

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

## What's new with THEN/HiER?



\* **Stéphane Lévesque** has authored *Enseigner la pensée historique*, a THEN/HiER funded Critical Thinking Consortium (TC<sup>2</sup>) publication. This teaching resource is the French adaptation of the original English publication, *Teaching about Historical Thinking* (2006) by Roland Case and Mike Denos.

\* **Penney Clark** is co-chairing *(Re)making Confederation: (Re)Imagining Canada*, a national conference on teaching and communicating the history of Canada to be held by the Association for Canadian Studies (ACS) in collaboration with the University of Prince Edward Island and PEI Social Studies Teachers' Association, November 21 and 22, 2014, in Charlottetown. Speakers include **Penney Clark**, **Margaret Conrad**, **Jocelyn Létourneau**, **Stéphane Lévesque**, **Alan Sears**, and **Peter Seixas**, among others. More information and registration.

## Funding Programs

THEN/HiER would like to clarify the notice in January's e-Bulletin regarding its Small Projects Grant for *Anne Frank: A History for Today Exhibit and School Program* which is currently at the Vancouver Holocaust Education Centre. THEN/HiER partially funded the Anne Frank House pilot project in Québec for the teaching exhibit *Anne Frank: A History for Today*. A complementary exhibit, *Out of the Archive: A Companion to Anne Frank - A History for Today*, is derived from the VHEC's archival collection and related to the experiences of Vancouver Holocaust survivor donors. The VHEC also developed the accompanying school program.



## Upcoming Deadlines

- Visiting Doctoral Student and Graduate Student Projects Programs: March 3.
- Bursaries for the Historical Thinking Summer Institute: May 15.

## THEN/HiER Website

**Blogging Contest** - THEN/HiER invites you to engage with a major issue in history education by blogging about it on our website during the month of March. Blogs will be judged by members of THEN/HiER's Executive Board, and first and second place winners will choose from the following prizes:



- A Parks Canada Family/Group *Discovery Pass*;
- A copy of *Je me souviens? Le passé du Québec dans la conscience de sa jeunesse* (2013) by Jocelyn Létourneau;
- A copy of *Pastplay: Teaching and Learning History with Technology* (2014) edited by Kevin Kee, part of THEN/HiER's book series.



Jody Pereverzoff

**New Video!** With the help of a THEN/HiER Small Projects Grant, David Scott, a Graduate Student Committee member, produced a video on a historical thinking resource, Grade 7 Historical Inquiry Unit, that he developed for grade 7 students of Jody Pereverzoff and Chris Dittmann, teachers at Connect Charter School in Calgary. The video also shows Professors Jennifer Pettit and Joe Anderson of Mount Royal University making presentations on historical thinking to students.

## What's new with our partners?

\* **Parks Canada** held its second *Youth Engagement Symposium (YES)* in Vancouver, Toronto, and Montréal on February 19 in conjunction with the Canadian Wildlife Federation, Royal Canadian Geographical Society, Historica Canada, and Nature Canada. The purpose of this symposium series is to catalyze a collaborative engagement strategy to connect Canadian youth to nature and history. **Anne Marie Goodfellow**, THEN/HiER Manager, participated in the Vancouver symposium.



## CANADA'S HISTORY

\* **Canada's History** is working on the June/July issue of its magazine and invites you to send your stories, events and activities that will be of interest to readers. It is also interested in publishing items related to unique pieces from museum collections or archives that connect with the spring season. Please email [editors@canadashistory.ca](mailto:editors@canadashistory.ca) if you are interested in submitting.

\* **Alberta Social Studies Council** has put out a call for papers for the upcoming issue of *One World in Dialogue*, a peer-reviewed open access journal available on its website. It is read by educators from elementary, secondary and postsecondary schools who are interested in issues surrounding all aspects of teaching and learning in Social Studies. Submissions are welcome from classroom teachers, graduate students, academics, and others in our communities. The deadline for submissions is April 2, 2014.



## Graduate Student Committees

Articles this past month on the Anglophone Graduate Student Committee's blog *Teaching the Past* focused on ways to bring diverse local histories into history lessons and included posts about how to use soldiers' files, and also explored how to find local women's history resources in Toronto. In addition, a blog thought piece about the organization *Teach for Canada* and its potential impact on northern schools was a hit on Twitter! If you haven't already, join the conversation @thenhier! We are also looking forward to contributions from graduate students who attended the *Understanding Atrocities: Remembering, Representing, and Teaching Genocide* conference at Mount Royal University this month and are excited to read what promises to be some insightful posts about teaching (and learning) difficult histories. And be sure to watch the video of committee member and historian Mary Chaktsiris' talk on engaging students in learning about World War I, particularly by investigating how Torontonians experienced the war. Contact Kate Zankowicz.



Kate Zankowicz

February was a very busy month for the Francophone Graduate Student Committee. First, we welcomed a new member, Raphaël Gani, doctoral student studying with Stéphane Lévesque at the University of Ottawa. We are very pleased to count him as a committee member, and invite you to have a look at his profile on our website. We are still recruiting and are looking forward to telling you about more new members next month, so stay tuned! There are several new blogs on *Enseigner l'histoire*, including two very interesting articles by Frédéric Yelle, one providing a classroom activity on democracy and the other focusing on the potential of video games on history. You will also find my article on school culture, and finally an article by Stéphane Lévesque on narrative thinking in history. Announcements available on our webpage include information about a lunchtime talk by one of our committee members Geneviève Goulet on March 26 at UQO St-Jérôme as well as a call for papers from the SPHQ, a THEN/HiER partner, for its journal *Traces*. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Michael Marker, Associate Professor**  
**Department of Educational Studies**  
**University of British Columbia**

### Landscapes and Mindscapes: Engaging Indigenous Research and Researchers Historically

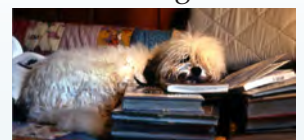
My work in the history of education has been like a Coast Salish canoe journey through time and space. In the Salish cosmologies it is important to make perennial visits to locations on the landscape that hold stories of potent cultural and mythic meaning. At the same time that people made trips to reacquaint themselves with the storied past as animated by significant rocks, mountains, glaciers and other points of reference in their world, they also visited villages and participated in ceremonies that included ancient references to changes in landscapes and resources such as fisheries or other food harvesting sites. I have traveled throughout the borderless Coast Salish region not only listening to what Aboriginal people say about their experience with education – broadly conceived – but also trying to analyze the discourse of the settler society regarding their interpretations of the history of the colonization of Indigenous peoples. Much of my studying has looked at the reality of residential schools and conditions in institutions of higher education, but I have also been drawn to write about methodologies for inquiring into the meaning of the past from a cross-cultural perspective.



Portage Island, Lummi Reservation. Photo by author.

In some respects, I have been more interested in non-Indigenous settler societies than in the Native people and Aboriginal communities. As an Indigenous scholar, I have been more interested in the “Others that Other us.” I have tried to look at conventional educational discourse and practice from the perspective of Indigenous values and interpretations. My most recent work is examining the nature of research from an Indigenous perspective. In other words, I am researching the “culture of research” and the properties of the history of research and researchers in the Coast Salish region. What are the conversations between researchers and Aboriginal peoples? What are the missing conversations? What are the values, beliefs, and approaches of researchers who are often eager to venture into an Indigenous community to talk with elders, but then neglect to consult the work of Indigenous scholars who have attained PhDs and might offer fundamental challenges to the interpretations, goals, and desires of the researchers? The title of one of my most successful articles is telling in this regard: “Indigenous Voice, Community, and Epistemic Violence: The Ethnographer’s ‘Interests’ and What ‘Interests’ the Ethnographer.” I have chosen to perform research between the disciplines of both anthropology and history in order to gain from each field’s capacities to explicate culture and educational change.

These questions are not my own questions exclusively. They are part of a long academic history of critique and complaint from Indigenous scholars beginning with Vine Deloria’s well known chapter, “Anthropologists and Other Friends,” in his iconic/iconoclastic *Custer Died For Your Sins*. In *Indians and Anthropologists: Vine Deloria, Jr. and the Critique of Anthropology*, Indigenous scholar Cecil King makes a strong argument that Indigenous communities should have the right to not be researched – as opposed to social scientists’ *right to know* (italics mine). Furthermore, in the Coast Salish region, specifically, I have listened to many community narratives about university researchers’ conduct. The explication from Elders and traditional knowledge specialists are resonant with Jo-ann Archibald’s (1999) essay critiquing the conduct of anthropologist Crisca Bierwert in the Sto:lo communities of the Fraser Valley. I have very practical reasons and questions for engaging in this kind of inquiry. What are the underlying cultural and methodological assumptions; the animating goals of social science researchers of all sorts that perform research in Indigenous communities? How can these questions be answered from what the researchers say about themselves to the communities and through their research practices and findings? What can be done to support the ability of Indigenous communities to discern, differentiate and respond to research that perpetuates a history of invasion and resource extraction by ethnocentric academics, versus research that brings potential benefits such as university/community collaborations and reciprocity?



Michael’s dog. Photo by author.

**\* MORE TO COME NEXT MONTH!**