

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



## What's new with THEN/HiER?

\* **The frequency of THEN/HiER's e-Bulletin** will change from ten to twelve issues per year (one per month). Replacing our bi-annual *Newsletter* will be an annual *THEN/HiER Review* each April, which will provide readers with a summary of the previous year's activities. The *Review* will be sent to our listserv and will also be available in print.

\* **THEN/HiER would like to welcome to our Executive Board Alan Sears, Professor of Social Studies Education at the University of New Brunswick.** He has been a history and social studies teacher for more than 30 years, working at all levels from primary to graduate school. His research and writing have been in the fields of social studies, citizenship education, and history education.



\* **The next workshop in the *Approaching the Past* series, *Experiencing History*,** will focus on teaching history through experiential education. It will take place on January 27, 2011, at the Grenadier Café and Tea Room in High Park, Toronto. The series is co-sponsored by THEN/HiER and Active History.

### \* *Citizenship Teaching and Learning – Special Issue*

Citizenship Teaching and Learning



Theme: *History and Citizenship Education:  
International Perspectives and Promising New Directions*

Guest editors: **Alan Sears**, University of New Brunswick and **Carla Peck**, University of Alberta

The purpose of this issue is to bring together scholarship on new and innovative interconnections between history and citizenship education across a range of jurisdictions. Read the call for papers.

\* **Opportunity for Students.** The Beaverbrook Vimy Prize broadens students' historical perspective as they learn about Canada's First World War legacy, and how the country came to be recognized for the first time on the world stage. Winners take part in a two-week learning experience in England, Belgium and France guided by Canadian and European history experts. Candidates for this writing competition must be 15-17 years old. Applications are accepted online until February 15, 2011 for the following summer.

**VIMY PRIZE** 

## Small Projects Grants



THEN/HiER has recently awarded two Small Projects Grants. One is for *Cafés historiques*, a series of talks intended to bring history to the general public by historians in cafés situated in Québec City. The other is for a history teachers' conference, *History, Identity, and Diversity in the Secondary Social Studies Classroom*, with various speakers involved in history education, including keynote speaker **Carla Peck**, THEN/HiER's representative on the Alberta Teachers' Association Social Studies Council. The conference will be held at Mount Royal University in Calgary in conjunction with the Calgary City Teachers' Convention.

The project *More for the Mind: Histories of Mental Health for the Classroom*, partially funded by our Small Projects Grants Program, has now been completed. Curriculum materials on three lesson topics on the history of mental health are now accessible online. Topics have been linked to learning outcomes for British Columbia, Alberta, Saskatchewan, Ontario, Québec, and New Brunswick.



*Curriculum Connections*, a project of the *Great Unsolved Mysteries in Canadian History*, is now complete. Available in English and French, it will assist educators in identifying connections between the subject matter of the *Mysteries* and provincial and territorial curricula across the country.

## What's new with our partners?

\* **New Partner!** THEN/HiER would like to welcome **Active History** as a new partner. We look forward to working with them, and all our partners, on improving practice and research in history education over the coming years.



\* **The British Columbia Historical Federation** has extended the deadline for its contest to find a new logo. The BCHF is looking for an eye catching and innovative logo reflecting its preservation and promotion of BC history that will become identifiable to those in the historical and academic fields as well as others with an interest in BC history.

\* **At the recent Association for Canadian Studies/Ontario History and Social Science Teachers' Association conference**, held in Toronto in November, the OHASSTA Leadership Award was presented to the Honourable **James Moore**, Ministry of Canadian Heritage and Official Languages; the Honourable **Eva Aariak**, Premier of Nunavut; and **Clement Chartier**, President, Métis National Council.



Jan Haskings-Winner, OHASSTA president, presents Leadership Award to Eva Aariak

\* **The Ojibwe Cultural Foundation**, with the support of the United Chiefs and Councils of Mnidoo Mnising and Indian and Northern Affairs Canada, is proud to present *Anishinaabewin Niizh: Culture Movements, Critical Moments*, a multidisciplinary culture conference concerning issues of Anishinaabe arts, language, history, scholarship, spirituality and culture.



### \*Parks Canada

As the year draws to a close, Parks Canada invites you to check out the 2010 *Parks Canada Review*. Similar to *Experiences*, the *Review* is a tabloid-style look back at some of the prominent accomplishments of Parks Canada over the last 12 months.



## Graduate Student Corner

Jennifer Bonnell, Program Coordinator



The THEN/HiER Graduate Student Committee had its first face-to-face meeting at the *Teaching History in Diverse Venues* workshop in Toronto in November which resulted in a series of initiatives that we'll begin working on in the new year. Watch the THEN/HiER website over the coming months for

- ➡ a compendium of teaching resources for tutorial leaders in post-secondary history courses
- ➡ synopses of key academic articles (organized by subject, with curriculum links) for use in secondary history classrooms, and
- ➡ podcasts with key scholars in the field of history education from across the country.

We'll also be placing much greater emphasis on developing French-language website content.

## Research Snapshots

*This section of our monthly e-Bulletin highlights our members' research projects.*

**Katalin Morgan, Ph. D.**  
**Centre for Education Practice Research**  
**University of Johannesburg, South Africa**



### Textbooks as Mediators in the Intellectual Project of History Education

I feel a little like an 'alien' sharing my research on this platform, given that I have no history in Canada, never having travelled there. But somehow I sense the joy of the vibrant research community committed to finding out more about history and its teaching and learning. It is infectious and that is why I am here.

Although my research is about South African history textbooks, my personal history stretches across Europe and across various disciplines other than history and education. I came to history rather belatedly when in 2004 I had the privilege of visiting New York City for an extended period of time and that was when I became fascinated with history, wondering how such an awesome place could have been created from scratch. Combined with this, and resulting from having partly grown up in Germany, I have also always had an interest in the history of the Holocaust. So when an opportunity arose in 2007 to teach an online course for international educators on "The Holocaust and Human Behaviour," hosted by *Facing History and Ourselves*, I jumped at it. This was a turning point. At that time I was also teaching social studies and history to high school students. I realized that this topic has power to mediate knowledge about how the seeds of prejudice and stereotypes can grow into unimaginable cruelty on a large scale. I also realized that there are some parallels between this topic and the racial discrimination under apartheid rule that bears a heavy legacy in South Africa to this day. But I was less interested in the abundant politics of transformation than with investigating theoretical and disciplinary knowledge pertaining to history and educational media.



Example of racism from the eugenics movement.  
© 1999-2005: Cold Spring Harbor Laboratory  
Archives, University of Maryland. Image #563, 1921.

As I also gained some experience in the academic publishing industry and with digital/multi-media educational resources, I wanted to find a topic for a PhD study that would somehow combine all these interests and experiences. The answer was almost staring me in the face: the topic of "the impact of 19<sup>th</sup>-century race theories leading to genocide" is contained in grade 11 history textbooks. So I decided to analyze it in all ten officially approved titles (in South Africa public/state schools must choose textbooks from a list). I also intended to follow it up with some classroom research. But it never came to this because the data soon became so voluminous that classroom research will now have to wait for postdoctoral study. To overcome the resultant narrow focus, I reasoned that textbooks are important to study in their own right because they are artifacts representing a sociocultural inheritance, encoded in language and images, as they record the education system's epistemological position in a 'slice in time' with the prevailing

mindset in it. I wanted to find out how texts construct or encode this mindset, and how the strategy of their constructors can be recognized or decoded.

In essence, the study sought to answer two questions: Firstly, how can an interdisciplinary approach to textual analysis be utilized to construct a model for such an analysis? And secondly, how can such a model be demonstrated 'in action' to analyse one theme in a series of history textbooks? With this aim in mind, I devised five analytical categories or dimensions, namely "making own historical knowledge," "learning empathy," "positioning a textual community," "fashioning stories," and "orientating the reader."



Putting this analytical model to work led to findings which indicated that only a few books were successful mediators of the intellectual project of history education. This posed the question of what the weaker books did achieve instead. One is the perpetuation of stereotypes which is evident through the strong positioning of a textual community towards a specific brand of citizenship education rather than pursuing history as a process of discovery. I concluded that textbook writers have many choices in how to address the intellectual project of history education, and that while they all operate within the same limits, their solutions to curriculum ideals vary remarkably.

Currently I am busy writing papers for publication based on my PhD research, already having published a few. In future I would like to research/design other educational media devoted to history teaching, gain knowledge about how to make learning history fun and engaging, and investigate how to harness the power of technology to these ends.



**Happy Holidays, everyone!**