

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

## What's new with THEN/HiER?

### HISTORICAL ENCOUNTERS

\* **Penney Clark** and **Peter Seixas** have agreed to be on the editorial board of a new journal, *Historical Encounters: A Journal of Historical Consciousness, Historical Cultures, and History Education*. The journal has recently put out its call for papers for the inaugural issue, scheduled for June 2014.

\* **Alan Sears** gave a Gregg Centre public lecture on October 15 at the Beaverbrook Art Gallery in Fredericton, New Brunswick. "Battle Lines in the Schools: Teaching the History of War and Society for the Common Good" explored how the history of war is taught in both the public school and university classroom. **Cynthia Wallace-Casey**, a member of THEN/HiER's Anglophone Graduate Student Committee, wrote an article about the talk on our *Teaching the Past* blog.



Alan Sears

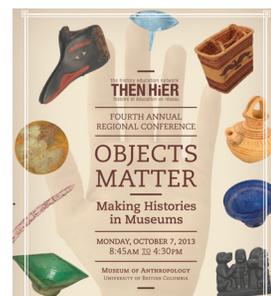
\* **Marie-Hélène Brunet**, **Francophone Graduate Student Committee Coordinator**, presented a talk about the history and work of THEN/HiER at the joint Association for Canadian Studies (ACS) and Association québécoise pour l'enseignement en univers social (AQEUS) conference held October 17 and 18 in Bromont, Québec. **Jocelyn Létourneau** also gave a presentation about the research findings of his *Canadians and Their Pasts* project on students' knowledge of Québec history. ACS, AQEUS, and *Canadians and Their Pasts* are all THEN/HiER partners. Marie-Hélène, along with other THEN/HiER members, also represented our organization at an information table, which was depleted of all materials by the end of the conference. We are pleased at the interest expressed in THEN/HiER by teachers in *la belle province!*

\* **Carla Peck**, **THEN/HiER member**, would like to draw your attention to the AERA Teaching History SIG Outstanding Graduate Student Paper Award which recognizes one paper of outstanding quality by a graduate student presented in the SIG's program at the AERA Annual Conference. Conferral of the award comes with a Certificate of Recognition and \$250 USD.



## THEN/HiER Fourth Annual Regional Conference

*Objects Matter: Making Histories in Museums* took place on October 7 at the UBC Museum of Anthropology in Vancouver. It was well attended by teachers, museum educators, graduate students, professors, and community members. The presentations focused on issues in teaching history in museums including developing historical consciousness, incorporating indigenous knowledges, and using an inclusive and community-based museology. There were also break-out sessions led by graduate students which explored these issues through participant discussions. Thanks to all these students: Elsa Lenz Kothe (UBC), Heather McGregor (UBC), Cynthia Wallace-Casey (UNB), and especially to Kate Zankowicz (OISE/UT) who organized the conference. The day culminated in an *Approaching the Past* event at the Musqueam Nation. More information and links to blogs on the presentations.



## New Video and Podcast



Liz Fowler

### *Inuit Residential School Histories and the New Nunavut Social Studies Curriculum*

A video of Cathy McGregor, Nunavut Department of Education; Liz Fowler, Government of Nunavut; Heather E. McGregor, UBC; and Sarah Daitch, University of Victoria, presenting at Sty-Wet-Tan, First Nations House of Learning at UBC on September 17, 2013. This was a Michael Cromer Memorial Lecture co-sponsored by UBC's Centre for the Study of Historical Consciousness, Indigenous Education Institute of Canada, and Ts'kel Indigenous Graduate Studies.

*Battle Lines in the Schools: Teaching the History of War and Society for the Common Good*  
A podcast of this lecture by Alan Sears mentioned above.

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## What's new with our partners?

\* **The UBC Museum of Anthropology** launched a new website, *Voices of the Canoe*, on October 8. The project, supported by a generous grant from THEN/HiER, enabled the development of this website to illustrate indigenous ways of knowing from Fiji, Squamish and Haida traditions. The website demonstrates how canoes are not simply material objects but can be used to teach about historical significance and the use of evidence in constructing histories from indigenous perspectives. Designed for secondary teachers and students, it provides a wealth of primary source materials and classroom resources.



\* **The Critical Thinking Consortium (TC<sup>2</sup>)** offers *Tips for Teachers*, which lists print and video resources that provide helpful hints and strategies on how to implement critical thinking in the classroom.

\* **The Canadian Heritage Information Network (CHIN)** and *Canadian Geographic* magazine have joined forces to feature a mystery photo of one *What's this?* object in each issue of the magazine and offer readers the chance to win a prize by identifying what the object is through the *Canadian Geographic* website. More details.



## Graduate Student Committees



Kate Zankowicz

October was an action-packed month for the Anglophone Graduate Student Committee. At the *Objects Matter: Making Histories in Museums* conference, a group of history educators from museums and classrooms across British Columbia learned about the challenges and triumphs of community collaboration as well as the importance of respectful and sensitive curation. The conference encouraged us all to reflect more deeply on what we do as history educators, and how histories are 'made' in museums. We are very grateful to everyone who participated in this year's conference to make it such a meaningful experience. The evening was capped off by an *Approaching the Past* event, a visit to the Musqueam Nation. Special thanks to Terry Point and

Shane Point for hosting us. Check out our *Teaching the Past* blog for more on the conference and on teaching history in museums. We are pleased to announce a new member of the Anglophone Graduate Student Committee, Maddie Knickerbocker, a PhD candidate in the Department of History at Simon Fraser University. Her SSHRC-funded dissertation explores the connections between Stó:lō cultural curation and political activism in the 20<sup>th</sup> century. In addition to her collaborative research with the Stó:lō Nation, Maddie is also involved with the Intellectual Property Issues in Cultural Heritage research project. Contact Kate Zankowicz.

The academic year is well underway and I strongly suggest that you read the Francophone Graduate Student Committee's blog *Enseigner l'histoire* to follow the adventures of Marc-André Lauzon whose two articles give us a step-by-step account of how the year is going with his third year secondary history students (first article, second article). Two other blog posts should also pique your curiosity. In one, Chantal Rivard discusses a learning strategy to allow secondary students to better understand the historical complexity of the right to abortion issue. In another, I provide suggestions to prepare for debates in history class. In the next few months the blog will be providing information about a special issue of *Enjeux* that will have articles from THEN/HiER's Third Annual Regional Conference in Québec City last year, as well as details about a future *Parlons histoire (Let's Talk History)* event at the Université de Montréal. I would also like to take this opportunity to thank my colleague Kate Zankowicz, Anglophone Graduate Student Committee Coordinator, for the enormous success of the Annual Regional Conference this year. Congratulations to her and her entire team! Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

## Research Snapshots

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

**Gene Allen**  
Professor, School of Journalism and  
Joint Graduate Program in Communication and Culture  
Ryerson University



### From the Airwaves to the Archives

Browsing through the *Research Snapshots* published by The History Education Network, I can't help feeling that my career trajectory is quite different than that of many scholars profiled. Instead of moving from the academy toward the community, as many have done, I've gone rather the other way – from being a journalist closely involved with the production of a TV documentary series about Canada's past designed to appeal to the widest possible audience (*Canada: A People's History*), to immersion in the kind of painstaking and fairly specialized archival inquiry that has long been historians' stock in trade.

In 2001, when I left the CBC at the age of 48 to join the Journalism faculty at Ryerson University in Toronto, one of the great attractions was the prospect of using the archival skills I had acquired in graduate school, some 20 years earlier, to pursue original research on the history of journalism and communication, especially in Canada – a field I thought (and still think) is woefully underdeveloped. Can it really be that we have no scholarly account of someone like John Ross Robertson, whose Toronto *Telegram* was such a cultural and political force in urban, Orange-tinged Ontario for the first half of the twentieth century? No history of a centrally important, and practically unknown, news organization like the Canadian Press news agency? (This is the first major project I ended up taking on; the resulting monograph, *Making National News: A History of Canadian Press*, has just been published by University of Toronto Press.) Instead of wrestling with the creative and historical challenges involved in addressing the main themes of Canada's past through narratives focused on representative individuals – work, essentially, of synthesis and dramatic structure – I've been free to pursue questions that I thought required original answers, systematically and in depth. The only limit on my curiosity has been the requirement that whatever I produced met the standards of the scholarly community I wished to align myself with.



Yet I don't think that serious, footnoted academic works of the sort I now produce are just for other scholars, either. The Canadian Press book has already attracted much interest from Canadian journalists, who are just as interested in finding out about the history of their craft or profession, and the institutions that housed it, as are academic historians of media and communication. I even have hopes, unrealistic ones perhaps, that citizens who are neither journalists nor professors and who want to understand how the portrayals of the world that reach them through news media each day have been shaped will find the book of interest: a popular audience, then, if several orders of magnitude less than the millions who watched *Canada: A People's History*. Is it really too much to expect that original, archival research, heavy with footnotes and other scholarly apparatus, can reach a general audience of reasonable size? We'll see!

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