

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

What's new with THEN/HiER?



* **Stéphane Lévesque** has been appointed Vice-Dean, Research and Staff Development, in the Faculty of Education at the University of Ottawa. Congratulations, Stéphane!

* **Jocelyn Létourneau** will be a Visiting Research Associate at University College London (UCL) Institute of Education this fall, where he will be working principally with Arthur Chapman and Stuart Foster. He will co-edit, with Arthur Chapman, a special issue of the *London Review of Education* with the theme, "Negotiating the Nation: Young People, National Narratives and History Education."

* **Marc-André Lauzon, Francophone Graduate Student Committee member**, is looking for French-speaking teachers interested in participating in his research project. Its aim is to evaluate Québec fourth year secondary students' historical thinking through the use of historical consciousness. Participating teachers will grade student exams using specific guidelines. More information.

* **Lorna McLean, Sharon Cook, Stéphane Lévesque and Timothy Stanley, THEN/HiER members**, have put out a call for papers for a special bilingual capsule of the *Canadian Journal of Education*. The purpose of this issue is to promote dialogue about recent trends in historical thinking and historical consciousness. The deadline for submission of papers is November 30, 2015.



Recent Videos - Finding Franklin: New Approaches to Teaching Canadian History Symposium

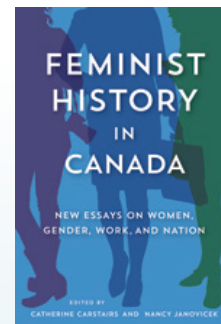


Louie Kamookak
Inuit Oral Historian

THEN/HiER has posted video clips of the speakers at this symposium, which it held on June 4 and 5 in Ottawa. The event focused on recent developments in telling the history of Sir John Franklin's last expedition in 1845, a curriculum unit on the topic from an Inuit perspective, and the new Great Unsolved Mysteries in Canadian History (GUMICH) website, *The Franklin Mystery: Life and Death in the Arctic*. The speakers are Heather McGregor, Penney Clark, Paul Quassa, John Lutz, Louie Kamookak, Steven High, Lyle Dick, Stewart Arneil, Ruth Sandwell, Ken Beardsall, Liz Fowler, and Alex Makin. View the videos here.

Feature Blog

August blog posts on *Teaching the Past* have come from former THEN/HiER Graduate Student Committee members and offer us an opportunity to "catch up" with them and their work. Be sure to take a look at Rose Fine-Meyer's piece, which is this month's *Feature Blog*. It is wonderful to hear about graduate students' successes!



What's new with our partners?

* **BC Heritage Fairs** welcomed Jane Watt as the new Provincial Coordinator on August 5. Jane has a PhD in English from the University of Alberta, and is the Principal at Fenton Street Publishing House. In accepting the position, she stated: "I hope to use my experience in board governance to serve the strategic desires of the organization, and I plan to work hard to find ways to support the people on the ground who make heritage fairs hum."
Link to full story.



NEW DIRECTIONS IN ACTIVE HISTORY:
INSTITUTIONS, COMMUNICATION, AND TECHNOLOGIES



HURON UNIVERSITY COLLEGE – OCTOBER 2-4 2015
FOR MORE INFORMATION VISIT: <http://activehistory.ca/conf/>

* **Active History** will be hosting the conference *New Directions in Active History: Institutions, Communication and Technologies* at Huron University College in London, Ontario, from October 2 to 4. THEN/HiER members will be particularly interested in the panels "Innovative Teaching in the High School Classroom" and "Student Learning and Active History." The latter session will focus on both university and high school classrooms. THEN/HiER is sponsoring the Saturday reception. More information.

* **The Canadian Museums Association (CMA)** is conducting a readership survey on its magazine *Muse*. Your input will help the CMA provide you with the most relevant information pertaining to Canada's museum sector. Take the survey here.



* Upcoming 2015 Teachers' Association Conferences

- Social Studies Saskatchewan, Fort Carlton Provincial Park and Batoche National Historic Site, October 2
- Association québécoise pour l'enseignement en univers social/ Association for Canadian Studies, Gatineau, October 22-23
- Société des professeurs d'histoire du Québec, Orford, October 22-23
- British Columbia Social Studies Teachers' Association, Vancouver, October 23
- Nova Scotia Social Studies Teachers Association, Halifax, October 23
- Ontario History and Social Sciences Teachers' Association, Scarborough, November 12-13
- Manitoba Social Sciences Teachers' Association, location and date TBA

Graduate Student Committees



Scott Pollock

The Anglophone Graduate Student Committee is happy to announce the return of Toronto's *Approaching the Past* series, which will take a slightly different form in the next academic year. Its focus will be on the development and dissemination of resources for teaching local history. In order to do this, the ATP team will be working with local teachers to publicize exemplary local history projects, make teaching resources available, and chronicle the joys (and challenges) of "doing" local history with students. More details will be provided in a blog to be posted in September on *Teaching the Past*. Contact Scott Pollock.

I am very pleased to embark upon my term as Coordinator of the Francophone Graduate Student Committee. A big thank you to Marie-Hélène Brunet for having done such a great job before me! She will continue to participate in the blog *Enseigner l'histoire*. Three new students in history education joined the committee in August. Nathalie Popa is starting her PhD at McGill University with Paul Zanazanian as her supervisor. Alexandre Joly-Lavoie is pursuing his doctorate at the Université de Montréal with Marc-André Éthier. Finally, Katryne Ouellet is beginning her Master's under the direction of Marie-Claude Larouche at the Université du Québec à Trois-Rivières. On the blog, Philippe Denis recently posted the first part of a series on the progress of his research titled *Ce que peuvent nous révéler les sources ou le jeu de pistes de la documentation*. Wishing you a good start to the academic year! Contact Raphaël Gani.

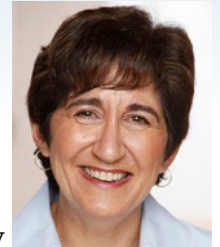


Raphaël Gani

Research Snapshots

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

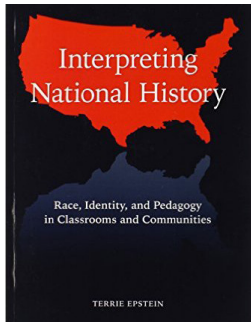
Terrie Epstein
Professor of Education
Hunter College and Graduate Center
City University of New York



How Young People's Social Identities Influence Their Understandings of National History

I have always been interested in educational equity and how issues of equity play out in the teaching and learning of history. In the 1980s, I served as Chair of the Committee on Teaching for the Organization of American Historians (OAH). At the time, the United States was engaged in one of many "history wars" and the OAH planned to weigh in on the controversy. Mary Berry, the President of the OAH at the time, was an African American historian of African American history. At a meeting, she made one simple comment that shaped my research for the next two decades. "Black and brown kids," Dr. Berry asserted, "don't believe the textbook."

Dr. Berry's comments got me started on a project to evaluate how young people's racial identities influenced their understandings of national history. With the assistance of a doctoral student who came up with the idea of using pictures of historical actors and events to elicit young people's understandings of national history, I completed a six-year ethnographic study of how U. S. history was taught and learned in one community with a 50% African American and 50% white population. What I found was both expected and surprising: African American children and adolescents saw racial violence and perennial exclusion from rights as themes that structured the nation's history; white students attending the same classes had learned that racial inequality (but not violence) and the progressive expansion of rights encapsulated the nation's past.



I published my findings in the book *Interpreting National History: Race, Identity and Pedagogy in Classrooms and Communities* (Routledge 2009), and six years later, I believe that the book's implications are still relevant. Scholars from across the globe are working on similar issues related to identity and history and consequently, we've learned a lot. Most studies have found that teachers and texts present "official" perspectives on the past, which leaves many students from non-majority populations disengaged and renders all students misinformed. For many reasons, teachers are hesitant to discuss inter-group violence and have received little training in doing so. Yet there are teachers who engage students in the challenging work of teaching and learning "difficult histories," i.e., histories of inter-group violence and/or oppression where students identify with historical actors who oppressed, were oppressed or sat on the sidelines.

After my book was published, I extended my research to examine how culturally responsive teachers shaped the historical narratives of low-income students of color. Like researchers doing similar work in different contexts (see Tsafirir Goldberg's work on Israeli and Palestinian adolescents), I found mixed results: students were integrated into the teaching of historical perspectives regarding the historical agency of people of color, something that they rarely mentioned at the beginning of the school year. At the same time, students had difficulty accepting instruction about groups of white people as oppressed and/or as allies of people of color. Overall, this research suggests that it is more difficult to challenge students' negative conceptions of "the other" than it is to positively influence their views of historical actors with whom they identify.

Thanks to a Fulbright grant in 2013, I investigated similar issues in New Zealand with my colleagues Mark Sheehan and Michael Harcourt. Preliminary analyses indicate that there are significant differences in Maori (indigenous) and Pakeha (New Zealanders of European descent) adolescents' historical views. In discussing the significance of the Treaty of Waitangi, New Zealand's founding document, Maori students were much more likely than Pakeha to refer to conflict or violence. And despite national discourses about the Treaty's status as the nation's founding document, both groups of students believed that it was significant to Maoris but not to Pakehas or other New Zealanders.

Most recently, Carla Peck (University of Alberta) and I received an AERA grant to organize an international conference on teaching and learning difficult histories. Held in June 2015, the conference included 16 history education researchers from across the globe, including Peter Seixas, University of British Columbia, and Jennifer Tinkham, Acadia University. Carla and I are working on an edited book based on the conference papers.

While we have learned a lot about how young people's identities influence their understandings of national history, there is still much room for exploration. What roles do ethics and emotions play in the teaching and learning of difficult histories? How can teachers and texts present more inclusive historical narratives and foster discussions across difference? I look forward to learning more about these topics as our field continues to grow.

*** MORE TO COME NEXT MONTH!**