

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

What's new with THEN/HiER?

* **Maria Grever, THEN/HiER member**, is the first person to receive the new Athena Award of Erasmus University Rotterdam where she is a professor in the School of History, Culture and Communication. The jury noted that she has played an important role in the promotion of both young and experienced female PhD candidates and employees, and that her public appearances as a historian have made a positive contribution to the visibility and social appreciation of female scholars. Read more.



* **Lorna McLean, Sharon Cook, Stéphane Lévesque and Timothy Stanley, THEN/HiER members**, have extended the deadline to March 1 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 to connect history to people and to their everyday lives.

Website Update

Our online databases have recently been updated with book, article and chapter abstracts related to last year's Annual Regional Conference, Finding Franklin: New Approaches to Teaching Canadian History, which took place in Ottawa on June 4 and 5. These include:

Lyle Dick

- On Local History and Local Historical Knowledge
- People and Animals in the Arctic: Mediating between Indigenous and Western Knowledge

Steven High

- Going Beyond the 'Juicy Quotes Syndrome': Living Archives and Reciprocal Research in Oral History
- Mapping Memories of Displacement: Oral History, Memoryscapes and Mobile Methodologies

Louie Kamookak

- Louie Kamookak on the Franklin Find

John S. Lutz and Barbara Neis

- Introduction and Conclusion to *Making and Moving Knowledge: Interdisciplinary and Community-based Research in a World on the Edge*

Heather E. McGregor

- Curriculum Change in Nunavut: Towards Inuit Qaujimagatuqangit
- Situating Nunavut Education with Indigenous Education in Canada

Ruth Sandwell

- The Great Unsolved Mysteries of Canadian History: Using a Web-based Archive to Teach History

Click here for a complete list of abstracts related to the theme of the symposium.

Approaching the Past (ATP)

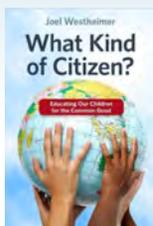
The most recent ATP event in New Brunswick, *À qui l'histoire? Identité et témoignages francophones dans l'étude des guerres mondiales*, took place on January 25 at the Musée acadien de l'Université de Moncton



l-r Daniel Bourgeois, Jeanne-Mance Cormier, Gregory Kennedy

with featured speakers Greg Kennedy (Université de Moncton), Jeanne-Mance Cormier (Musée acadien), and Daniel Bourgeois (École Mathieu-Martin de Dieppe). The final ATP event in Vancouver will take place on March 2 at the historic Roedde House Museum, which offers hands-on activities for students to support the Grade 4 and 5 Social Studies and Language Arts and Grade 6 and 7 Language Arts curricula in BC.





Feature Blog

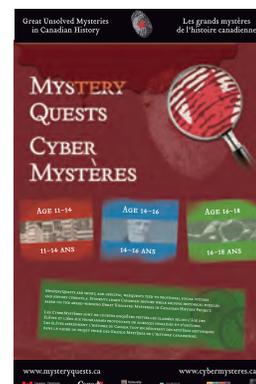
Our *Feature Blog* for January is *What Kind of Citizen?* by Scott Pollock. This piece, part of a series on interesting books read by members of the Anglophone Graduate Student Committee, discusses the book of the same title by Joel Westheimer, whose research on citizenship education should be of interest to many educators as it raises important questions about how our schools develop citizens. Please read Scott's piece and offer your thoughts and comments on this issue.

What's new with our partners?

* **The British Columbia Historical Federation (BCHF)** confers Recognition Awards to its member societies in the following categories: Newsletter Award, Certificate of Appreciation, Certificate of Merit, and Certificate of Recognition. The deadline for nominations is March 1.

* **Great Unsolved Mysteries in Canadian History (GUMICH)** has developed numerous classroom resources for teaching about the Franklin Expedition, including:

- A bilingual educational resource (English) (French)
- Poster
- Five MysteryQuests:
 - o MysteryQuest 40 - What is the artist really saying about the Franklin Expedition?
 - o MysteryQuest 41 - Redrawing the Franklin Expedition
 - o MysteryQuest 42 - Why did Inuit survive while the explorers did not?
 - o MysteryQuest 43 - What was the real motivation of the Franklin Expedition?
 - o MysteryQuest 44 - Why continue the search for Franklin?
- Teachers' Guide - "Inuit & Explorers in the Search for Franklin: 'Exhibiting' Voices from the Past" - Teaching Unit for Senior Secondary/Undergraduate Students. Register here to access the guide.
- More support for teachers: Key Concepts in Historical Thinking



* **Canada's History** encourages you to enter its "Vote for one of Canada's Great Women" Sweepstakes. The grand prize is an original signed drawing by Barbara Paterson, sculptor of the "Famous Five" monument on Parliament Hill. Three runner-up prizes include three sets of four books: *About Canada: Women's Rights*, by Penni Mitchell; *The Artist Herself: Self-Portraits by Canadian Historical Women Artists / L'Artiste elle-même: autoportraits de femmes artistes au Canada*, by Alicia Boutilier and Tobi Bruce; *Journey with No Maps: A Life of P.K. Page*, by Sandra Djwa; and *Seeking Our Eden: The Dreams and Migrations of Sarah Jameson Craig*, by Joanne Findon. Winners will be selected at random. The deadline to vote is February 21.

Graduate Student Committees



Scott Pollock

Members of the Anglophone Graduate Student Committee have been busy in January preparing blog posts for *Teaching the Past*. Angelica Radjenovic has posted a blog about the book *Understanding History Teaching: Teaching and Learning about the Past in Secondary Schools* (Open University Press, 2003). Many are also in the midst of preparing papers for upcoming conferences. Angelica will be presenting with Kathy Bickmore, Professor at OISE/UofT, at the Comparative and International Education Society Conference, which will take place in Vancouver from March 6 to 10. In addition, David Bussell and Scott Pollock are

looking forward to leading a professional development session on historical thinking for the Toronto District Catholic School Board on February 12 from 9 am to 1 pm at Bishop Allen Academy. Contact Scott Pollock.

The year begins with the announcement of an event that will bring together Francophone graduate students affiliated with THEN/HiER to present their research at a symposium to be held March 9 at the Université du Québec à Montréal. There are still spaces available to participate. On the blog *Enseigner l'histoire*, Alexandre Turgeon provides a snapshot of his presentation "Grande Noirceur et Révolution tranquille en 140 caractères," which took place on January 26 at the University of Ottawa. Contact Raphaël Gani.



Raphaël Gani

Research Snapshots

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

**Alan McCully, Senior Lecturer
School of Education, Ulster University**

Teaching and Researching History in a Divided Society



Over the last few years I have been very fortunate to work with a film company, Gaslight Productions, which has produced a powerful visual resource, *Epilogues*. It features 28 interviews with individuals who experienced the Northern Ireland (NI) Troubles, mainly as combatants or victims. The teaching workshop that accompanies the video footage opens by asking participants to outline the impact the NI conflict has had on their lives. Frequently, stories of tragedy and fortitude are recounted. In contrast, taking part, I have had to acknowledge that the chief outcome of conflict for me is that I have been able to build a career on the back of teaching and researching history in schools and that, in turn, this has enabled me to travel to places where otherwise I would not have had the opportunity to visit! My research colleague, Keith Barton, once coined the phrase, "teaching history where it really matters," about working in NI. Certainly, views of the present and the past are intertwined in such a way that history's relevance is visible and easily justified. Arguably, teaching history in such circumstances presents particular challenges and responses. My own career – twenty years a high school teacher of history, social studies and citizenship and twenty as teacher educator and researcher – maps neatly on to the years of the conflict and the slow, disrupted peace process which has followed. That context has dominated my working life. Initially, as a teacher and teacher educator, I was convinced that the way the past was misrepresented and abused contributed to the societal breakdown of the late 60s and early 70s and, hence, I was determined to ensure that my teaching sought to bring greater insight and clarity to young people. Latterly, as researcher there is the uncomfortable realisation that innovative and "enlightened" approaches do not necessarily bring individual or societal transformation in the face of fragmented, selective and deeply held positions within divided communities.



Gates in the "Peace Line" during the Northern Troubles. By {{{1}}}. (Flickr: Gates in the 'Peace Line') [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0/>)], via Wikimedia Commons

Educational research related to the NI conflict has tended to concentrate on structural issues emanating from a system heavily segregated by religion, and resultant attempts to break this down through cross community contact between students. Instead, from my teacher background, my focus has been on pedagogy and practice, especially related to teaching sensitive and controversial issues, through handling issues associated with Irish history and contemporary local culture and politics. These two strands of my work, in the context of the NI curriculum, one concerned with history teaching and the other with social studies/citizenship, have operated in parallel, and have been complementary to each other. However, throughout, I have been keenly aware of the disciplinary distinctions between the two and, having promoted an "extrinsic" social purpose to history teaching my entire career, recently I have become concerned that funding pressures are fudging that disciplinary relationship to the detriment of students' rigorous historical understanding.

Central to my thinking on teaching history in divided societies has been the research I conducted with Keith Barton. We were interested in how an enquiry-based history curriculum would interface with the historical understanding students brought to the classroom from history encountered in the media, family and community. A number of interesting findings emerged. First, it was clear that partisan accounts learned in communities were influential for some but that many students also had interests in aspects of the past which had no direct relationship to NI's divisions. Second, students valued history experienced in school for its perceived objectivity but were unlikely to reject what they had learned informally. Rather, they engaged in what Bakhtin terms "internally persuasive discourse" in order to try to make sense of the contentious past for themselves. Third, whatever the nature of that discourse, students' positions were unlikely to move beyond the broad unionist/nationalist community identifications of their families. Indeed, there was evidence that as students got older, despite exposure to multiple perspectives in history classrooms, they were likely to "cherry pick" that teaching to support positions conducive to their emerging politicisation in the community.

For me research is particularly valuable if it directly informs classroom practice. Space is short here but by combining my empirical work in history with the findings from my studies into the pedagogy of teaching controversial issues, the following principles for teaching history in NI have emerged:

- Challenge entrenched and unsubstantiated positions, "myth-bust" and expose the abuse of history.
- Follow a disciplinary approach and in doing so encourage complexity and initiate informed individual interpretations and debate.
- Enable students to engage in meta-cognition whereby they can be aware how their own backgrounds, allegiances and emotions might influence the way they interpret the past.
- Involve students in a constant "dialogue" between the events of the past and their links with the present.
- Engage students in an explicit exploration of the relationship between national identity(ies) and history.
- Help students understand the recent, violent past including empathising with, and critically examining, personal experiences of those events.
- Provide an *informed* context for contemporary dialogue.
- Articulate history's place in a connected curriculum and its relationship with citizenship education.

However, if students are to benefit from the above, it is crucial that teachers be given opportunities to understand how their own life experiences and values in a divided society may have influenced the way they interpret (and teach) the contested past.

*** MORE TO COME NEXT MONTH**