

Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.



What's new with THEN/HiER?

* **Jennifer Bonnell, THEN/HiER Program Coordinator**, facilitated a workshop titled "Teaching History in Diverse Venues: A Workshop Linking Historians and Educators in Bettering History Education Practice" at the Holiday Inn, Toronto International Airport on November 4, 2010. The workshop, organized by THEN/HiER in partnership with ActiveHistory.ca and in conjunction with the Association for Canadian Studies (ACS) and the Ontario History and Social Sciences Teachers' Association (OHASSTA) joint conference "Canada's Diverse Histories," was attended by 36 historians, educators, museum professionals and graduate students from across the country. The day began with a keynote presentation by Trent University assistant professor **Christopher Dummitt**, "After Inclusiveness: The Future of Canadian History." The afternoon was spent at the Claireville Conservation Area, where staff of the Toronto District School Board welcomed the group to the Etobicoke Outdoor Education Centre and introduced them to a series of activities aimed at teaching aspects of Canadian history to school groups in outdoor environments. The day concluded by sharing individual reflections on what participants would take away from the day and how it might influence their individual teaching practices. We look forward to bringing people together again next year in a different part of the country to focus on another aspect of theory and practice in the field of history education. Read the full report.



Christopher Dummitt



Deborah Kobza, Tom Peace, Peter Flaherty, Laurence Abbott, Cate Duquette, Katherine Joyce

* **Jocelyn Létourneau, member of THEN/HiER's Executive Committee and Canada Research Chair in Modern Québec History at Université Laval**, has just published *Le Québec entre son passé et ses passages*, a collection of incisive essays on the power of history to influence the future, and changes that Québec society has undergone in the realm of its collective remembrances of the past. Read more here (French only).



* **Tina Storer, Education and Curriculum Specialist in Canadian-American Studies at Western Washington University, and THEN/HiER member**, will be writing a regular column in the US-based National Council for History Education's online publication *History Matters!* every two months beginning in January 2011. Ms. Storer is actively involved in promoting the inclusion of Canadian studies, including history, in curricula in the United States. She also sends out the K-12 Study Canada e-Resource in order to encourage connections to Canada and suggest resources for classrooms. If you wish to receive this resource please contact Tina.Storer@wwu.edu. A related US publication of interest is the K-12 Study Canada Resource Flier put out by Nadine Fabbi, Associate Director of the Canadian Studies Center at the University of Washington.

* **The Vancouver Holocaust Education Centre (VHEC)**, past recipient of a THEN/HiER Large Projects Grant, has a new school program titled "Albanian Muslim Rescuers During The Holocaust." This new teaching exhibit features remarkable portraits of Albanian Muslim rescuers of Jews during the Holocaust by photographer Norman Gershman. When asked why they had helped Jews, the resounding response of these rescuers was "Besa," a code of honour linked to an Albanian folk principle of taking responsibility for others in their time of need. The school program, recommended for grades 6-12, features an interactive exhibit tour exploring social responsibility and decision-making during times of moral crisis, and also features a presentation by a Holocaust Survivor Speaker. A Companion Teacher's Guide is available online.



The VHEC is also hosting a day-long workshop on the award-winning multimedia curriculum "Echoes and Reflections" at the 7th Biennial Shafran Teachers' Conference, February 11, 2011. This outstanding resource includes everything teachers need to teach the complex issues of the Holocaust and its lessons for today. Conference participants receive the curriculum (\$100 value) free of charge. Registration fee: \$100 teachers / \$25 student teachers. EARLY BIRD REGISTRATION before December 3, 2010: \$75.

What's new with our partners?

* **The Manitoba Social Science Teacher, the journal of the Manitoba Social Science Teachers' Association**, is now accessible on-line. As well as carrying items of local Manitoba interest, the journal also features articles and essays dealing with the teaching of history more generally that will be of interest to teachers across Canada. For example, the current issue of the journal contains an essay on teaching Roman history and a future issue will contain an article on new approaches to teaching about the 1919 Winnipeg General Strike. Access the journal at the Manitoba Social Science Teachers' Association website. Once on the website, go to *Newsletter* and then *Current*.



* **The Canadian Historical Association's Political History Group** is pleased to announce the Canadian Political History Article Prize competition. The prize will be awarded in 2011 for the outstanding, well-written English-language article judged to have made an original, significant, and meritorious contribution to the field of Canadian political history. Eligible articles must have been published between 1 December 2009 and 30 November 2010. The deadline for submissions is 31 December 2010. More details here.

* **Jill Colyer, coordinator of the Benchmarks Project of the Centre for the Study of Historical Consciousness**, chaired a panel on "New Opportunities for Encouraging Historical Thinking in Canadian Classrooms" at the Association for Canadian Studies/Ontario History and Social Studies Teachers' Association (ACS/OHASSTA) joint conference on November 5, 2010. Panel members **Lindsay Gibson** from the Centre for the Study of Historical Consciousness at UBC, **Janet Thompson** from the Vancouver School Board, **Alan Sears** from the Faculty of Education at the University of New Brunswick, and **Allan Hux**, formerly of the Toronto District School Board, explored ways to incorporate historical thinking into classrooms, curriculum documents, and teacher training programs. Ms. Colyer also ran a workshop for teachers that provided practical tips on helping students to think historically, based on lessons from the Benchmarks Project website.



Jill Colyer

* **The Ojibwe Cultural Foundation** has published two articles in its November 2010 *Newsletter* concerning Anishinaabe history: "Translating Perspectives" is by **Shelley Pearen**, a historian who has translated and transcribed 19th-century documents written by Manitoulin Jesuit Missionaries. In a related article, "The Jesuit Letters: Sources, and Perspectives on the 1850 Robinson Huron Treaty," **Alan Corbiere**, Executive Director of the OCF, compares what the missionaries wrote to official reports of the Indian Agent involved in the 1850 treaty. Read both articles.

OJIBWE
CULTURAL
FOUNDATION

Graduate Student Corner

* **Sabrina Moisan and Catherine Duquette, members of the THEN/HiER Graduate Student Committee**, organized and participated in various conferences in Montréal to introduce graduate students and educators in Québec to THEN/HiER. On October 21, six graduate students attended a workshop co-organized by THEN/HiER and GRUS (Groupe des responsables en univers social) at the Sheraton Centre. Ms. Moisan did a presentation about THEN/HiER to members of GRUS and representatives of the ministère de l'Éducation, du Loisir et du Sport du Québec. In the afternoon the participants discussed establishing connections between the various actors involved in history and citizenship education in Québec. At the Association québécoise pour l'enseignement en univers social (AQEUS) conference, October 22 and 23; and the Société des professeurs d'histoire du Québec conference November 5, Ms. Moisan and Ms. Duquette distributed information about THEN/HiER to participants and described benefits of membership in our organization. Learn more.

Research Snapshots

This section of our monthly e-Bulletin highlights our members' research projects. If you would like to submit a snapshot of your research, please contact annemarie.goodfellow@ubc.ca.

Brenda Trofanenko
Canada Research Chair in Culture, Community, and Education
School of Education
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The Pedagogical Imperative of Cultural Heritage Institutions; or, How I Came to Love Dorothy's Ruby Red Slippers

My recent return to Canada as a Canada Research Chair in Culture, Community, and Education at Acadia University has provided an opportunity for me to continue a research program that began in Canada more than a decade ago. For the last ten years, my research has focused primarily on the pedagogical role of cultural heritage institutions, specifically public museums and archives. Even as I begin this 'new' phase of my academic career, my interests in museums and archives remain and will continue to form the basis of my research program.

It was almost by accident that I came to consider cultural heritage institutions as pedagogical sites. During graduate school at UBC, I was a member of a research consortium located at the University of Washington that evaluated public educational programs for institutions supported by government funds. It was initially suggested during my doctoral studies that I consider evaluating museum programs. I was hesitant. It wasn't until a visit to the Glenbow Museum with my mother that my interests in the societal role museums play became a focus. My mother recognized a diary (later identified as one belonging to her mother) on display in an exhibit and was uneasy about the public display of an excerpt from what was once private writing. The displayed diary contributed to the exhibit's Western Canadian history narrative. Yet, for me, it highlighted a tension concerning museums and how disciplinary knowledge is defined through exhibitions. Shortly after this experience, I came to realize how strong and secured a position museums hold in society. Each contributes to defining disciplinary knowledge and boundaries; each advances a specific educational imperative; and, each receives public affirmation about their societal (and educational) purpose. But that experience also drew attention to how a museum continues to be an institution that seeks to remain relevant to the public it purports to represent.

Certainly, public history museums will continue to exhibit and display past events. But many museums are now presenting exhibits that deal with challenging and difficult experiences. My interest has turned to how such exhibits address traumatic events, and how museums are emotional spaces in addition to being educational spaces. This area of research invites me to return to the theoretical 'upbringing' of grad school where I worked with a supportive group of professors at UBC including Derek Gregory (Geography), Michael Ames (Anthropology), and Mark Phillips (History). I am also interested in how concepts such as race, culture, and nation are conceptualized in public spaces and the emotional ties various groups hold to such concepts.

A new area of interest is that of digital humanities and the various trends impacting the public museum's mission. This interest took hold while at the University of Illinois Urbana Champaign where I was a faculty fellow at the National Center for Supercomputing Applications while employed in the College of Education. As museums attempt to adopt technology, each faces the necessity to understand how significant various technologies utilized by museums will be over the next five years. The Horizon Report identifies the need to examine how 'rich' media relate to their collections, and how museums digitize their content, utilize social networks, and revisit their roles as educators through open content. More recently, I have begun to understand how various communities (or constituents) are utilizing digital technologies within public museums as educational tools, and am seeking to advance my own understanding of digital humanities, thanks, in large part, to attending the frequently-held Technology and Humanities Camps organized by the Center for History and New Media at George Mason University.

Although I reside in Canada, my research includes various museums in the United States as research sites. In particular, I continue a research project at the National Museum of American History where I examine the role of the museum in brokering meaning of the past between generations. I am there frequently and I always take time to look at the ruby red slippers from the Wizard of Oz on display and attempt to understand their popularity. I must admit ... they are stunning!



I am currently writing various manuscripts for publication, planning a workshop to bring different scholars together to discuss the emotional spaces of learning; preparing paper presentations for conferences in Canada, the United States, and the European Union; and writing research grants.