

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

What's new with THEN/HiER?

* **Several THEN/HiER Executive Board Members** presented at the Association for Canadian Studies (ACS) conference, *(Re)Making Confederation: (Re)Imagining Canada*, which took place on November 21 and 22 in Charlottetown:

- **Peter Seixas**, keynote address, "Celebratory Heritage and Critical History: Are They Compatible?"
- **Penney Clark** and **Alan Sears**, "Historical Frictions: The Place of the Arts in the Teaching of History"
- **Margaret Conrad**, "Atlantic Canada in the National Consciousness"
- **Catherine Duquette**, "Evaluating Historical Thinking"
- **Jocelyn Létourneau** and **Stéphane Lévesque**, "Students' Representations of Canadian History"
- **Stéphane Lévesque**, "Measuring Learning with Technology"
- **Alan Sears**, "History and Citizenship"

Cynthia Wallace-Casey, Anglophone Graduate Student Committee member, facilitated the workshop, "De-Constructing Cabinets of Curiosity: (Re) Imagining Community History Museums." The latest edition of *Canadian Issues* features articles written by many of these presenters.

* **Margaret Conrad** gave a keynote address at the 40th Annual Association Museums New Brunswick (AMNB) Conference, *Celebrating the Past and Looking to the Future*, held from November 5 to 7 in Fredericton. The title of her talk was "The Tale of Two New Brunswicks: History, Museums and Empowerment."

* **Peter Seixas** will be a keynote speaker at the upcoming *Teaching History: Fostering Historical Thinking Across the K-16 Continuum* to be held at the University of California, Berkeley, on May 1 and 2, 2015. Scholars, classroom teachers, graduate students, and instructors of history and social studies interested in history pedagogy at the K-12 and university levels are invited to submit proposals for posters, papers, seminars, and workshops that address researching, teaching, and learning historical thinking. The deadline for proposals is January 5, 2015.



Approaching the Past



The next *Approaching the Past* event will be held in Vancouver on Wednesday, December 3 from 5:15 to 7:15 pm at the Sunset Community Centre. In line with this season's theme, *Main Street: At the Heart of the Community*, presentations will be given by Walter Schultz, Past President of the Sunset Community Association, and Daljit Sidhu, President of the Punjabi Market Business Association. Walter will focus on a time capsule buried during the construction of the original Sunset Memorial Centre, which was unearthed at its demolition. It includes items from a 1948 show featuring Bing Crosby who came from Hollywood to support the building project. Daljit will talk about the origins of and recent changes to the Punjabi Market shopping district. More information and registration.

What's new with our partners?

* **The Ontario History and Social Sciences Teachers' Association (OHASSTA)** held its annual conference on November 14 and 15. *Competing Commemorations* included a presidential address by THEN/HiER Executive Board member Jan Haskings-Winner, in which she reflected on the many events being acknowledged this year: the 100th anniversary of the start of WWI, 20 years since the genocide in Rwanda, 50 years since the founding of the Canadian Civil Liberties Association, the 150th anniversary of the Charlottetown Conference, etc. She focused on the question: How do we decide which ones are important to recognize?



* **The Canadian Historical Association (CHA)** announces that nominations are now open for the following 2015 prizes: François-Xavier Garneau Medal, Sir John A. Macdonald Prize, Wallace K. Ferguson Prize, Clio Prizes, John Bullen Prize and Jean-Marie Fecteau Prize. The deadline for nominations is December 31, 2014.

* **Canada's History** has awarded the 2014 Governor General's History Awards for Excellence in Teaching to the following teachers:

- Connie Wyatt Anderson, Oscar Lathlin Collegiate, Opaskwayak Cree Nation, MB
- Michael Berry, Dr. E. P. Scarlett High School, Calgary, AB
- Laurie Cassie and Sharon Moy, David Livingstone Elementary School, Vancouver, BC
- Gérald Charron, École Saint-Joseph, Lévis, QC
- Ryan McManaman and David Alexander, Owen Sound Collegiate and Vocational Institute, ON
- Manon St-Hilaire, École primaire Sainte-Thérèse-de-l'Enfant-Jésus, Saint-Jérôme, QC



Graduate Student Committees

In October and November the Anglophone Graduate Student Committee contributed some great blog entries to *Teaching the Past* on the theme of teaching the history of human rights. Check it out if you are looking for online resources, things to consider in planning for complex conversations, and ways

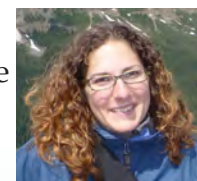


Heather McGregor

to incorporate human rights into your teaching. Around Remembrance Day, we also drew attention on Twitter to some older blogs, from years past, on the theme of remembering our Canadian Forces' contributions. Many blogs stand the test of time, so don't forget to scroll back through, or search for posts! We have also had a few new entries from Emily Chicorli in her *Diary of an Archivist* series. Thanks for making the archives more accessible and fun for teachers, Emily. Making the blog an even more eclectic space, we've recently posted work by Stéphane Lévesque on Franco-Ontarians' historical consciousness and by Raphaël Gani

on ignorance as a site of historical memory. I encourage all THEN/HiER members, not just graduate students, to contact me if you have work to profile on the blog. Consider sending us a summary of a recent paper or presentation! Contact Heather McGregor.

Museology dominated the month of November for the Francophone Graduate Student Committee. Philippe Denis, a committee member and doctoral student at the Université du Québec à Montréal, made an impressive presentation at the *Exposer l'original* conference at the Université de Montréal on November 28. Did you miss it? Never fear, he will do a presentation on the same topic, "L'absence relative de vêtements féminins du Second Empire dans les collections muséales," on January 23 at a CELAT-UQAM seminar held in conjunction with the Institut du patrimoine and the École supérieure de mode. Look for more details soon on the committee's webpage and in the next *e-Bulletin*. On the blog *Enseigner l'histoire*, Philippe Denis has posted the second part of his missive, "Deux solitudes jusque dans la mort." This series of articles shows us Montréal cemeteries through the unique perspective of linguistic and religious tensions in 19th-century Montréal. I also invite you to read the latest post by Marc-André Lauzon on the new third-year secondary national history curriculum and provide comments as he would like to open a discussion on the topic. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

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

**Ismail H. Demircioğlu, Professor, History Education
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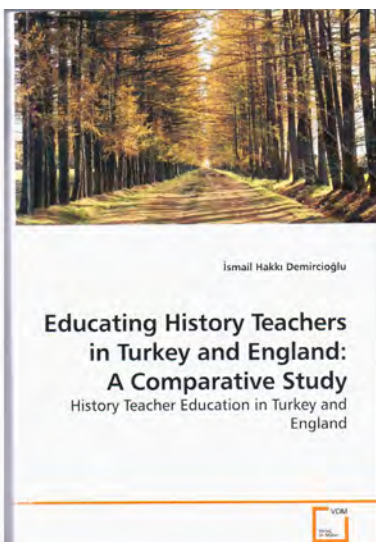


History Education in Turkey

I have been involved in history education as a history teacher educator and researcher for more than 15 years. I completed my PhD in history teacher education in Birmingham, UK, and conduct research on history education, teacher education and social studies education in Turkey. I have also been involved in international projects regarding heritage education, popular history magazines and teaching the Cold War. Besides this, I have written books in Turkish and English, published articles, presented papers at international conferences, organized national and international conferences and am currently responsible for educating secondary school history student teachers at my university.

I have done research in different fields of history education in Turkey, including the history of history education, history teacher education, history textbooks, and peace education. My research shows that history education in Turkey, which dates back to 1869 in public schools, has undergone important changes over time. In particular, after World War I, Kemal Ataturk, the founder of modern Turkey, set up a secular nation-state in 1923. History and history education were given great attention during the era of Ataturk (1923-1938). He believed that history education was an important instrument in creating a modern and secular nation-state. History education was seen as a tool for transmitting Turkish identity within Turkish society. In other words, it was used for nation building. The identity transmitting nature of history education continued until the early 2000s when there was a break in history teaching policy to some extent. A main reason for this break was the desire to join the European Union.

In the past decade there has been curriculum reform in Turkey in history education and the other core curriculum subjects, at primary and secondary levels. The rationale behind this change was to integrate developments in education that were taking place in the modern world. Before these changes, history education in Turkish secondary schools was criticized because, according to some scholars, courses required students to learn just names, dates and events. This focus on memorization led to a neglect of higher-order thinking. This was seen as an obstacle to Turkish society becoming a part of the modern world. There was also pressure from the European Union for Turkey to reform education and other fields. These combined factors led to changes in history education as well as other subject areas.



Although there have been some positive changes in terms of history education in Turkey, there are still important obstacles. My research indicates that there has been a decline in the quality of history teacher education since 2010 because of poorly structured educational programs. Besides this, it seems that history student teachers are not given adequate support by experienced history teacher mentors during their practical teaching experiences. Secondly, some secondary history teachers use outdated teaching approaches, mainly 'talk and chalk,' which do not foster students' higher-order thinking skills. These teachers also do not have adequate skills for measurement and evaluation. In looking at history exams, it appears that teachers often develop questions based on Bloom's Taxonomy of knowledge and comprehension levels. Thirdly, although recent Turkish history textbooks are better than the previous, they still have some deficiencies. Some of the images are not clear and some are not directly related to the content. In addition, history textbooks are written from a male-dominant perspective where women and children are not adequately represented. Furthermore, history textbooks do not foster higher-order thinking skills and do not include contemporary history. Finally, my research indicates that history education in Turkey does not foster tolerance, respect for human rights, or democracy at the desired level, all of which are crucial in a democratic society.

*** MORE TO COME NEXT MONTH!**