

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

What's new with THEN/HiER?



* **Kevin Kee, THEN/HiER Executive Board Member**, and Canada Research Chair in Digital Humanities, has been appointed Associate Vice-President Research at Brock University. Since arriving at Brock in 2005, he has worked to place the university at the forefront of digital humanities research and development, and Niagara at the leading edge of interactive media production. Congratulations, Kevin!



* **Jocelyn Létourneau, THEN/HiER Executive Board Member**, would like to announce a revamped website he has developed as Canada Research Chair in Contemporary Political History and Economy in Québec. This bilingual website provides updates on news and activities related to Québec history and education in which he and his colleagues are involved.



Canada Research Chair
in Contemporary Political History
and Economy in Québec

Visiting Doctoral Student Program

THEN/HiER's Visiting Doctoral Student Program provides funding for doctoral students enrolled in a Canadian university to interact with faculty members and students at other universities for a two-week period. The following students have been accepted for the 2013 program:

- Danielle Cooper, York University, who will be working with Elise Chenier at Simon Fraser University.
- David Scott, University of Calgary, who will be working with Jocelyn Létourneau at the Université Laval.

Website Update

There is a new *Deadlines* page on the THEN/HiER website which will allow visitors to see deadlines that are coming up in the next few months. Previously only five deadlines were available on the homepage. Click on *Deadlines* to access the page.

TC² Subscription Contest

THEN/HiER offered 25 free one-year subscriptions to The Critical Thinking Consortium (TC²) *Source Docs*, an online resource that contains collections of source documents organized around a wide range of historical and contemporary topics. Participants were to state, in ten words or less, why they should receive a free subscription. A few of the winning entries were:

- I live eat breathe S.S. so my diet needs TC².
- Broke new teacher,
Believes TC² can make world less bleaker!
- Conscientious pedagogue seeks juicy resources to feed voracious learning compulsions.
- New resources + critical thinking = engaged students.
- Fly-in school, 60 aboriginal students, no library, limited resources.



Read all the winning entries.

Approaching the Past

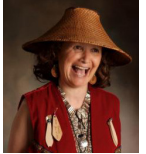
The first **Approaching the Past** event in Vancouver took place February 7, 2013 at the Museum of Vancouver.

Vancouver: Our Diverse Heritage was inspired by the theme for Heritage Week 2013, "Good Neighbours:



Donald Luxton

Heritage Homes and Neighbourhoods." Talks were given by Donald Luxton, a well-known Vancouver architect, conservation consultant, educator, and author; and Vanessa Campbell, educator, Squamish Nation Language Program. Donald Luxton talked about the history of Vancouver through its different architectural styles from the late 1800s to today; and Vanessa Campbell spoke of the history of the Squamish people in the area as the original inhabitants, the importance of place to First Nations people, and education and socialization within



Vanessa Campbell

Squamish communities. A materials package included information about THEN/HiER, sources of historical information on Vancouver and the Squamish First Nation, as well as information about various school programs offered at local museums. The next **Approaching the Past** event, *Toronto: Multiple Voices, Multiple Lives*, will be held in Toronto on May 1 at the City of Toronto Archives and Casa Loma. Speakers will be Doug Fyfe, "The History of Casa Loma," and Brian MacDowell, "Native Participation in the War."

What's new with our partners?

* **Museum of Vancouver.** As announced in our January 2013 *e-Bulletin*, the exhibition *Sex Talk in the City* runs from February 14 to September 2, 2013. The opening for this exhibition, which includes three sections – from the classroom, to the bedroom, to the street – attracted a huge crowd, and visitor comments have been very positive.



* **The Archives of Ontario** offers six free travelling workshops for grades 3 to 12 to engage students in exploring archival materials and building skills in alignment with the Social Studies, History, and Canadian and World Studies curricula. More information and to book a workshop.

* **The Centre for the Study of Historical Consciousness** and THEN/HiER will be co-hosting a reception at the American Educational Research Association (AERA) 2013 Annual Meeting in San Francisco. The reception will take place on April 27 from 7:45 to 10 pm. Everyone is welcome to attend! More details.

Graduate Student Committees

The Anglophone Graduate Student Committee has been busy planning the THEN/HiER Annual Regional Conference in Vancouver for October 2013. A subcommittee with two BC-based members has developed a structure for the event which tentatively includes speakers from local academic, indigenous and school communities, with break-out sessions as well as a museum visit. March's *Teaching the Past* blog theme, *Using Multiple Perspectives in the History Classroom*, includes posts about incorporating northern perspectives in Canadian history classrooms and how Stó:lō communities have reclaimed historical commemorative space with six billboards in BC. Two instalments of *Diary of a History TA* were also featured as well as a blog that dealt with the use of political cartoons in the classroom. April's theme is about using technology to teach history, which promises some great discussions as well as online resources. The committee is also currently brainstorming history education curriculum questions for a blog contest with a book prize, so stay tuned. Contact Kate Zankowicz.



Kate Zankowicz

The first *Parlons Histoire* organized by the Francophone Graduate Student Committee took place at the Université de Montréal on March 13. This project, inspired by the *Let's Talk History* initiatives in English-language universities, allowed future elementary teachers to meet with graduate students in history. Through their enthusiasm and epistemological inquiry, these future teachers will be better able to understand historical thinking and its role in the classroom. Some of the students' reflections will soon be available on our *Enseigner l'histoire* blog, where you will also find some interesting new articles: Stéphane Lévesque, a professor at the University of Ottawa, discusses what it means to be "historically literate," Michel Trudeau reflects on school textbooks, and I offer my thoughts on the *Parlons histoire* event in relation to recent debates about Québec's national history programs. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

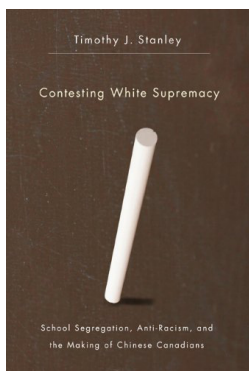
This section of our monthly e-Bulletin highlights our members' research projects.

Timothy J. Stanley, Professor
Faculty of Education
University of Ottawa



Researching Antiracism, Researching History

My historical research builds on over thirty years of involvement in antiracism education. One of the challenges in antiracism is to enable people to come to terms with the reality of racisms in everyday life in the face of its absence from their historical consciousness. Racisms are racialized exclusions, and once someone or a group and their experiences are excluded, they do not enter into the knowledge of the past that commonly circulates. History, like the present, is dominated by the privileged. This results in profound silences on how racisms have shaped and continue to shape, the world we live in.



To me this presents historians with the challenge of documenting racist exclusions and their effects. My book, *Contesting White Supremacy: School Segregation, Anti-racism and the Making of Chinese Canadians* (UBC Press, 2011), tries to fill part of this void. This study uses Chinese language sources to document the consequences of the racialization and exclusion of people from China in Canada, and traces the development of parallel Canadian white supremacist and Chinese nationalist state formations. It documents the invention of a hybrid category of "Chinese Canadians" and the role of antiracist resistance as seen in the 1922-1923 Chinese students' strike in Victoria, BC. The Canadian Historical Association and the Canadian History of Education Association have honoured this work with, respectively, the Clio Prize for British Columbia and the Founders' Prize for English Language Book.

My historical research also has implications for history educators. Ultimately historical consciousness, including awareness of historical exclusions and their consequences, is key to bringing into circulation knowledge of people's experiences of racism and hence to begin the transformation of racism. Historical consciousness and its development is central to my current research, which explores the linkages between contemporary landscapes of social memory, racist denial, and ways of making knowledge about the past.

For example, Canadian nationalist imaginaries continually celebrate John A. Macdonald, even though Macdonald's expressed views on people racialized as Chinese were among the most extreme of his age, even calling the Chinese a separate species from Europeans in debates in the House of Commons in 1885. He did this while debating the *Electoral Franchise Act*, legislation that he called "my greatest triumph." In taking the vote from racialized Chinese, he made white supremacy a defining principle of Canadian state formation. Yet unmarked in nationalizing memory are the people who lost the vote such as Won Alexander Cumyow, who was born in what became Canada but was unable to exercise his right to vote for 88 years until the 1949 federal election.

Thus it seems to me that the antiracist project for both historians and history educators more broadly is to seek out and bring into knowledge and circulation that which has been excluded. In so doing, we can create new frameworks for representing the past that will allow all young people to explore and understand their own histories and those of their families and communities as well as their complex linkages to their neighbours and people all over the world.

*** MORE TO COME NEXT MONTH!**