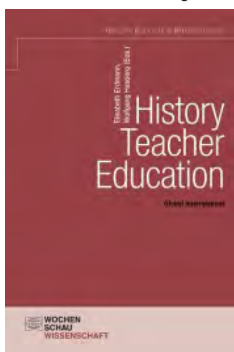


Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.

What's new with THEN/HiER?

* **Penney Clark, Stéphane Lévesque and Ruth Sandwell** have published "Dialogue Across Chasms: History and History Education in Canada," in *History Teacher Education: Global Interrelations*, edited by Elisabeth Erdmann and Wolfgang Hasberg, 191-211 (Schwalbach/Ts: Wochenschau Verlag, 2015). The chapter explores the gaps that need to be closed across academic and public history, history education and history teacher preparation. Read the abstract in the Research Resources section of our website.



* **Jenna Misener, THEN/HiER member** and Executive Manager of the Juno Beach Centre Association in Canada, is pleased to announce the Centre's 10-day Summer Institute and Battlefield Tour for Educators, which will take place in France from July 25 to August 4, 2015. The institute is aimed at all educators but especially at secondary school Canadian history teachers. The deadline to apply is March 17.

**JUNO
BEACH
CENTRE**



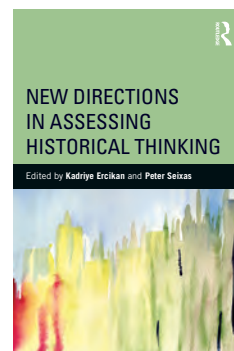
13th Annual
**Richmond
Regional Heritage Fair**
May 1-2, 2015



* **Emily Ooi, THEN/HiER member** and Educational Programs Coordinator for Richmond Museum and Heritage Services, is looking for people to adjudicate student research projects on Canadian history and nominate candidates for awards for the 13th Annual Richmond Regional Heritage Fair, to be held May 1 and 2 in Richmond, BC. The deadline to apply is April 10.

THEN/HiER Book Series

The fourth title in our book series, *New Directions in Assessing Historical Thinking*, edited by Kadriye Ercikan and Peter Seixas, will be available in March 2015. The collection has contributions from leading international assessment and measurement theorists, history education scholars and history assessment practitioners. Routledge is offering a publisher's 20% discount on the book through its website.



Feature Blog

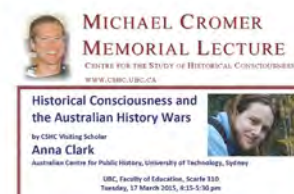


This month some of our bloggers have taken up the theme of teaching history using the arts. Scott Pollock's blog *History on Film* discusses how he has used films to stimulate historical thinking among his students – for example, to recognize the construction of an historical narrative – and how he troubleshoots when students have difficulty with an assignment. It is a great read and offers useful suggestions!

Scott Neeson on the set of *Braveheart*, 1995.
By Scott Neeson [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons

What's new with our partners?

* **The Centre for the Study of Historical Consciousness (CSHC)** in UBC's Faculty of Education is presenting the 2015 Michael Cromer Memorial Lecture on March 17. Anna Clark, of the Australian Centre for Public History, University of Technology, Sydney, will present *Historical Consciousness and the Australian History Wars*. Dr. Clark will discuss a qualitative research project where participants were asked to reflect on how they locate their own historical sensibilities in the context of wider public and academic debates over the past. This is a free public event.



* **The Canadian Museum of Immigration at Pier 21** is holding a Cultural Awareness Relationship Education (CARE) Workshop on March 24 (French) and March 25 (English). The workshop, aimed at students from grades four to twelve, will help youth find solutions to ethnic-based violence and bullying, thereby creating positive relationships in schools and communities.

* **The Critical Thinking Consortium (TC²)**, in collaboration with the Edmonton Regional Learning Consortium, has developed twelve new videos on critical thinking with Garfield Gini-Newman, Senior National Consultant with TC². The videos and accompanying *Learning Guides* are designed for use by professional learning communities, learning coaches and teacher leaders to explore how critical thinking can support student success.



These free resources are available on the Edmonton Regional Learning Consortium's website.

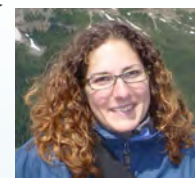
Graduate Student Committees

This month has been very active on the *Teaching the Past* blog! Amidst research, teaching, and reading week, our bloggers have been offering up new ideas, resources, and great discussion points on a range of themes. A new contribution in our series on readings that might change your view of history comes from Chris Pedersen, on Margaret MacMillan's *The War that Ended Peace*. Rose Fine-Meyer gives us a preview of the forthcoming special issue of *Ontario History* on understanding the work of women in education. Our *Diary of an Archivist* series continues, thanks to Emily Chicorli. David Bussell has added to his blogs on teaching historical thinking concepts in teacher education. Katherine Joyce writes about using a Picasso painting on the Spanish Civil War to teach historical empathy. And David Scott shows how Indigenous scholarship may help us identify different ways of teaching residential school history. We invite people to comment on the blogs, reTweet, and Like our posts on Facebook – share the word with your colleagues and students! Contact Heather McGregor.



Heather McGregor

Would you like to share the results of your research with Quebec history teachers? *Traces*, the journal of the SPHQ (Société des professeurs d'histoire du Québec), one of our partners, is read by many elementary, secondary and college teachers. Contact Raymond Bédard if you are interested in publishing in the journal. To keep you abreast of several possibilities for student scholarships and grants, as well as various opportunities for publishing in the areas of history and history education, visit our webpage. On the blog *Enseigner l'histoire*, please read the excellent post by Philippe Denis who takes us into the world of Montréal religious heritage. It is the first in a series of articles modelled after a play in several acts that promises to be very interesting. Catherine Déry encourages us to reflect on how assessment is done in history classes. Is it consistent with the curriculum's new approach, which places importance on historical thinking? Happy reading! Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

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

**Robert Parkes, Senior Lecturer in Curriculum Studies
University of Newcastle, Australia**

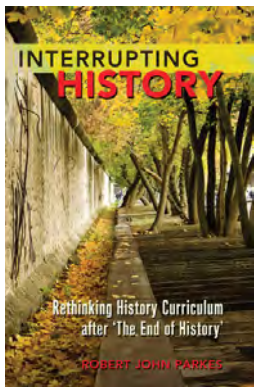


The Historiographic Gaze as a Curricular Response to the History Wars

I have always been fascinated by competing histories. When I was twenty I went on a pilgrimage to India. I have always joked since that time that I left home a mystic but returned a sceptic. People have asked me what caused that change of heart. In retrospect one might say that through the experience of India I lost my orientalism. I think what I became most aware of, through the various interactions I had with the people I encountered, was that human beings often hold very different perspectives about aspects of the social world that they then assume, incorrectly, to be universally shared. I would later develop the strong sense that our personal views are to some extent shaped by our own cultures and histories, and that no perspective on the past represents the final word. The topographical map, road map, and weather map may all accurately represent the same place, but none gives the complete picture. This metaphor is my analogue for rival histories and the different historiographic traditions that produce them. It's why I argue that the appropriate response to narrative diversity is not moral relativism, but a critical pluralism.

For the past two decades Australia has experienced a series of 'history wars' over rival interpretations of the national past. Conflicts have varied in duration and intensity. The central debate in the 1990s was over the representation of the colonization of Australia. Revisionist accounts that focused on frontier wars and the mistreatment of Indigenous peoples were considered by conservative politicians to offer a 'black armband' or excessively 'mournful' view of the nation's past. In 2006, the Prime Minister called for a 'root and branch' renewal of the teaching of Australian history in schools. I've argued that his call suggested distrust of narrative diversity, and embodied a desire to 'return' to a single grand narrative of the nation.

Much of the educational scholarship that has explored the history wars has concerned itself with whose history should be taught. My scholarship, on the other hand, has attempted to theorize curricular and pedagogical responses to the



'history wars.' I am currently co-editing a collected volume with Anna Clark from Australia, and Monika Vinterek and Henrik Åström Elmersjö from Sweden, that will explore different approaches to teaching rival histories, offering curricular and pedagogical responses to history wars around the globe. This follows from my book *Interrupting History: Rethinking History Curriculum after "The End of History"* (New York: Peter Lang, 2011), which took as its starting point the postmodern proliferation of rival histories and the contemporary incredulity towards grand histories. I argued in that book that what has remained uncontested in the struggle for histories has been the representational practices of 'history' itself, and that attending to historical representation opens new possibilities for school History as critical pedagogic practice. I argued that rival histories, or narrative diversity, require the adoption of a 'historiographic gaze' in which understanding the methodological approach used to produce a historical narrative is just as important when considering the truth claims the historian has made, as is checking their claims against the available evidence. Underpinning this aspect of my scholarship is the idea that nothing should escape the gaze of the historian, not even themselves.

More recently I have formed the HERMES History Education Research Network with colleagues at the University of Newcastle. Together we share interests in historical representation, historical consciousness, historical cultures and history education, and have recently started publishing an open access online journal called *Historical Encounters*. Many notable scholars sit on our editorial board, including many members of THEN/HiER. We have also commenced a program of research that can be summed up as exploring "Who do we think we are?" Adapting the narrative research methodology of Canadian Professor Jocelyn Létourneau, we are currently analysing the narratives produced by 105 pre-service history teachers in response to the directive: "Tell us the history of Australia in your own words." Preliminary findings suggest that the history wars have strongly influenced the stories that these future history teachers tell, but that they are just as likely to hold patriotic 'three cheers' views of Gallipoli, as they are 'black armband' views of the colonial past. In 2015 we are joining forces with Paul Zanazanian (McGill University, Canada), Mark Sheehan (Victoria University of Wellington, New Zealand), Monika Vinterek (Dalarna University, Sweden), and Robert Thorp (Umeå University, Sweden) to extend this work into an international comparative study. We've also received funding for a project that seeks to capture and disseminate the stories young Australians tell about WWI. Their visions will be presented as short documentary videos, filmed and edited on iPhones or iPads, and celebrated at a public screening, scheduled to commemorate the centenary of the Gallipoli campaign in April 2015. We'll be examining these videos for what they tell us about aspects of young people's historical consciousness and, like our other projects, how youth navigate competing narratives of the past.

*** MORE TO COME NEXT MONTH!**