

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

## What's new with THEN/HiER?



\* THEN/HiER was well represented at the International Didactics of History, Geography and Citizenship Education Symposium which took place from October 26 to 28 in the city of Québec. The following presentations were made by THEN/HiER Executive Board members:

- "Learning Historical Thinking: Benefits and Challenges of Web-based Learning in the Development of Second-order Concepts," **Catherine Duquette**
- "Le rapport entre la pensée et la conscience historiques comme indicateur de la progression des apprentissages en histoire," **Catherine Duquette**
- "Assessment of Historical Thinking: The Next Challenge," **Peter Seixas**
- "'A Giant With Clay Feet': Québec Students and the Historical Consciousness of the Nation," included board members **Stéphane Lévesque** and **Jocelyn Létourneau**, with **Raphael Gani** (Université Laval)
- "What is the Use of the Past for Future Teachers? A Snapshot of Francophone Student Teachers in Ontario and Québec Universities," **Stéphane Lévesque**
- "'What You See is What You Get': Making Sense of Visuals in the Virtual History World," **Stéphane Lévesque**

\* **Alan Sears, THEN/HiER Executive Board Member**, will be a keynote speaker at the annual conference of the Alberta Teachers' Association Social Studies Council (a THEN/HiER partner), in Banff, November 9 to 11. The title of his talk is "'We're here to teach democracy not practice it!' The Potential of Democratic Schools." He will also be a featured speaker at the National Council for the Social Studies (NCSS) conference in Seattle, November 16 to 18. The title of this talk is "Reimagining Communities: Meeting the Challenge of Fostering National Belonging in a Globalized World."

\* **Brenda Trofanenko, THEN/HiER member**, and Associate Professor and CRC in Education, Culture and Community at Acadia University, gave a talk at Virginia Commonwealth University on September 27 titled, "Knowing Death: Images of War in Museum Exhibitions."

## Small Projects Grants

We recently awarded a Small Projects Grant to the University of Winnipeg Collegiate for the *War of 1812 Poetry and Art Exhibit*, a collaborative project developed in partnership with the **Manitoba Social Sciences Teachers' Association** and **Canada's History**, both THEN/HiER partners. The project involves a month-long research study for students on the War of 1812 where they will use historical thinking and present their findings through poetry and art. At the end of the project there will be a *TeachMeet* evening where Manitoba teachers will come together to learn about the project and share ideas, and also an evening exhibition of the students' poetry and art projects.

**HerstoriesCafé**, which has received THEN/HiER funding for the past two years, has been given a Heritage Toronto Community Award. The jury recognized the Toronto-based series for its contemporary and innovative approach to local history programming, and noted that the group has brought to light a wide diversity of perspectives on local history, as well as otherwise untold stories in their own contexts.

## Approaching the Past

The first event in the 2012/13 *Approaching the Past* series, "Meeting with the Monarchy," was held on October 10 at St. James Cathedral in Toronto. In recognition of Queen Elizabeth II's Diamond Jubilee, the historical relationship between the monarchy and the city was featured. Nancy Mallett, Educator and Archivist for St. James Cathedral, spoke about the relationship between the Church (Toronto's oldest) and the monarchy. The extensive collection of photographs, documents and artifacts from the archives was open for the audience to view. This was followed by a talk through Skype from Coll Thrush, a history professor at UBC. "Indigenous Travellers and the English and British Monarchs, 1577-2006" examined the history of relationships between Indigenous Peoples and the Crown that ranged from exploitation to close alliances.



Girls' Hockey Team 1900  
Archives of Ontario

## What's new with our partners?

\* **The Canadian History of Education Association (CHEA)** conference, which took place October 18 to 21 in Vancouver, was a great success, with participants from Canada, Mexico, Brazil, Australia, New Zealand, the UK, and the US. The conference theme was *History of Education and the Pursuit of Relevance*. Innovative features of the conference included the "1000 Words in a Picture" forum and a panel session "Brokering Belonging or Contesting White Supremacy," which was co-sponsored by CHEA, the Chinese Canadian Historical Society of BC, the Chinese Canadian Stories project, and the UBC Faculty of Education. This evening panel was open to the public. Selected papers will be included in the Fall 2013 issue of *Historical Studies in Education*, guest-edited by Penney Clark and Mona Gleason.



\* **The Canadian Museums Association (CMA)** is organizing Canadian Museums Day which will take place on November 15 on Parliament Hill. The day provides an opportunity for those involved in the museum and heritage sectors to meet with members of Parliament and other federal officials to highlight the importance of museums in Canada.

\* **The Ontario History and Social Science Teachers' Association (OHASSTA)**, in conjunction with the **Association for Canadian Studies (ACS)**, is holding the conference *History and Identity: Marking 200 Years of the Canadian Experience* November 23 and 24 in Niagara-on-the-Lake. Peter Seixas, THEN/HiER Executive Board member, is one of the keynote speakers.



## Graduate Student Committees

This month has been extremely busy for the Anglophone Graduate Student Committee. First, we welcomed a new member, David Scott, doctoral student at the University of Calgary. Blog posts this month have focused on two themes: *Learning from Objects and Collections* and *Implementing Diversity*. On Twitter we have been providing updates about upcoming history education conferences, and museum and history events, as well as THEN/HiER's *Approaching the Past* series. The Canadian History of Education Association (CHEA) conference, which took place in Vancouver October 18 to 21, provided an excellent opportunity for graduate students to network. We provided Twitter updates at THEN/HiER's Annual Regional Conference on October 25, and at the International Didactics of History, Geography and Citizenship Education Symposium which followed from October 26 to 28, both in the city of Québec.



Rose Fine-Meyer

The following committee members gave presentations at the International Didactics conference:

- **Cynthia Wallace-Casey** (University of New Brunswick): "Deepening Historical Consciousness Through Museum Fieldwork: Implications for Community-based History Education"
- **Rose Fine-Meyer** (University of Toronto): "Exploring History Outside the Classroom: Collaborative Place-based Projects that Incorporate Web-based Learning"

Contact Rose Fine-Meyer.

This has been a busy month for the Francophone Graduate Student Committee. The Annual Regional Conference that we have been working on for the past several months, *History and Emotions: Between Collective Memory and Historical Thinking*, took place on October 25. Participants were enthusiastic and the sessions were stimulating. The morning included a talk by Carla Peck (University of Alberta) where she explained the concept of historical empathy. This was followed by two teachers, Marc-André Lauzon and Chantal Rivard (also committee members), who described how they integrate historical empathy in their history classes. The morning concluded with Danny Robertson (Huron-Wendat Museum) and Alain Fréchette (Stewart Museum) who spoke about historical empathy in museums, which we had a chance to see in action in the afternoon at the Plains of Abraham with Stéphane Roy (National Battlefields Commission). The evening began with a visit to the Bibliothèque et Archives nationales du Québec at the Université Laval with Rénauld Lessard, followed by a reception jointly sponsored by THEN/HiER and the International Didactics Symposium which was held at the Université Laval October 25 to 28. The following committee members gave presentations at this conference:



Marie-Hélène Brunet

- **Vincent Boutonnet** (Université de Montréal), "Les manuels d'histoire au secondaire : conceptions et usages des enseignants"
- **Marie-Hélène Brunet** (Université de Montréal), "Le programme québécois d'histoire et éducation à la citoyenneté au secondaire : quelques perspectives de recherches"

Please go to our blog to read comments about these four passionate days of discussion on history education.

Contact Marie-Hélène Brunet.



## Research Snapshots

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

**Mario Carretero**  
Professor, Faculty of Psychology  
Universidad Autónoma de Madrid



### History Education and National Identities

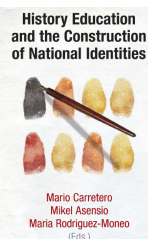
I think the most influential experience on the selection of my research interests is how I was taught school history when I was an adolescent. I was born in Morocco where I lived until I was seventeen. When I later moved to Spain, I encountered the very influential 800 year Muslim heritage on the Iberian peninsula which was presented in a rather negative and distorted fashion in Spanish schools. This discovery surprised me and led me to consider history education as a fascinating topic. I recently gave a lecture on this topic at Stanford University, where I presented my ideas about the relationship between history education and national identities.

My current research project proposes a comparative study of history education in three Latin American countries (Argentina, Brazil, Mexico) and Spain, and its relationship to the construction of national identities in these societies.

A comparison of history education in Spain and Latin American countries reveals a fascinating array of experiences. I had another very influential personal educational experience the first time I observed patriotic rituals in Argentina and Mexico replete with historical content which influenced both teachers and students from 6 to 18 years old. As a matter of fact, this type of ritual is not very different from activities performed at many schools and historical sites in other parts of the world, even though the Latin American ones are usually very traditional. Surprisingly, this type of activity which is both educational and historical does not exist in Spain, where they would be considered rather authoritarian and almost fascist educational practices. I have developed my ideas on this topic in my book *Constructing Patriotism: Teaching History and Memories in Global Worlds* (Information Age Publishing, 2011), where I present my research on the relationship between patriotism and history education in different countries.

I think that in order to study this relationship it is essential to take into account that since its inception in school curriculum in the late 19<sup>th</sup> century, history education has served two very different purposes. On the one hand, it has served to form and sustain a cohesive sense of national identity and affiliation in the citizens of the nation-states. On the other hand, it has served to foster in citizens a critical understanding of their society's past and present.

This opens a host of new issues and questions for research and practice. Can these two goals of history education coexist productively? How do people negotiate the competing demands of faithfully loving their country and developing a critical understanding of history? How do people's understandings of the different narratives inform their understandings of their civic roles and responsibilities in a multicultural and globalized society?



It is important to look at how history education resources and practices communicate different historical narratives (dominant and alternative); what is their impact on students' understanding of their society's past and present, and on their sense of civic identity and agency? I have recently published, with Mikel Ascensio and María Rodríguez-Moneo, a comparative study of these issues in *History Education and the Construction of National Identities* (Information Age Publishing, 2012) which includes perspectives of researchers from Canada, France, Germany, USA, and other countries.

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