares about their success; and 82% agreed that they feel more prepared/confident to take their exams. As one student remarked: "It felt like instructors cared about their students in a way that cannot be expressed in

the



By participating, they show a genuine interest in our success." The overall Exam Jam experience provided students with the chance to understand what to expect for the final exam and a variety of ways to learn to study.

-Karen Kus & Ken Derry

Innovative Teaching At Its Finest!



In the summer of 2013 the Department of Historical Studies was honoured to learn that Ken Derry had been named as the recipient of the UTM Faculty Teaching Excellence Award. Ken is the first person from the Department, or any of its constituents (Classics, History, Religion, Women and Gender Studies) to win this award since it was inaugurated in 1991. In honour of his award, Dr. Shafique Virani wrote a commendation that outlines the tremendous contributions and enhancements that Professor Derry has made to the department as a whole.

Citation

For Dr. Ken Derry

UTM Teaching Excellence Award

By Dr. Shafique N. Virani, Chair, Department of Historical Studies

Four years ago, as a novice Chair of the Department of Historical Studies, hiring Dr. Ken Derry as our new Lecturer in the History of Religions program was one of the first things I had the pleasure of doing. It is therefore an honour and a matter of great pride to speak about him on the occasion of his winning the UTM Faculty Teaching Excellence Award.

Superlatives leap from every page of Dr. Derry's nomination dossier. A former student writes:

I find it fascinating how he can link various disciplines and string them together in a comprehensive, profound, and amusing manner, taking learning beyond the classroom and the walls of UTM and into life as we know it. What [Dr. Derry] has that makes him stellar is not only his vast compass of knowledge in the discipline he teaches, but his enthusiasm for what he teaches, his virtuous patience, and overwhelmingly open mind that makes it virtually impossible to dislike him.

With testimonials like that, I imagine that even students who are lactose intolerant love "Dr. Dairy." Indeed, his love for his subject, and for teaching, is contagious. In the 2011-12 academic year, he taught over 900 students in RLG101 alone, a number equal to approximately 7.5% of the entire UTM student population. First-year survey courses are notoriously difficult to teach well and in such a way that students both learn from and enjoy their experience in the course. Dr. Derry has excelled in both areas, consistently earning high student evaluations, while at the same time challenging students with intricate theoretical material, requiring them to make use of works by thinkers such as Foucault and Butler to analyse field research data they themselves collect. While the average attrition rate in first year UTM courses with enrolment caps over 100 has been over 20% for the past two academic terms, the attrition in Dr. Derry's RLG101 class has been less than 10%. This is quite a remarkable

achievement, considering that prior to his teaching it, attrition in that course had gone as high as 27%. Dr. Derry's SOS scores are among the highest in Historical Studies, which itself scores above the University average. It is not difficult to see why. He is constantly innovating in his classes, seeking creative ways to engage students. From dissecting "The Big Bang Theory" and "How I Met Your Mother" on a weekly basis for religious themes, to including experiential learning components in all courses, he brings the subject to life. A former student writes that one of the things she appreciated most about Dr. Derry was that, "he challenged me to think more creatively and courageously." This is a recurring theme throughout his dossier.

Outside his own classroom, Dr. Derry is also involved in raising the quality of teaching across the Department of Historical Studies and beyond. Both last year and this year, he has been doing a stellar job leading our Department's Teaching Excellence Committee. It was as part of this committee that Dr. Derry helped lead our Department's first ever Exam Jam, which was so successful that it has become a UTM-wide event this year. He has presented talks on pedagogy at the Centre for Teaching Support and Innovation symposium, the Teaching in Higher Education course, and the Teaching Assistants Training Program, and was invited to join the experiential learning panel for the Robert Gillespie Academic Skills Centre Teaching and Learning Fair.

Having worked for ten years helping to create and administer the University of Toronto's Exchange and Summer Abroad programs, Dr. Derry brings a wealth of knowledge in international education to Historical Studies and to UTM as a whole. According to the University's Summer Abroad Office and the Centre for International Experience, since Dr. Derry was hired, the number of UTM students applying to do an exchange has gone up 76 percent, while the number participating in a Summer Abroad program has gone up 49 percent. Dr. Derry is always among the first faculty members to volunteer for our outreach events, such as the Ontario Universities' Fair, Arts and Sciences and History conferences for high school students, Fall Campus Day, March Break Open House, and many others.

One of many award-winning professors who sent a letter on his behalf writes, "He is an approachable and personable instructor, a conscientious and constructive grader, a skilled and entertaining lecturer, a provocative and respectful discussion leader, and a true pedagogical innovator."

I conclude by paraphrasing one of his students: Dr. Derry is, indeed, Legend-DERRY.

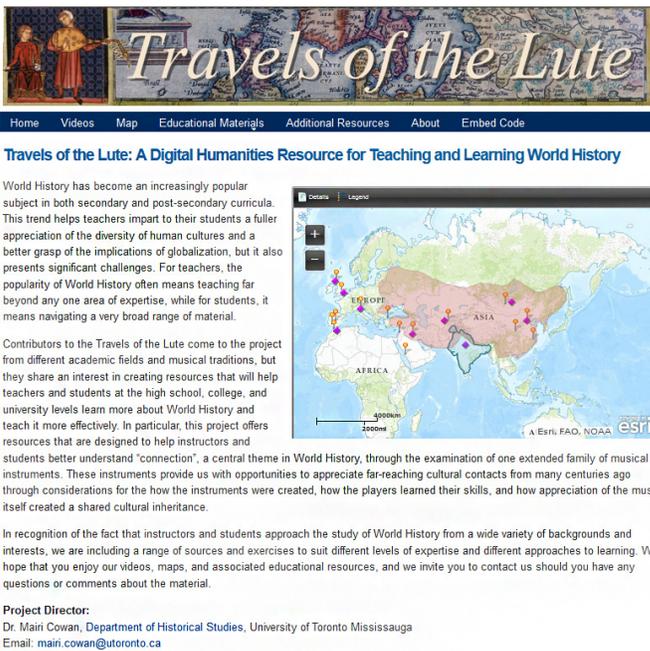
Ladies and gentlemen, please join me in congratulating the Legendary Dr. Derry.

The Travels of the Lute: A Digital Humanities Resource for Teaching and Learning World History

World History has become a popular field, and it's not hard to see why. A world historical approach to studying the human past provides opportunities to explore the implications of globalization, appreciate the diversity of human cultures, and create a curriculum inclusive of multicultural student identities. But the rising popularity of World History, which can be seen from elementary school through to university, also brings challenges for both students and teachers. Perhaps the most obvious challenge is one of scope: how can anyone possibly manage to understand an entire planet's worth of past human experiences? Even when limiting the chronological scope of study to, say, just a few centuries, students have to navigate an extremely large range of materials, and instructors have to teach far beyond their main field of academic expertise.

The team behind *The Travels of the Lute* decided to help make the study of World History more manageable, and so we are offering resources that draw upon "connection", an important theme in World History, and that focus on one extended family of musical instruments that includes the oud from the Middle East, the lute from Europe, the sarod from South Asia, the pipa from China, and the ubiquitous guitar. Our website, hosted by the UTM Library and available for free to everyone, features a series of videos in which musicians perform traditional songs and discuss the histories of their instruments; a GIS interactive mapping tool with pop-up windows that provide information on significant people and places; educational activities and assignments for a range of levels from elementary to postsecondary instruction; and links to additional resources for visitors who would like further information about what they've found on our site. By studying how musical instruments were created, how players of the instruments learned their skills, and how appreciation of the music itself fashioned a shared cultural inheritance, we can perceive far-reaching cultural contacts in the medieval and early modern world that extended for hundreds of years and thousands of kilometres. An understanding of connection in the medieval and early modern world becomes manageable.

Collaboration has been essential in bringing this project to fruition. Among its contributors are undergraduate students from Historical Studies and graduate students from the Ontario Institute for Studies in Education and the Faculty of Information, librarians from different libraries in the University of Toronto



Travels of the Lute: A Digital Humanities Resource for Teaching and Learning World History

World History has become an increasingly popular subject in both secondary and post-secondary curricula. This trend helps teachers impart to their students a fuller appreciation of the diversity of human cultures and a better grasp of the implications of globalization, but it also presents significant challenges. For teachers, the popularity of World History often means teaching far beyond any one area of expertise, while for students, it means navigating a very broad range of material.

Contributors to the *Travels of the Lute* come to the project from different academic fields and musical traditions, but they share an interest in creating resources that will help teachers and students at the high school, college, and university levels learn more about World History and teach it more effectively. In particular, this project offers resources that are designed to help instructors and students better understand "connection", a central theme in World History, through the examination of one extended family of musical instruments. These instruments provide us with opportunities to appreciate far-reaching cultural contacts from many centuries ago through considerations for how the instruments were created, how the players learned their skills, and how appreciation of the music itself created a shared cultural inheritance.

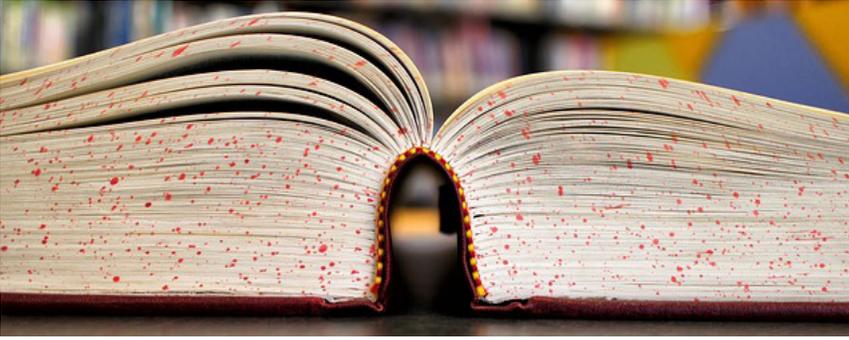
In recognition of the fact that instructors and students approach the study of World History from a wide variety of backgrounds and interests, we are including a range of sources and exercises to suit different levels of expertise and different approaches to learning. We hope that you enjoy our videos, maps, and associated educational resources, and we invite you to contact us should you have any questions or comments about the material.

Project Director:
 Dr. Mairi Cowan, Department of Historical Studies, University of Toronto Mississauga
 Email: mairi.cowan@utoronto.ca

system, professional musicians from several different classical traditions, and technical experts in sound engineering, video editing, and website design. (You can find a full list of contributors, including UTM students and recent graduates, under the "About" tab on the site.) This project has also benefitted from support by the Department of Historical Studies, the Jackman Humanities Institute, and the Provost's Instructional Technology Innovation Fund.

Our greatest hope for our project now is that its materials will prove useful to teachers and students of World History. We invite you to explore *The Travels of the Lute* for yourself, and then share the site with anyone you think might be interested in teaching or learning more about the medieval and early modern world. Happy traveling!

- Mairi Cowan



Experiential Education in Historical Studies

Some of the best scholars storm away from their desks without a backward glance - for months or even years - to head an international agency or found an activist organization. Our recent Chair, Professor Shafique Virani, heads off each summer to East Africa to work with a charity that sponsors some two hundred schools in disadvantaged communities there. Professor Joan Simalchik, Coordinator of our Women and Gender Studies Program, was founding Director of the Canadian Centre for Victims of Torture.

Professor Jens Hanssen gave media presentations on the Arab Spring and organized Jewish and non-Jewish speakers to discuss Antisemitism, Fascism and Anti-fascism in a 2012 symposium. These are just a few of many Historical Studies faculty who believe that they fulfill the highest ideals of academia by sometimes turning their backs on the library and the lecture hall because they believe human rights are much more than a tutorial talking point.

Students look beyond the classroom too. Wanting a concrete sense of where their studies can lead, they seek out co-op programs such as those at Waterloo or UTSC. Increasingly, they can do it here at UTM. Historical Studies students, for example, have received course credits for WGS337 The Montreal Experience, studying French Canadian culture for two weeks then heading down to Montreal to experience it first-hand. Interns in History (HIS498Y) work with a local historian or curator on an Ontario history project, exploring old cemeteries, street-scapes, maps and diaries.

Others take Summer Abroad courses that lead them on archeological digs in Peru, environmental studies in Australia, art explorations in Sienna (led next summer by our own Dr. Lisa Trentin), or tours of mosques, temples and synagogues (led by our own Prof Ken Derry) in Hong Kong.

Most successful of all is WGS435, The Practicum in Women and Gender Studies, taught

every year by Professor Simalchik or a colleague. Students regularly assess their placements as an eye-opener, and a direct way of doing something about the social problems and discrimination they study. It sometimes opens doors to employment or life-changing career decisions.

Asked about this Practicum, Prof Simalchik shared some stories:

“One of the most unique placement sites was CTV’s eTalk Daily. All their other interns had technical backgrounds, so heads turned when our student said she was a WGS major. She was selected for her writing ability and eventually wrote program copy and succeeded in getting approval for their first World Aids Day segment. She is now Media Liaison at Mississauga Living Arts Centre.

“Another Practicum student went to Dames Make Games, a group that is part of the feminist gaming network. Another student, a dancer, had a placement at The People Project, LGBTQ youth of colour and allies group that produces innovative arts and leadership opportunities. She is now at East Mississauga Community Health Centre co-ordinating Activate It!, a United Way Peel funded project that aims to relieve isolation and empower both newcomer and trans* people.”

The Historical Studies Department would like to expand experiential education that combines theory with practice, learning with doing. It welcomes faculty proposals for hands-on courses and independent study projects that thrust students into a community.

And we invite students to sit down with our academic counsellor Sharon Marjadsingh to learn more. Sign on, and practice your principles!

- Jan Noel

Our Alumni

We create Stars!

Famous U of T Mississauga alumni include astronaut Dr. Roberta Bondar, filmmaker Richie Mehta, actor Zaib Shaikh and writer/poet Dionne Brand.

Educating in Style!

Award-winning facilities include the Terrence Donnelly Health Sciences Complex, the Instructional Centre, the Hazel McCallion Academic Learning Centre, the Recreation, Athletics and Wellness Centre, and the Communication, Culture and Technology building.

Kerr Prize Winner

Jan Noel recognized for innovative scholarship



The New York State Historical Association has declared our very own Professor Jan Noel as the winner of the 2014 Kerr History Prize winner for her article, *Not Confined to the Village Clearings: Indian Women in the Fur Trade in Colonial New York, 1695-1732*. Endowed by Paul S. Kerr, this \$1,000 prize is awarded each year to the best article published on New York History, as judged by a special committee from the New York State Historical Association’s Editorial Board. Congratulations Jan on this very prestigious prize!

Our Department

The Department of Historical Studies offers approximately 165 courses across its seven program disciplines, providing students with new and exciting academic experiences.

Community Knowledge Alliance Workshop



Through the WGS Practicum course (WGS435Y), the Women and Gender Studies Program at the University of Toronto Mississauga built a seven-year relationship with Audmax, a Peel women's service agency. During this time, WGS students completed their year-long community service placements successfully working in Audmax's programs that provide community support for female immigrants and former inmates of Canadian correctional institutions.

Through these experiences, a critical gap in the Peel region was identified: the provision of information and access to resources and services in the community. WGS and Audmax proposed the Experience the Experience workshops to build a community-knowledge alliance between WGS students and Audmax community members. The purpose was to address how best to overcome this information gap and to produce a vehicle that would express the participants' experience. The latter was intended to be a mutual skills building, writing intensive partnership.

Building a community of learners, WGS fourth year students (including

the Practicum class) and agency members held two workshops. One was held at the Audmax office and the other on the UTM campus. The first workshop's objective was to provide a forum for skills building and knowledge exchange. The second workshop produced a draft newsletter (print and electronic version) addressing the identified need for information. It also became a vehicle that captured the narrative experience of participants through poetry, prose and interviews. The workshops consisted of 24-30 participants equally divided between the two groups. A further outcome includes building a sustainable foundation for a community of learners through exchange of expertise between campus and community. The newsletter is in its final stage of production.

WGS at UTM and Audmax are grateful for the support of WGSI's Community-Knowledge Alliance that allowed us to Experience the Experience and to build a foundation to continue our partnership.

- Joan Simalchik



Summer Study Abroad: Heat, Humidity and Holiness in Hong Kong

Since 1972, thousands of students have earned a University of Toronto credit outside of Canada through the Summer Abroad program. In 2014 alone more than one thousand U of T students participated in this program, obtaining a full year credit in three to six weeks of intensive classroom study and experiential learning. This program offers students a unique and rich experience as it allows students to explore culture through academic study.

For the second time in two years, Ken Derry taught a Summer Abroad course on "world religions" in Hong Kong. The course gives students a brief overview

of several traditions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism – and then takes them to relevant sites in and around the city to see how these religions are actually practiced in this part of the world. Students braved one of the hottest summers on record as they visited the first synagogue in Hong Kong, the largest mosque, and the oldest Buddhist temple. The class also spent a weekend in Macau, where they attended a Catholic mass and explored the A-Ma temple (pictured), one of the oldest and most famous Taoist sites on the island.



Events & Activities 2013-2014

Celebrating the lives of First Nations Women



On Monday March 3, 2014, The Women & Gender Studies program hosted an extremely successful panel event entitled: Celebrating the Lives of Women. We had a huge turn out of 160 students, faculty and other community members. Our three guest speakers provided important information on the analysis of Canada's First Nations and the role of women in these communi-

ties. In particular, Lee Maracle (author, traditional teacher and the recipient of Queen's Diamond Jubilee Medal) was a hit with our students. Her wisdom and insight into Aboriginal women's lives and struggle was very informative and eye opening. Nythalah Baker, Equity & Diversity Officer, has already approached us and suggested we have a "phase 2" of this panel sometime in the fall of 2015.

Dating & Gender Panel Event

On March 20th, 2014, students and community members had the opportunity to integrate lived dating experiences with academia. Challenging social norms of the do's and don'ts of dating, the event was geared to deconstruct how the dating culture perpetuates inequality and heteronormativity. Panelists Dr. Victoria Tahmasebi- Birgani, Karen Kus and Jeff May shared noteworthy theoretical insights on dating and gender, bridging the gaps for students.

The event was open to the public, though specifically geared for WGS students. The layout of this event included a brief lecture, round table discussion groups, and a panel. The turnout was successful with approximately 45 attendees.

Opened with a lecture by Karen Kus, a historical outlook was provided on dating etiquette and rituals and how unspoken constructed gender roles are reproduced in the dating culture today. From analyzing the commodification of courtship to the social guides to find lasting love, the event captured dating norms as binary notions of gendered constructs.

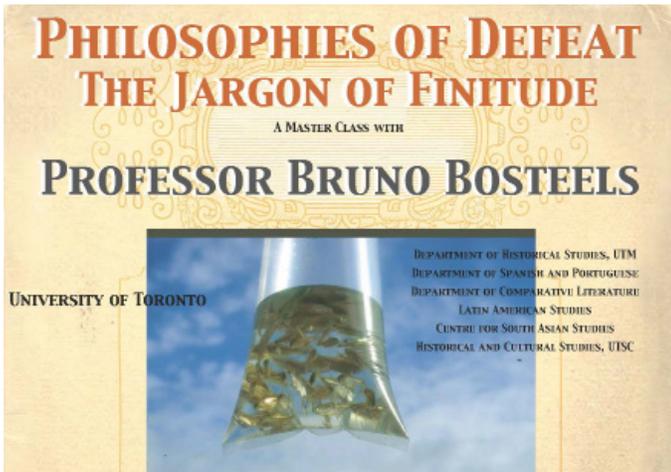
The round table groups opened the floor for discussion, where each table had a topics list and a series of mainstream dating 'how to' guides to spark conversation, including movies, self- help books, song lyrics, and various dating articles. The event offered knowledge exchange where conversation began to unfold as attendees critically explored analyses of sexuality and deconstructed gendered norms. The in-depth conversations that were sparked around the table were intriguing as they broke away from conventional discussions.



A valuable part of the event, the academic panelists reached out sharing their perspectives on the topic themes and conversations that arose throughout the afternoon. Panelist discussion had been so engaging that it led to a large group discussion, sharing thoughts and critiques of the dating culture that is frequently practiced yet limitedly examined.

The evaluation feedback displayed prime evidence that students appreciated the opportunity to openly discuss the connection of socially-based gendered issues to theory. A high response rate demonstrated students are eager to learn more about WGS related topics.

A first in its kind, the event sparked interest among students to apply theory and learn underlying gender roles common in dating rules and traditions. Participants got a glimpse of WGS course concepts where the event opened a critical lens on how gender is constituted within romantic relationships and dating.



Habitus, Abjection and Hybridity: Master Class with Bruno Bosteels

In collaboration with several programs across the three UofT campuses including the Department of History (UTSG), the Department of Historical and Cultural Studies (UTSC), the Department of Comparative Literature, and the program in Latin American Studies (UTSG) our department, in an initiative spear-headed by Prof. Kevin Coleman, led a series of five two-hour seminars with Professor Bruno Bosteels of Cornell University. Starting from the premise that finitude constitutes the new dogmatic presupposition of much work in philosophy or so-called “theory” after Heidegger and Foucault, this seminar tackled five key con-

cepts that figure prominently in the new jargon of finitude: difference, retreat, inoperativity, affect, and community or commonality. Bosteels is the author of *Alain Badiou, une trajectoire polémique* (La Fabrique, 2009); *Badiou and Politics* (Duke University Press, 2011); *The Actuality of Communism* (Verso, 2011), and *Marx and Freud in Latin America* (Verso, 2012). He is preparing two new books, *After Borges: Literature and Antiphilosophy* and *Philosophies of Defeat: The Jargon of Finitude* (under contract with Verso). He translated Alain Badiou’s *Theory of the Subject* (Continuum, 2009). A total of 28 faculty members and grad-

Religion & Social Innovation Lecture

On January 28th, 2014, visiting scholar Dr. Claudio Monge spoke to an assembled audience of over 75 UTM students and faculty members, an event proposed and organized by Professor of Women and Gender Studies Victoria Tahmasebi-Birgani. Dr. Monge is a member of the Dominican Order of Preachers, holds a PhD in Comparative Theology of Religions from Strasbourg Catholic University in France, and last year served as the Aquinas Visiting Scholar at the Faculty of Theology, University of St. Michael’s College. His lecture, titled “Religion

and Social Innovation: A Receptive Openness to Difference,” aimed to reconsider the often controversial relationship between social progress and religious faith. Dr. Monge proposed that “religions do not act only for conservatism but they have often assumed the role of challenging the existing order and inspiring social progress.” Building on this notion, he made connections between specific religious perspectives and a genuine hospitality that is always open to difference, that takes risks, and that can serve as the cornerstone of compassion and justice.



Star Wars and the Spiritual Traditions of Iran

On February 28th, 2014, Dr. Francisco Luis from the Department of Historical Studies presented a lecture on *Star Wars* and its connections to Iranian Islam (Sufism and Shi’ism).

The lecture was motivated by his desire to help his students realize that the courses he teaches in the field of religion, focusing on Islamic spiritual traditions from Iran, have a tangible impact on the lives of his students, especially when it comes to popular culture. For example, the famous video game “Assassin’s Creed” (Ubisoft) is inspired by the Alamut period of Nizari Ismailism; similarly, references to Zoroastrian spirituality spirituality can be found throughout the 2008 video game edition of “Prince of Persia” (Ubisoft).

It has always been Dr. Luis’ desire for the content of his courses to be relevant to his students. The advantage with *Star Wars* is that the references to Iranian spiritual traditions are hard to miss. Yoda’s green skin colour is a clear reference to the Islamic prophet Khidhr, the Green One, who is the master of those engaged on the spiritual path but who have no human master (as is the case of Luke Skywalker). The light sabers of the Jedi knights can be seen as a reference to the swords

of light of the 313 knights of the 12th Imam of the Shi’ah tradition, the Mahdi.

Beyond these references, Dr. Luis ensures that he addresses the way in which second generation Muslims may appropriate for themselves the classical heritage of the West and re-read the great classics. How does one read Tolstoy’s “Anna Karenina”, Victor Hugo’s “Les Misérables” or Goethe’s “Faust,” as a Muslim? Islamic civilization has had the unique genius of incorporating within itself the heritage of the cultures it came in contact with. One only has to look at the wonderful diversity of Islamic architecture to realize this point.

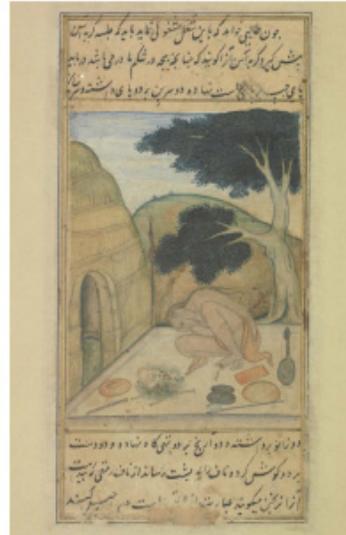
The *Star Wars* event was a tremendous success. The lecture room was filled with eager students yearning to learn about spiritual traditions and how they influence popular culture. Professor Luis received a great deal of positive feedback. The high volume of students that attended the event and continued student interest, has motivated Dr. Luis to plan more lectures of this nature for the 2014-2015 academic year.



DANIEL JAMES MIRTA LOBATO

March 18th and 19th from 10am-12noon
Sidney Smith Hall, Rm 2098

A MASTER CLASS ON ORAL HISTORY AND LABOUR
Tuesday: "Exhibing the Inferno: The Habitus of the Santiago Countryside in the 1930s and 1940s"
Wednesday: "The Formation of Santiagueño Identity: Cabecitas negras, Hybridity, and the Idea of the Other."



The Materialities of South Asian Islamicate Manuscripts

March 27, 2014
University of Toronto

Garbhasthana ("wavy position") from *Bayr al-Hayat* (Al-Khazari, ca. 1600-1604). Chester Beatty Library

The Collector: Professor James Daniel A Special Seminar for Undergraduate Students

On March 17th, 2014, Professor Kevin Coleman and the Department of Historical Studies brought Professor Daniel James to conduct a special seminar with students enrolled in Coleman's advanced seminar entitled *Images as History: Photography, Historical Methods, and Conceptualizing Visuality*. An eminent historian of Argentine labour, Professor Daniel James is the Bernardo Mendel Chair of Latin American History at Indiana University and the author of several foundational books, including *Doña María's Story*, one of the most important meditations on the ethics and methodological challenges of using oral sources for historical research.

In preparation for the seminar, the undergraduate students in Coleman's HIS494HS class and the graduate students in his HIS1031HS read two foundational essays by Walter Benjamin and a chapter from Daniel James's forthcoming book. In addition, the undergraduate and the graduate students wrote brief reading response papers before the seminar. A total of 20 students and three faculty members participated in this special seminar at the University of Toronto Mississauga.

The Materialities of South Asian Islamicate Manuscripts

On Thursday, March 27th, Professors Karen Ruffe and Ajay Rao organized a workshop on "The Materialities of South Asian Islamicate Manuscripts." This workshop met at UTM in the morning and brought together graduate and undergraduate students to hear Islamic studies faculty Ayesha Irani, Shafique Virani, and Walid Saleh discuss issues such as the politics of the archive and Bangla literature, the preservation of the Khojki script, and the process of editing a 15th century Arabic text. The highlight of the workshop was Carl W. Ernst's presentation "Reading and Publishing Arabic and Persian Manuscripts: Lessons from the

Yoga Project." Professor Ernst is Professor of Religious Studies at the University of North Carolina at Chapel Hill and his extensive published research, based on Arabic, Persian, and Urdu sources, has been mainly devoted to the study of three areas: general and critical issues of Islamic studies, premodern and contemporary Sufism, and Indo-Muslim culture. The afternoon session of the workshop took place at the Thomas Fisher Rare Book Library at UTSG and involved a manuscript catalogue exercise and hands-on activities that involved graduate students working with rare Persian and Arabic manuscripts.



New Year, New Look!

The Department of Historical Studies underwent a complete restructure and redesign of the website this past spring semester. The newly designed site went live May 2014, and offers viewers a more responsive interface with a fresh new sleek look. The content, structure and design of the website was inspired by current Historical Studies students who volunteered to assist with some feedback on what can be done to make the website more user-friendly and useful for our students, explains Corrine Bent-Womack, the department's Administrative Officer who co-coordinated all aspects of the site's revamp.



"We are extremely excited about the brand new website," says Bent-Womack, "we feel the new site provides our students and viewers with more useful content and better defines the many disciplines that represent our department."

The new site incorporates a number of enhancements: "We have added more interactive components to our homepage and we have also added a few new sections such as After Graduation which highlights the various avenues students can pursue once they have graduated. We also added an Alumni Profile section which features the various career paths of some of our alumni, as well as a research tab that outlines our faculty members' published books and current research grants" says Bent-Womack.

Overall the site has been well received by students, faculty and administrative staff. The Department would like to especially

thank the discipline representatives who contributed to the content and volunteered their time to ensure the site was an overall success.

NEW Discipline Minors!

The Department of Historical Studies is proud to announce two new minor program offerings within the department. As of the 2014-15 academic year, undergraduates at UTM will have the opportunity to minor in either Latin American and Caribbean Studies or South Asian Civilizations.

Our Latin American and Caribbean Studies minor offers students a range of intellectual resources when studying this important region and its relationship to the rest of the world. Thinking and acting both hemispherically and locally, Latin American and Caribbean Studies faculty engage in outreach activities—including public lectures and debates, art exhibitions, film screenings, and occasional guest appearances on local

Latino radio stations—that serve as bridges between the University and the Hispanic, Latino, and Caribbean communities of the GTA, attracting and grounding an adventurous cadre of students and faculty.

Through our new minor in South Asian Studies, students can prepare for careers in a global context in which South Asia plays an increasingly important role. UTM offers an incredibly wide range of courses covering diverse aspects of South Asian history, religion, politics, languages, societies, and cultures.

Both minor programs are a wonderful addition to the department. We have already generated a huge amount of interest and anticipate great enrollment numbers in the near future!

CSAC Website Launch!

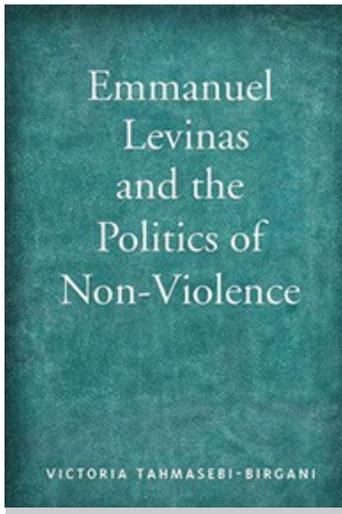
In February of 2014, the Centre for South Asian Civilizations (CSAC) launched its website. With the diligent efforts of our team, we were able to compose a site filled with South Asian focused content.

The CSAC website was designed to embody the Centre's goal of promoting a greater understanding of South Asia through vibrant and informed conversations and explorations of the region's cultures, histories, languages, religions, and peoples. The site highlights our on-campus events, faculty expertise in the fields of archaeology, art history, languages, history, and the history of religions and provides an array of resources for the study of South Asia. With the rise of the political, economic, and cultural influ-

ence of South Asia, knowledge of this region and its history is of increasing global relevance. We intend for the website to support the Centre's vision to provide UTM and the community with a wide range of activities related to the countries of Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan and Sri Lanka, including colloquia, public lectures, creative performances, research affiliations, and study abroad opportunities.

Knowledge Sharing & Scholarships

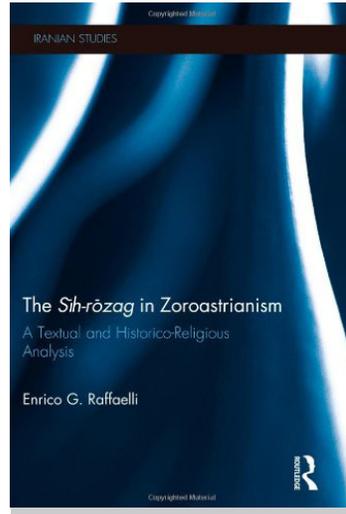
New Faculty Publications



Victoria Tahmasebi

Emmanuel Levinas and the Politics of Non-Violence

French philosopher and Talmudic commentator Emmanuel Levinas (1906-1995) has received considerable attention for his influence on philosophical and religious thought. In this book, Victoria Tahmasebi-Birgani provides the first examination of the applicability of Emmanuel Levinas' work to social and political movements. Investigating his ethics of responsibility and his critique of the Western liberal imagination, Tahmasebi-Birgani advances the moral, political, and philosophical debates on the radical implications of Levinas' work. Emmanuel Levinas and the Politics of Non-Violence is the first book to closely consider the affinity between Levinas' ethical vision and Mohandas Gandhi's radical yet non-violent political struggle. Situating Levinas' insights within a transnational, transcontinental, and global framework, Tahmasebi-Birgani highlights Levinas' continued relevance in an age in which violence is so often resorted to in the name of "justice" and "freedom."



Enrico Raffaelli

The Sih-Rozag in Zoroastrianism: A Textual and Historico-Religious Analysis

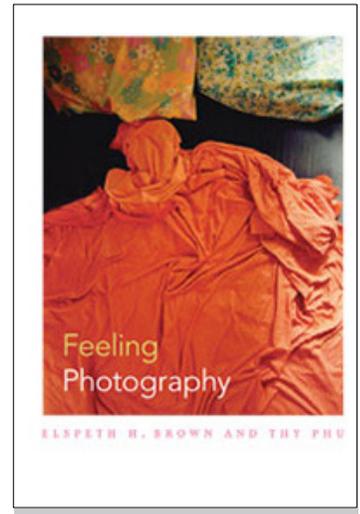
Focusing on the Avestan and Pahlavi versions of the Sih-rozag, a text worshipping Zoroastrian divine entities, this book explores the spiritual principles and physical realities associated with them. Introducing the book is an overview of the structural, linguistic and historico-religious elements of the Avestan Sih-rozag. This overview, as well as reconstructing its approximate chronology, helps in understanding the original ritual function of the text and its relationship to the other Avestan texts. The book then studies the translation of the text in the Middle Persian language, Pahlavi, which was produced several centuries after its initial composition, when Avestan was no longer understood by the majority of the Zoroastrian community. Addressing the lacuna in literature examining an erstwhile neglected Zoroastrian text, *The Sih-Rozag in Zoroastrianism* includes a detailed commentary and an English translation of both the Avestan and Pahlavi version of the Sih-rozag and will be of interest to researchers and scholars of Iranian Studies, Religion, and History.



Kyle Smith

The Martyrdom and the History of Blessed Simeon Bar Sabba'e

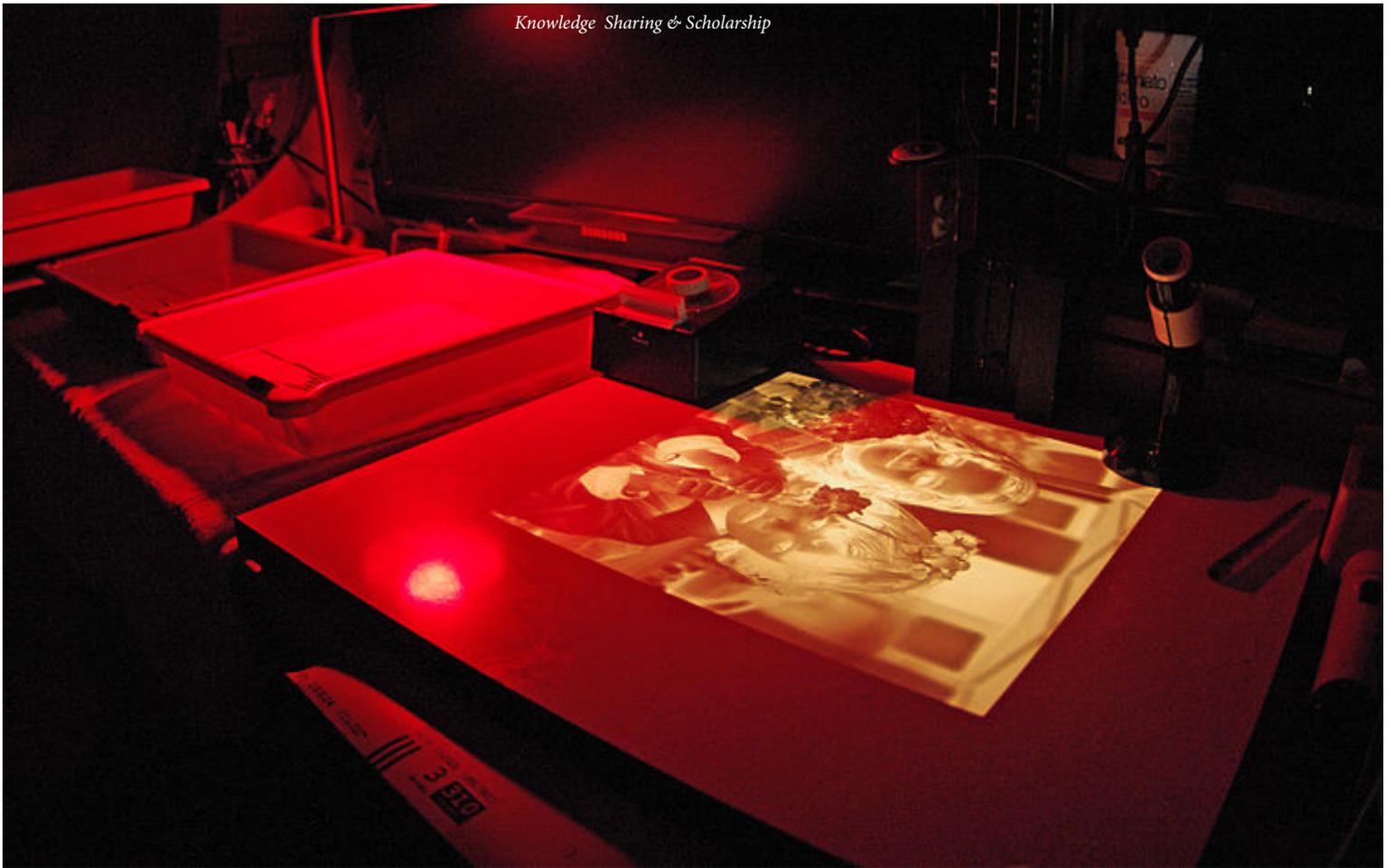
Around the year 339 CE, Simeon bar Sabbae (the bishop of Seleucia-Ctesiphon on the Tigris) was killed by the Persian king Shapur II. Simeon was arrested for refusing to collect taxes from his flock, and he was beheaded for disobeying the king's order to worship the sun. The bishop of Seleucia-Ctesiphon was no minor figure. In fact, Simeon's martyr acts proclaim that he was the leader of the Christians of Persia and the protomartyr of Shapur's forty-year persecution. Curiously, however, two very different versions of Simeon's death exist. Each is presented here with an accompanying translation and notes.



Elspeth Brown

Feeling Photography

This innovative collection demonstrates the profound effects of feeling on our experiences and understanding of photography. It includes essays on the tactile nature of photos, the relation of photography to sentiment and intimacy, and the ways that affect pervades the photographic archive. Concerns associated with the affective turn—intimacy, alterity, and ephemerality, as well as queerness, modernity, and loss—run through the essays. At the same time, the contributions are informed by developments in critical race theory, postcolonial studies, and feminist theory. With more than sixty photographs, including twenty in color, this collection changes how we see, think about, and feel photography, past and present.



The Meshing of Scholarly Work with Creative Photography

Photographs can serve as very powerful historical documents, as they can depict parts of history that words simply cannot describe. Luckily, our department is comprised of a number of faculty members that use the art of photography in a unique yet scholarly fashion.

Associate Professor Tong Lam is a visual artist and historian who is an active photographer, combining his research interests of modern and contemporary China and East Asia with photography. He is particularly interested in exploring and documenting industrial and postindustrial spaces to understand China's historical transformation. In

addition, fellow Associate Professors, Kevin Coleman and Elspeth Brown, have also turned to photography to better understand and gain insight into their scholarly research as well as to further their historical explorations. Kevin Coleman specializes in Latin American History, exploring how subsistence farmers, workers, and women use photography to expose injustice, while Elspeth Brown is focusing her research with questions of racial formation, class, gender, and the relationship between sexuality and the market through the lens of the modeling industry in 20th century U.S. History.



Student Awards 2013-2014

The Historical Studies Awards Gala 2014

This year, the Historical Studies Department presented awards to students who were truly dedicated in their studies and excelled in disciplines offered within our department. The undergraduate recipients were at the top percentile of their classes. In addition to the undergraduate awards, we also honoured one of our outstanding teaching assistant's at the Gala.

Prof. Mairi Cowan, the Chair of the Student Engagement Committee, presented opening remarks and the recipients received awards for their achievements from their respective professors.

The recipients are as follows:

Elijah Smith:

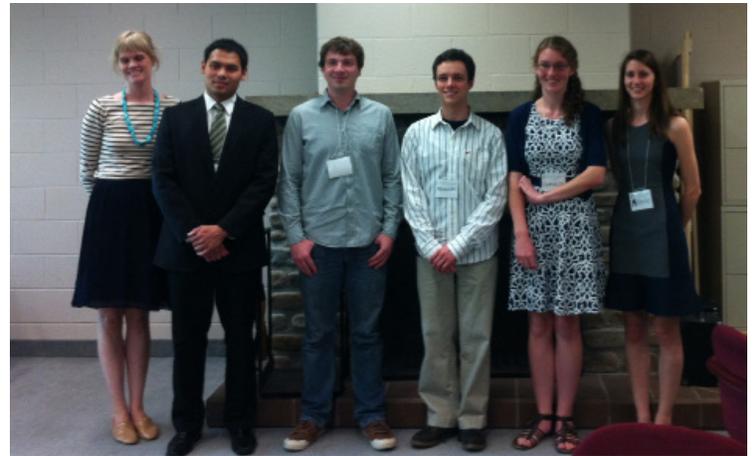
The Desmond Morton Book Prize in Indigenous Studies

Belinda Olij:

The Hans-Georg Neumann Scholarship in Classical Studies

Michele Colley:

The Hugh Smith Scholarship in Canadian History



Mark Co:

The McNab Scholarship in Religious Studies

Alex O'Neil:

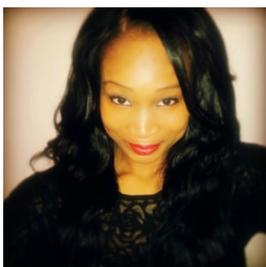
The Historical Studies Graduate School Transition Award

Jennifer Evans:

The Teaching Assistant Award

The Historical Studies department congratulates all of our remarkable recipients for their achievements!

WGS Student of the Year Award 2013-2014



In addition to her record of academic excellence, Jessica Shaw played a pivotal role as Social Outreach Coordinator of the UTM Women's Centre by establishing links with di-

verse campus and community groups and organizing Black History Month and International Women's Week events. She also led the former Women and Gender

Studies Action Group into its new formation as the Women and Gender Studies Society. Congratulations Jessica!

Alumni Update 2013-2014



Life After Graduation:

Featuring Jason Cawthron

I graduated in 1999 (part of “the last class of the millennium”) with a double major in English and Classics. My path to graduation with these foci had not been straightforward as I enrolled with a pure science schedule in my first year and then abruptly changed to the arts in my second year. However unorthodox my scholastic route may have been, the breadth of education I received across so many disciplines has been a real strength to me in the workplace as today’s employers value dynamism and critical thinking above most other skills.

Conventional wisdom dictated that armed with an arts degree I would have limited or no luck securing employment. This proved to be patently false as the critical thinking, research and argumentative skills that I had developed over the course of my four years at U of T made me a formidable and successful interviewee.

Successful interviewing has translated into a professionally satisfying career progression and much like my degree – it has been eclectic. My employers have ranged from six person local businesses to some of the largest companies on the planet and at no time has my Classics and English educational background been at all irrelevant. In fact, it has often been a point of competitive advantage as my exposure to Constructionism in particular via researching Classics papers has proven to be quite innovative in industries that are dominated by Legal, Business

and Accounting perspectives.

After fifteen years in the workforce, and still armed “only” with an Arts degree, I am now an executive at TD Bank where my unconventional approach and background is valued in a world where “thought leadership” is a key commodity.

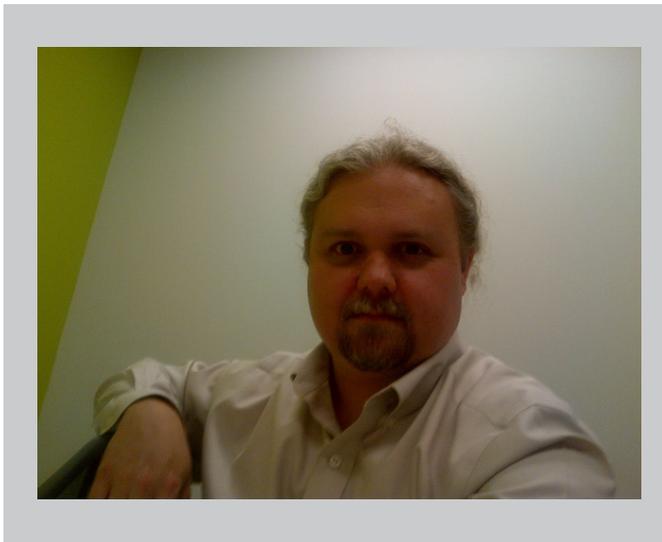
I have always been attracted to Science Fiction literature for its thought leadership and I have

always enjoyed (while not always agreed!) with the thoughts of Robert Heinlein. In particular, this quotation has always summed up my perspective on skills:

“A human being should be able to change a diaper, plan an invasion, butcher a hog, conn a ship, design a building, write a sonnet, balance accounts, build a wall, set a bone, comfort the dying, take orders, give orders, cooperate, act alone, solve equations, analyze a new problem, pitch manure, program a computer,

cook a tasty meal, fight efficiently, die gallantly. Specialization is for insects.”

— Robert A. Heinlein



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The Presidents' Circle honours donors whose annual commitment of \$1,827 or more reflects the vision and leadership of the University's past presidents—individuals who helped U of T achieve its prominence.

Individuals who give annually to the University of Toronto Mississauga are included in the campus' Donor Recognition Society.

These unique giving societies are an opportunity for the University to maintain an ongoing relationship with its leadership donors. As a member, you will be recognized as one of our benefactors, receiving invitations to special events throughout the year.

Other Ways to Give

There are many ways to support us - from leaving a lasting legacy in your Will to making a tax-efficient Gift of Securities. If you would like more information on:

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Dalibhunga: *The Historical Studies Bulletin*



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