

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



## What's new with THEN/HiER?



\* **Congratulations to Catherine Duquette and Gautier Mahieu**, on the birth of their daughter Pénélope, who was born on May 12, 2013. We wish them all the best with their new family member!

\* **Penney Clark** and graduate student **Wayne Knights** received the Canadian Association of Foundations of Education (CAFE) Publication Award at the Congress of the Social Sciences and Humanities in Victoria, BC on June 3 for their article, "'Gringo Operations': Nationalism and Capital in Canadian Educational Publishing, 1970-81," published in the *Journal of Canadian Studies* 45(2) (2011): 123-61.

\* **Penney Clark, Stéphane Lévesque, Ruth Sandwell, Alan Sears** and **Amy von Heyking** had a panel on the third book in the THEN/HiER series, *Becoming a History Teacher: Sustaining Practices in Historical Thinking*, on June 5 at the Congress of the Social Sciences and Humanities in Victoria, BC. Edited by Ruth and Amy, with chapters by Penney, Stéphane, and Alan, the book explores three phases of history teacher education: nurturing historical thinking before entering teacher education programs; history and social studies teacher education programs in Canada; and professional development, with a particular emphasis on sustaining communities of practice. This book is currently under review with University of Toronto Press.



\* **Kevin Kee** is serving on the Expert Panel on Memory Institutions and the Digital Revolution, an initiative of Library and Archives Canada. LAC has asked the Council of Canadian Academies to form the panel in order to assess how memory institutions, which include archives, libraries, museums, and other cultural institutions, can embrace the opportunities and challenges of the changing ways in which Canadians are communicating and working in the digital age.

\* **Jocelyn Létourneau** was part of an event titled *Whose Past? A Public Forum on Harper's Review of Canadian History*, that took place on June 3 at the Legacy Art Gallery in Victoria, BC. Other panelists were Wayne Axford, former President, BCSSTA; Jim Clifford, Co-editor, ActiveHistory.ca; Lyle Dick, President, CHA; Greg Kealey, retired Professor of History, UNB; Tina Loo, CRC in Environmental History, UBC; and Michael Marker, Associate Professor, Educational Studies, UBC.



\* **Peter Seixas** was a keynote speaker at the conference *Tangible Pasts? Questioning Heritage Education*, which took place in Rotterdam, June 6-7. The title of his talk was, "Are Heritage Education and Critical Historical Thinking Compatible? Notes From Canada."

\* **Vincent Boutonnet, THEN/HiER Member**, successfully defended his doctoral dissertation at the Université de Montréal on June 19. The title of his dissertation is, "Educational Resources: A Typology of Uses Related to the Historical Method and Educational Intervention of Secondary History Teachers." Congratulations, Vincent!



\* **Jan Haskings-Winner** spoke to the Dufferin-Peel Catholic District School Board History teacher department heads about changes in the Ontario History curriculum and the variety of online resources available to support it. She also talked and distributed information about THEN/HiER and the Historical Thinking Project. Teachers were excited to see the possibilities to support them moving forward with the new curriculum.

## Teaching the Past Blog Contest

The blog contest that was announced in our April 2013 *e-Bulletin* is now in full swing! There are six blogs available for your comments, four in English and two in French:

- Is It Time to Broaden the Lens of Museum Education and Consider 'Reculturing' in Museums Today?
- What's the Role of Presentism in History Education?
- How Will Current Debates Over the Politicization of History Affect What Takes Place in History Classrooms?
- Is Teaching History "for Social Justice" Working Well for Indigenous Students?
- Comment protéger l'histoire du politique?
- Disneyland ou dystopie?

Three winners, those who receive the most comments on their blogs, will receive a prize donated by the Centre for the Study of Historical Consciousness, Canada's History, or the Canadian Museums Association. The deadline to post your comments is August 31, 2013.

## What's new with our partners?

\* **Canada's History** can help you plan your next vacation through its Destinations page where you can browse or search for cities, museums, historical sites, and getaways related to the history of Canada, in order to create your own unique travel guide. You can also submit your heritage site or museum to become part of the database.

### Teaching the Past Blog Contest



\* **Centre for the Study of Historical Consciousness (CSHC)**. A French version of the book *The Big Six Historical Thinking Concepts*, titled *Les six concepts de la pensée historique*, is now available. The book was co-authored by **Peter Seixas**, Director of the CSHC, and **Tom Morton**, THEN/HiER Member and Coordinator of the BC Heritage Fairs Society, also a THEN/HiER partner.

\* **The Museum of Vancouver (MOV)** recently released *The Visible City: Vancouver's Neon Stories*, a progressive new virtual exhibition and mobile tour which tracks the cultural genesis of Vancouver's downtown streets, once awash in neon lights. Lesson plans have also been developed with images, video, instructions and classroom activities aligned with social studies, civic studies, and language arts Prescribed Learning Outcomes (PLOs) for BC.

\* **Laboratoire de muséologie et d'ingénierie de la culture (LAMIC)**.

The second Summer School on *Culture(s), Museum(s) and Society(ies)* was held from May 12 to 18 in Québec City under the direction of Philippe Dubé, LAMIC Director. This intensive course allowed 27 students to gain theoretical knowledge from recognized specialists in museology and to put this knowledge to use immediately in a short field experience in a museum in Québec City with the aim of analyzing its social role. A third Summer School is planned for 2014.



## Graduate Student Committees



Kate Zankowicz

At last, summer is here! A subcommittee of the Anglophone Graduate Student Committee is busy planning our Annual Regional Conference for this fall in Vancouver. The conference, titled *Objects Matter: Teaching and Making History in Museums*, will take place at the UBC Museum of Anthropology (MOA) on October 7. We are pleased to announce that **Viviane Gosselin**, Curator of Contemporary Issues at the Museum of Vancouver, will speak about community-based collaborative curation at the event. Other speakers have yet to be confirmed. A tour of MOA and interactive break-out sessions using objects from the galleries have also been planned. If you would like more information about this conference, please contact Kate Zankowicz.

The Francophone Graduate Student Committee has recently recruited a new member, Frédéric Yelle, a newly-arrived Master's student in history education at the Université de Montréal. He is already an avid blogger and I invite you to discover more about him by reading his profile on the committee's webpage. You can also read the article that he submitted to the blog contest, as well as the first article by Geneviève Goulet that explains, using several examples, the stages of the strategic teaching-learning model. As you can surmise, we are in a period of recruitment and are especially interested in having francophone graduate students from outside Québec on the committee. If this is something that would interest you, don't hesitate to contact me! Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Anna Clark**  
**Chancellor's Postdoctoral Fellow**  
**Australian Centre for Public History**  
**University of Technology, Sydney**



### Being Historically Connected

In 2003 I attended a seminar at Melbourne University by Elizabeth Elbourne, a visiting Canadian historian, who mentioned an episode of Australian colonial violence on a farm owned by the Rev. Thomas Hassall as a powerful emblem of colonisation. One elderly Aboriginal woman and two young girls lay dead, but no one was prosecuted. This was no isolated outbreak of racial conflict: European settlement had increasingly displaced Aboriginal populations in this area west of Sydney in the early nineteenth century; stock, hutkeepers and shepherds were in turn subject to increasing retaliation from traditional owners.

The Hassall name rang a bell. It was an old family on my father's side – the Hassalls were prominent landowners and missionaries in New South Wales in the early nineteenth century. So it seemed this crime had in fact happened on land owned by my family. Yet the story had never been passed on.

I was intrigued, and when I was next in Sydney, rushed to the State Library in a frantic bid to find out more. I became obsessed, rifling through old newspapers, colonial archives – any scrap of information I could get my hands on – to try and piece together this little bit of family history that also said so much about Australian history more widely.

In doing so, I also became interested in the question of historical connection, and what it means in our communities to be historically connected. On the one hand, we display an intense historical engagement: any visit to a local library or public archive shows ordinary people consumed with interest in their family and local histories. 'Where do I come from?' they ask. 'What is my story?' But on the other hand, there's a powerful public anxiety that we don't know enough about the past, that our national futures are being jeopardized by a grave historical ignorance that begins in school and extends into our lives as citizens.

Headlines proclaiming the latest 'disappointing' survey result or 'dangerous' level of national knowledge read like clichés. But as the Canadian history educationist Alan Sears has argued, so long as that discourse of 'crisis' dominates public debates about the past, a more reflective discussion about historical connection continues to be overshadowed.

My current research project uses interviews from communities around the country to examine historical consciousness in Australia today. As a way into some of those questions about historical connection (and disconnection), I've interviewed about 100 people from five very different communities around Australia about their attitudes to history. I want to probe that paradox of historical consciousness: despite the tenor of anxious debate over the national 'story,' personal historical engagement seems more popular than ever.

And, like my own urgent foray into my family's colonial past, it seems ordinary people also connect to their national histories when they can situate themselves and their own family stories within or alongside that national narrative. As Wai, from far North-Western Australia said in her interview, "When you can make a personal connection to history I think it means more to you than just reading about how Captain Cook discovered Australia." I'm only just beginning to write up this research, but I hope it can shed some light on some of those questions of what connects us to our national histories, and how.



My publications include *The History Wars* (Melbourne University Publishing, 2003), which I co-authored with Stuart Macintyre, *Teaching the Nation* (Melbourne University Publishing, 2006) and *History's Children: History Wars in the Classroom* (University of New South Wales Press, 2008). I have also written two history books for children: *Convicted! The Unwonderful World of Kids, Crims and Other Convict Capers* (Chirpy Bird, 2005) and *Explored! The Unglorious World of Burke and Wills, Rotten Food and Getting Lost* (Hardie Grant Egmont, 2008).

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