

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



What's new with THEN/HiER?

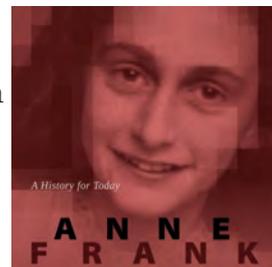
* **Congratulations to the authors of *Canadians and Their Pasts*** (Toronto: University of Toronto Press, 2013), who include three members of the THEN/HiER Executive Board – **Margaret Conrad, Jocelyn Létourneau, and Peter Seixas** – as well as Kadriye Ercikan, Gerald Friesen, Delphin Muise, and David Northrup. This team of researchers from across Canada launched an ambitious investigation into how Canadians engage with history in their everyday lives. The book reports on the findings of interviews with 3,419 Canadians from a variety of cultural and linguistic communities. Along with yielding rich qualitative data, the surveys generated revealing quantitative data that allow for comparisons based on gender, ethnicity, migration histories, region, age, income, and educational background. The study confirms that, for most Canadians, the past is not dead. Rather, it reveals that our histories continue to shape the present in many powerful ways. Read a review on ActiveHistory.ca.



* **The International Seminar on Historical Culture and History Education** took place near Madrid, Spain from December 4-6, 2013. Organized by Mario Carretero, Stefan Berger and Maria Grever, the seminar brought together international experts from historiography, political science, education and psychology, including **Jocelyn Létourneau** and **Peter Seixas**. The seminar aimed at interdisciplinary dialogue on the issue of historical knowledge and its public uses affecting history teaching and learning. The papers will be published in a *Handbook of Historical Culture and History Education*. The project is a continuation of the October 2010 seminar that led to the publication of the book *History Education and the Construction of National Identities* in 2012.

Funding Programs

Through its Small Projects Grants program, THEN/HiER partially funded the Canadian tour component of *Anne Frank: A History for Today Exhibit and School Program*, which is currently at the Vancouver Holocaust Education Centre. Students from grades six and higher can participate in an interactive school tour and complementary workshop exploring themes of discrimination, social responsibility and resistance, and diarizing through the lens of the exhibit.



Also, a reminder that the next deadline for Graduate Student Projects proposals is March 3, 2014.

THEN/HiER Website

Four new Controversies have been added to our website since we initiated this page in May 2013 with the controversy about the House of Commons Canadian Heritage Committee's announcement regarding its anticipated involvement in how Canadian history is taught in schools. The new controversies are centred around:

- Library and Archives Canada Heritage Project (June 2013)
- From the "Canadian Museum of Civilization" to the "Canadian Museum of History" (August 2013)
- Revision of the Québec History Program for Elementary and Secondary Schools (November 2013)
- Controversies Over Commemorations (January 2014)

We invite you to get involved in these issues by posting your comments on our website.

You can now read THEN/HiER's Annual Reports from the first five years of the project, 2008 to 2013. These reports outline activities related to our goals, including our book series and Executive Board Member publications.

What's new with our partners?



* **BC Heritage Fairs Society** has posted two articles on its blog to help students (and help teachers to help students) choose a topic for their Heritage Fair project. The first article is *Can You Have Too Much Choice?*, and the second is *Beyond Hockey*.

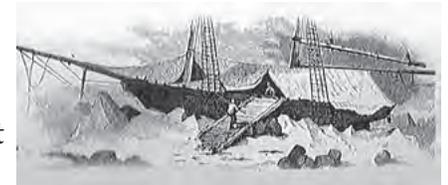
* **Canadian Heritage Information Network (CHIN)** is very pleased to announce that 2013 was a great year for virtual exhibits launched by Canadian museums:

- Sharing the Meal! A Virtual Exhibition About Our Food Heritage
- The Visible City: Vancouver's Neon Stories
- Heritage Passages: Bytown and the Rideau Canal
- You Are Here: 80 Years of Canadian Geographic Maps
- Enemy Aliens: The Internment of Jewish Refugees in Canada, 1940-1943
- Rivière-du-Loup at Full Throttle: Hub of the Eastern Railway Network

* **British Columbia Social Studies Teachers' Association (BCSSTA)** encourages teachers to take advantage of one or more upcoming professional development opportunities:

- UVic History Pro-D Day Event for Social Studies Teachers, Feb 21
- BC Teachers' Institute on Parliamentary Democracy, Apr 22-26
- Rwanda 2014 - 20th Anniversary of the Rwandan Genocide, Jul 1-14 (tentative dates)
- 2014 Peace & Reconciliation Study Tour, Jul 4-20

* **Great Unsolved Mysteries in Canadian History (GUMICH)** invites you to follow the Franklin Mystery on Twitter. GUMICH is currently working on its new mystery website, *The Franklin Mystery: Life and Death in the Arctic*. THEN/HiER is a partner in this fascinating project to try to find clues to what happened to expedition members. Follow the project's progress and discover what's new in the search for the missing Franklin Expedition @FranklinMystery.



The Advance, Second Winter; 1855. Image from *Arctic Explorations: The second Grinnell expedition in search of Sir John Franklin, 1853, 54, 55* by Elisheo Kane, 1857. Public domain via Wikimedia Commons

Graduate Student Committees

January has been a busy month for the Anglophone Graduate Student Committee. We would like to extend a warm welcome to three new members: Emily Chicorli (UBC), Angelica Radjenovic and Scott Pollock (both at U of T). We look forward to their contributions to our *Teaching the Past* blog and to the THEN/HiER community. January's blog theme centered around teaching environmental histories and featured posts on incorporating indigenous perspectives in the history classroom, such as Heather McGregor's Teaching Environmental History and Cross-Cultural Comparison and David Scott's Engaging Aboriginal perspectives in the social studies classroom: New possibilities for the teaching of environmental history. February's blog theme will focus on ways to bring diverse local histories into the classroom. We look forward to some insightful posts, which will include resources and pedagogical strategies. Check out February's *Object of the Month* on our Facebook page! It is a letter from the Archives of Ontario, dated October 12, 1850, in which S. Wickham informs his correspondent about slave catchers in the United States and aims to pass information onto his family warning them to stay in Canada. Contact Kate Zankowicz.



Kate Zankowicz

First and foremost, all members of the Francophone Graduate Student Committee join me in wishing you all a Happy New Year in 2014! January is a month for resolutions. The committee, for its part, will be recruiting new members from across the country. We have already begun, and are looking forward to introducing you to new members in the next *e-Bulletin*. Until then, if you are interested or if you know of a graduate student who may be interested in joining the committee, please consult the reasons and criteria for becoming a member on our website. You will also find news on our webpage. For example, Histoire Engagée is accepting articles on the theme of teaching history for its website. On our blog *Enseigner l'histoire*, you can read an article by Geneviève Goulet on the relationship between the historical thinking concepts and critical thinking, and my article on integrating sexuality education in history class. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

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

Paul Zanazanian, Assistant Professor
Department of Integrated Studies in Education
Faculty of Education, McGill University



History and Its Wonderful Potentials for Making a Difference in Peoples' Lives

As an educator and researcher in the area of history teaching, I recognize humans' innate goodness and great potential for bringing about positive change to our world. Dimensions of care, curiosity, and imagination surely play a central role in making improved tomorrows possible. In always trying to help others develop necessary mindsets for appropriating relevant thinking tools, I believe individuals' emerging rationales that justify such quests for change can constantly be better articulated and accounted for, both critically and ethically.

Following this logic, I am greatly captivated by grasping how humans give meaning to the past for knowing and acting in the world. More specifically, I marvel at seeking to comprehend the workings of historical consciousness and its impact on how humans construct social reality for purposes of living life. What ultimately fascinates me are the how and why of history that enable individuals to inform their identity and to act out their agency in the world.

My current research activities address this interest at two levels, especially as it relates to social actors' historical sense-making patterns when negotiating their epistemological understandings of the world in both formal and informal educational settings.

Firstly, I look at the workings of historical consciousness as they inform individuals' ethno-cultural, civic, and national identities. Since I am based in Québec, I have thus far examined this in terms of the structuring of group boundaries among the province's many different communities, including those of French Canadian descent, English-speakers – in all their cultural and linguistic diversity – and other minority groups.

In line with this interest, I have recently been awarded a Social Sciences and Humanities Research Council of Canada (SSHRC) grant for a project entitled: *Historical Consciousness and Community Education: How English-Speaking Community Leaders in Québec Make Sense of the Past for Fostering Community Vitality and Civic Engagement*.

The project seeks to understand English-speaking Québec community leaders' historical consciousness and how it conditions the social posture from which they educate group members about civic engagement. More specifically, it attempts to grasp how such community leaders mobilize notions of history for fulfilling their public role as educators in vitalizing English-speaking Québec and to what ends. It further aspires to discern what they know of the history of Anglo Québec and of the potential for enhancing civic engagement by its teaching to the community.

At a second level, my work further focuses on another facet of my interests, that of better understanding the ways in which educational practitioners use their historical consciousness for developing a sense of professional identity and agency. Fascinated with the dynamics of teachers' disciplinary and pedagogical know-how, I am currently investigating the different ways in which future educators make sense of the past for developing and theorizing their teaching philosophies and for visualizing strategies for putting such conceptions into practice. Consequently, I am keen on assessing the impact that their understandings and uses of history may have on the manner in which they negotiate their public role and responsibilities as future practitioners and whether these comprehensions lead them to creatively imagine, appreciate, hope for, and possibly even seek improved tomorrows.

In terms of the pedagogical outcomes of my work, I seek to develop democratic and inclusive teaching strategies for fostering intergroup comprehension and dialogue among Québec's different communities (such as between English and French speakers) through the teaching of history. Constituting a possibility of change, one example of such a strategy is my commitment to creating an information resource book on the diverse realities and experiences of Québec's English-speaking communities for the province's history teachers. Another is my creation of the *History is a Treasure Chest* metaphor as a means of initiating teachers and students to the many wonders of the past at personal, professional, epistemic, and methodological levels, to the many possibilities it holds for affecting responsible and positive change, if so deemed necessary, and to their ability to better justify their worldviews and social/life rationales, irrespective of the perspectives they hold in that regard. Such pedagogical tools are greatly needed today for many social studies classrooms, both in and beyond Québec, irrespective of language use and group identity.

*** MORE TO COME NEXT MONTH!**



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