

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

What's new with THEN/HiER?



* **Penney Clark, THEN/HiER Director, and Anne Marie Goodfellow, Network Manager**, held a poster presentation at the recent National Council for the Social Studies (NCSS) Annual Conference in Seattle Washington, November 16-17, 2012. "The History Education Network: Research-Informed Practice, Practice-Informed Research" focused on the work that THEN/HiER does to promote collaboration among different constituencies involved in history education, as well as our book series edited by THEN/HiER Executive Board members.

Three THEN/HiER members also held poster presentations at the NCSS Annual Conference:

- **Charles Hou** - "Analogy: The Overlooked Device in Effective Political Cartoons"
- **Stephanie Redmond** - "Whose Past? National Identity, Coffee Table Books & Iconic Photography"
- **Andrea Webb** - "Walking History: Developing Field Trips for Historical Thinking"

* **Stéphane Lévesque and Jocelyn Létourneau, THEN/HiER Executive Board Members**, gave talks at *History and Identity: Marking 200 Years of the Canadian Experience*, the joint conference of the Ontario History and Social Science Teachers' Association (OHASSTA) and the Association for Canadian Studies (ACS), both THEN/HiER partners, which took place November 23-24, 2012 in Niagara-on-the-Lake.

- "La pensée historique: six concepts pour les nouveaux programmes cadres" (Stéphane Lévesque)
- "Thinking the War of 1812: Notes on Students' Historical Ideas" (Stéphane Lévesque)
- "Historical Consciousness in Young People / De la conscience historique chez les jeunes" (Stéphane Lévesque and Jocelyn Létourneau)

* **Alan Sears, THEN/HiER Executive Board member**, is co-editing a theme issue of *Antistasis: A New Brunswick Educational Journal*, with **THEN/HiER member Theodore Christou**. Submissions related to the theme "History and Teaching" will be accepted until December 31, 2012.

.. **ANTISTASIS** ..

Funding Programs

THEN/HiER has recently awarded two Small Projects Grants:

- *Making It Meaningful: Historical Thinking Concepts and the Alberta Social Studies Curriculum* will be a one-day history teachers' conference in February, 2013 which will aim to strengthen how history is taught at both the secondary and post-secondary levels in Calgary. It is being organized by faculty members of the Department of Humanities at Mount Royal University.
- *Development of Educational Materials to Facilitate Learning in the Context of School Programming at the Musée acadien, Université de Moncton*. McGill University and the Université de Moncton are collaborating on this project to develop educational materials for museum programming related to the New Brunswick grade five social studies curriculum.

We have awarded a Graduate Student Projects Grant to Karen Church, Master's student in archaeology at the University of Calgary, to present her research findings from archaeological sites on Haida Gwaii at two conferences: the Association of Universities for Northern Studies (ACUNS) Student Conference in Val-d'Or, Québec, November 1-3, 2012; and the Canadian Archaeological Association Annual General Meeting and Conference, in Whistler, BC, May 15-19, 2013.

What's new with our partners?

* **Canada's History** announces the *Kayak Kids Illustrated History Challenge* for 2013. The objective is to help strengthen both literacy skills and Canadian historical knowledge by encouraging Canadian kids between the ages of 7 and 14 to create their own illustrated story based on any element of Canada's past they find of interest.



Great Unsolved Mysteries in Canadian History

* **Great Unsolved Mysteries in Canadian History (GUMICH)** invites you to check out their *GUMICH Gazette*, an online newsletter that comes out three times per year to keep history educators up to date with tips for using GUMICH mysteries in the classroom and other items of interest.

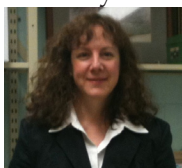
* **The Critical Thinking Consortium (TC²)** is pleased to announce the launch of its new website. The site has a new look and is easier to navigate. Some of the new features include:

- Enhanced online resource collections
- Individual teacher registration
- Search features
- Restricted partner access
- Individual membership



Graduate Student Committees

Members of the Anglophone Graduate Student Committee have been busy attending history education conferences, giving papers, writing blogs, coordinating events and teaching. The blog theme this month is Memory and Commemoration; next month's theme is Difficult History. Graduate student members have committed to blogging about their dissertation work and how their research can be used in history classrooms. Our second *Read/Review/Respond* blog on historical thinking in museums has been posted and others are coming soon. Tweeting has focused on THEN-HiER conferences, as well as upcoming events. THEN-HiER graduate students tweeted and occupied a display table with posters and pamphlets at the joint OHASSTA/ACS conference on November 23 and 24 to promote THEN-HiER initiatives. Rose Fine-Meyer and Kate Zankowicz also presented a talk titled "Implementing Diverse Histories in the Classroom" at the conference. The committee is brainstorming ideas for a THEN/HiER contest, as well as developing plans to expand *Approaching the Past* events across the country. Discussions have begun about the next THEN-HiER conference to take place in the fall of 2013. Check out the *Teaching the Past* blog, follow us on Twitter, or see what's happening on Facebook. If you want to contribute or have something to share with the community feel free to email us! Contact Rose Fine-Meyer or Kate Zankowicz (social media).



Rose Fine-Meyer



Rose at the THEN/HiER table at the OHASSTA/ACS conference



Stéphane Roy of the National Battlefields Commission at the THEN/HiER Annual Regional Conference.

November was a time for members of the Francophone Graduate Student Committee to take stock of the outcomes of the Annual Regional Conference, *History and Emotions: Between Collective Memory and Historical Thinking*, which took place in the city of Québec on October 25, 2012. If you were unable to attend, we invite you to read the report about it on our blog (in French), as well as articles on historical empathy (the day's theme) by two presenters, Marc-André Lauzon and Chantal Rivard. There are also other new blog posts, one by Vincent Boutonnet who examines the educational possibilities for the video game *Assassin's Creed III*. He wonders if it might be more useful for students to learn to identify the subjective choices of the game's creators rather than playing the game itself, especially if we want them to develop historical thinking skills. In another article, Marc-André Lauzon discusses Stéphanie Demers' (Université du Québec à Outaouais) doctoral dissertation on teachers' conceptions of Québec history. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

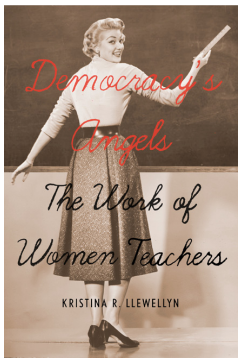
This section of our monthly e-Bulletin highlights our members' research projects.

Kristina Llewellyn
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Renison University College, University of Waterloo
Co-Editor, *Oral History Forum*



History Education in the Name of Democracy

History education has the potential to democratize our understanding of the past and to shape our political consciousness. It is this potential that drew me to the work of THEN/HiER and its members. My research examines liberal/neoliberal conceptions of democracy in Canadian education past and present. I am speaking here of democracy as a social contract schools are charged with teaching and that presumes a common citizenship that transcends difference. History education provides the skills to unmask systemic inequalities that are cloaked by an egalitarian banner. 'Doing history' provides possibilities for reconceptualizing a more radical democracy, inclusive of flexible, pluralist citizenship.



My book *Democracy's Angels: The Work of Women Teachers* (McGill-Queen's University Press, 2012) interrogates democracy as it was invoked for post-WWII schools. I argue that a liberal democratic project was successfully hegemonic during this period, because it provided a national defense against the uncertainties of the age. National togetherness was defined by a desired 'norm,' namely, English, middle class, white, Protestant and heterosexual. The democratic social contract, as Carole Pateman's work demonstrates, is based on a separate sphere ideology. The masculine is synonymous with the public. Women teachers were embraced as necessary participants in the 'democratized' public school of the postwar years due to a labour shortage, but only in so far as they could be deliverers of normative femininity. They were excluded from teaching rational, autonomous, orderly citizenship, which was considered the natural preserve of men. In the book, I detail through oral histories how women teachers negotiated this paradox, depending on their social positioning, by embodying and altering citizenship lessons through their powers of practice.

This work spurred my research on current conceptions of democracy and education in social studies. An analysis of curriculum guidelines reveals that colonial structures of masculinist citizenship persist – our neoliberal social order is exemplified by the rational (*i.e.* informed), autonomous individual who acts according to objective, universal principles that transcend private interests. For example, the democratic citizen is imagined as participating in nation-building, associated with parliamentarians who are overwhelmingly men, not with family-building, associated with women's work in and outside of the home as caregivers. Furthermore, familial representations are reserved for the earlier grades and are almost non-existent by high school, replaced by and divorced from law, government, and the economy. This supports a hierarchical framework by which the study of issues associated with men requires more maturity, autonomy, and greater rationality. This framework provides an advantage to those who are perceived in possession of such qualities, strongly associated with dominant masculinities.

My current research seeks to understand how we can disrupt neoliberal models of learning. First, I am examining restorative approaches to social studies. At the core of a restorative approach is relationality or attentiveness to right relationships that allow for human flourishing. Presently, relationality is missing as an explicit objective within social studies. How might relational truth and judgement, and the principle of subsidiarity, inform our teaching of historical thinking? How would attention to a range of public and private relationships, beyond an 'ethic of care,' encourage alternate understandings of citizenship in our history? Second, I am considering the role of orality in history education. History courses in most provinces include oral histories within a list of primary sources, but there is a dearth of literature that seeks to understand how narratives, oral tradition, and life stories are connected to historical thinking. These projects strive to democratize history and education, that is, to write marginalized people into our teaching and learning and to help those marginalized to join a movement in which they tell their interconnected stories that may disrupt neoliberal narratives of our past and our polity.

*** MORE TO COME NEXT MONTH!**