

UNIVERSITY OF BRITISH COLUMBIA

**Centre for the Study of
Historical Consciousness**

Annual Report

2003

Peter Seixas, Director

Introduction

It is a great pleasure to offer the Annual Report 2003 of the Centre for the Study of Historical Consciousness. Early in 2002, we presented a first Annual Report to the Dean's Advisory Committee of the Faculty of Education, outlining plans and proposals. A second annual report, published in the current format, was distributed early in 2003 to a mailing list of approximately three hundred scholars across Canada and around the world, who had been involved in one way or another with the activities of the Centre. This Third Annual Report reviews the accomplishments of 2003.

The Centre for the Study of Historical Consciousness offers an interdisciplinary nexus for scholars working in all of the fields of inquiry that investigate how people think about, understand, and use the past. Over the past two years, it has drawn the attention of scholars working in areas as diverse as art history, collective memory, history education, historiography, media studies, museology and public history. The Centre has brought them together in new ways and developed new synergies. The term "historical consciousness" has, itself, sparked sometimes heated theoretical exchange, raising important questions about the political and ideological dimensions of the field.

While the Centre for the Study of Historical Consciousness remains, to our knowledge, a unique institution, it has developed important national and international ties with other research centres that are pushing the boundaries of history education scholarship beyond formal institutions like schools and museums, while offering scholars in the humanities and social sciences support to develop the policy implications of their work.

Infrastructure

The Centre benefited from the active involvement of its Steering Committee, with inter-Faculty representation.

- Penney Clark, Department of Curriculum Studies
- Julian Dierkes, Institute of Asian Studies
- Joy Dixon, Department of History
- Peter Seixas, Department of Curriculum Studies
- Allan C. L. Smith, Department of History
- John Torpey (Associate Director) Institute for European Studies, Anthropology and Sociology

The deans of the Faculties of Education and Arts served on the Steering Committee, ex officio, Dean of Education Rob Tierney, represented at the meetings by Valerie Rose, and Dean of Arts Nancy Gallini.

Ulrike Spitzer continues to serve as the indispensable Secretary and Laboratory Supervisor. She oversaw the furniture installation and equipment and software purchase, maintained the website, supported the conferences and symposia, arranged for seminar and steering committee meetings, managed correspondence, and maintained the financial records.

The physical construction of the Centre was completed during 2002. It now provides comfortable and attractive workspace for the Director, Secretary/Laboratory Supervisor, five graduate students, and a visiting or post-doctoral scholar. In addition to the most current hardware and software tools for collaborative research, it provides secure and alarmed storage for digital recording and production in various media. A study room houses a small library of history and education journals, is available for working groups of the Centre Associates, and is shared with other units on the North wing of the Scarfe building. During 2003, the space and equipment approached full utilization.

The Centre's website (www.cshc.ubc.ca) was designed by John Willinsky's Public Knowledge Project, with technical work by Kevin Jamieson. Ulrike Spitzer has supplemented the design and acts as web-master. Launched in the summer of 2001, it continued to grow in 2003. It now provides announcements and publicity for upcoming events, research tools (bibliographies, researcher contact information), indexed and searchable full-text papers. As we reach "future" events, they are moved to an accessible "past events" page. Where possible, we have provided complete programs for the past events, with links to the texts of lectures and presentations given at the event.

CSHC Student Associates and Research Award Winners

2003 saw the completion of the term of the first round of Student Associates, the winners of a heavily subscribed competition in Spring 2002. Five doctoral students won these CSHC Student Associate Awards, providing \$2,000 towards research expenses, a research station in the Centre, and a seat in the Centre Seminar. In return, the students committed to making the Centre their primary location for research on campus, presenting a works-in-progress seminar, and collaborating on a common project. The five 2002-3 student associates were:

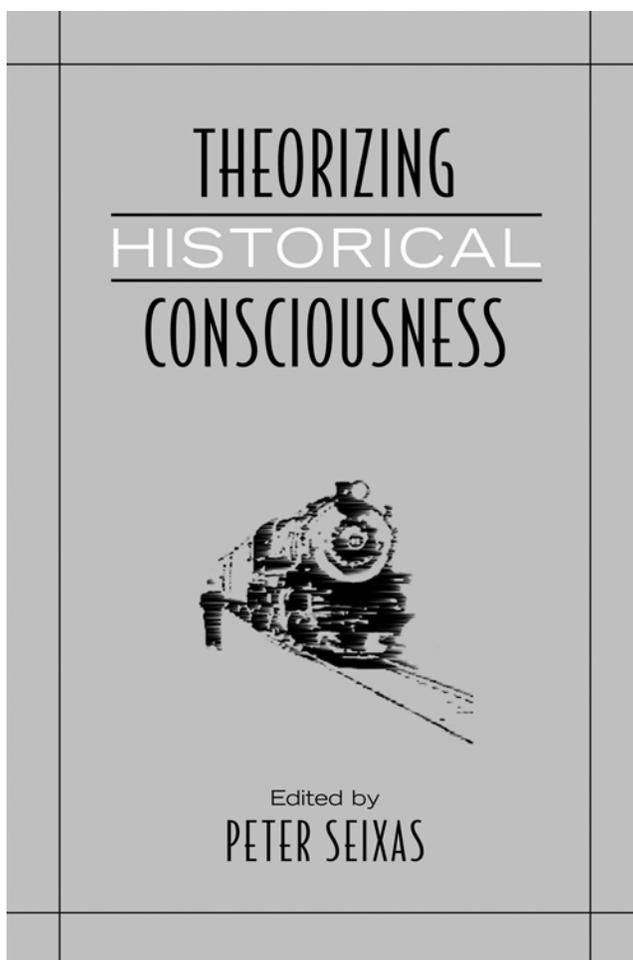
- Kent den Heyer (Department of Curriculum Studies, Peter Seixas, supervisor)
- Jenea Tallentire Gilley (Department of History, Dianne Newell, supervisor)
- Stuart Poyntz (Department of Curriculum Studies, Peter Seixas, supervisor)
- Rosa Sevy (Department of Anthropology and Sociology, Brian Elliot, supervisor)
- Dale Smith (Department of History, Mark Phillips, supervisor)

As a common, collaborative project, the 2002-3 Associates organized a highly successful conference entitled *The Fading Image: Visual Culture and the Transformation of Memory* in May 2003 (see below).

In 2003-2004, several changes were made to the program. Because of a tightening budget, only \$1,000 per student was offered. Furthermore, with increasing demand within the Faculty of Education for seats in the Centre workspace, the awards were no longer tied to ongoing access to a workstation. Finally, we changed the designation of the award winners to “CSHC Student Research Award Winners,” so that we could use the designation “CSHC Student Associates” for all of those who regularly attend the Centre’s seminars (see below). Three of the 2002-2003 award winners (den Heyer, Poyntz, Sevy) won continuing awards. Two students new to the Centre won the others

- Greg Polakoff (Programme in Comparative Literature; Steven Taubeneck, Supervisor)
- Charlotte Schallié (Department of Central, Eastern & Northern European Studies; Peter Stenberg, Supervisor)

A \$14,000 Recruitment Scholarship for a new doctoral student for September 2003 was awarded to Carla Peck from the University of New Brunswick. The scholarship brought a number of benefits to UBC—the chief of which, of course was an excellent new doctoral student. In addition, advertising for the Scholarship competition was an important opportunity to publicize the existence of the Centre to scholarly audiences throughout North America.



Cover image of volume to appear July 2004, University of Toronto Press

CSHC Seminar

The work of the Student Associates was the focus of monthly seminars which began in September 2002, and continued throughout the academic year. The seminars were open to graduate students, post-doctoral fellows, and faculty members, by invitation. They are not advertised, nor is there any course credit for participation. With a stable core of 15 members who participate on an ongoing basis (largely doctoral and masters students from the Faculties of Arts and Education) we have achieved a continuity that has allowed a progressive development of the discussion. Readings for each seminar include an original paper by a Student Research Award winner, sometimes accompanied by supplementary background reading.

In Spring 2004, each of the 2003-4 Award Winners will edit a collection of papers on the topic of their research for a new section of the CSHC website. These collections—some original papers, some previously published—will display the broad scope of interests caught by the net of “historical consciousness.”

Visiting Scholars

The 2003 program included two internationally prominent scholars. Professor of History, David Thelen (Indiana University) gave a talk on “Reinhabiting the Past: Rethinking a Modernist Discipline for a Postmodern Age” in June. Professor Thelen is co-author with Roy Rosenzweig of *The Presence of the Past: Popular Uses of History in American Life*, (which provided the inspiration for one of the Centre’s grant proposals now under review, see below) and former editor of the *Journal of American History*. Professor Thelen drew a large crowd to hear his call to supplement the current practices of academic historians with more of the popular practices of role play and re-enactment.

Another large crowd came to hear Professor Irit Rogoff’s “Fieldwork: Reports from the Field of Visual Culture,” on October 24. Professor Rogoff holds the University Chair in Visual Cultures at Goldsmiths College, University of London. Her talk, introduced by John O’Brian Dept. of Art History, Visual Art and Theory, was—ironically, perhaps, given the sponsorship of the CSHC—in some ways profoundly anti-historical. She proposed a new paradigm of “fieldwork” as a way to break down not only traditionally defined academic disciplines like history, but also nations and states, “historical articulations of power as land or cultural mass.”

A third visiting scholar, Professor Vicki Green, from Okanagan University College, came for an extended sabbatical visit (September-December). She was looking for intellectual renewal and revitalization in a place where there would be a critical mass of scholars interested in the questions she had been confronting. Professor Green participated fully and contributed generously to all of the CSHC events and activities during the term. She brought unique perspectives from the interior of British Columbia and will take new insights back to her home institution. Her visit continues an important dimension of CSHC work, begun in 2002.

A flurry of Visiting Scholar activity is planned for the new year, 2004. We will report these fully in next year’s Annual Report and there is currently more information on the CSHC website, but here it is worth mentioning the film screening of local cosmopolitan, Jayce Salloum’s recent work (in collaboration with the Department of Geography and the International Canadian Studies Centre), a presentation by Reesa Greenberg in collaboration with the Vancouver Art Gallery, and an extended multi-activity visit by UCLA Associate Dean of the School of Theatre, Film and Television, Vivian Sobchack. These will be followed later in March, by David Lowenthal (author of *The Past is a Foreign Country*) and Australian scholars Paula Hamilton and Paul Ashton, directors of the research project, *Australians and the Past*, based on the Thelen/Rosenzweig project in the US.

Conferences

The Fading Image: Visual Culture and the Transformation of Memory
May 16-17, 2003



Jenea Tallentire Gilley's composition for The Fading Image conference

Researchers, theorists and community practitioners of memory were invited to reflect on, consider, and map out how changes in visual culture have impacted on the way we understand memory - in past practices, present debates, and policy issues for the future. For our definition of 'visual culture' we included (but were not limited to) the transmission of knowledge through: images (including creation, deployment and reception); textual imagery; and visual symbols as interpreted by institutions, states, communities, and individuals.

Roger Simon (OISE) and Gerald Friesen (University of Manitoba and Canadian Historical Association President-elect) gave keynote addresses. Twenty other papers in concurrent sessions sparked lively discussions with one hundred local scholars, visitors from across Canada and North America (including Princeton, Berkeley, and Penn) and from as far as Sweden. The program ended with a screening of *Nasty Girl* (1989) at Pacific Cinémathèque, with comments from local film critic Mark Harris. The full program, abstracts and biographies of participants are on the CSHC website.

History Education and Political Reconciliation
Nov. 7-9, 2003



Scholars working on the problems of political reconciliation in post-conflict arenas around the world have recognized history education as a significant element in developing new, more open and democratic social, cultural, and political regimes. How formal education should deal with the past in these settings is, however, highly contested. This symposium provided a forum to share current research in an interdisciplinary dialogue on the relationships between post-conflict (or in the aftermath of serious human rights violations), long-term reconciliation and history education. It was organized as a collaborative project between the Centre for the Study of Historical Consciousness and the Carnegie Council for Ethics and International Affairs (New York), led by Project Director Lili Cole. The keynote speaker was Lily Gardner Feldman, Senior Fellow in Residence at the American Institute for Contemporary German Studies, Johns Hopkins University. Case studies of history education in post-conflict arenas from around the world comprised the rest of the program. CSHC Scholars Penney Clark, Julian Dierkes, Peter Seixas and Walt Werner were joined by a diverse group of American presenters. The symposium drew a large, local crowd who engaged in spirited discussion and debate with the presenters. Some of papers will be included in a published volume edited by Lili Cole.

Research Implementation and Outreach

Following a highly successful conference, **Teaching History with New Technologies** January 15, 2003, the late fall saw the planning efforts for a follow-up conference in January 2004. With funding from the Faculty of Education Technology Initiative, Penney Clark, Barb Odenwald (research assistant) and Peter Seixas planned this conference for 100 student teachers, school advisors, and faculty advisors. They sought

- To explore opportunities and limitations associated with using new technologies and particularly the web in teaching history.
- To assess the resources in new media available to BC social studies teachers.
- To promote a community of inquiry among student teachers, experienced teachers and the university committee around needs and opportunities in new media.

A highlight of this year's conference was the keynote presentations by McCord Museum Director Victoria Dickenson and Project Director Nicole Vallières. The conference took place on Jan. 15, 2004. The conference evaluation concluded that it was a tremendous success. As funding permits, it will become an annual event.

The CBC Radio 1 series **Public Memory, Citizenship & History Education** (recorded at McGill University) was rebroadcast on *Ideas*: July 18 - August 15, 2003, and is available on CD-ROM. It includes talks by Desmond Morton, Peter Seixas, Timothy J. Stanley, Keith Barton, Jocelyn Létourneau.

Margaret Conrad organized a highly successful conference "Heritage, History and Historical Consciousness: Public Uses of the Past" conference at University of New Brunswick, October 22, building on the work of the Centre for the Study of Historical Consciousness over the past two years.

Discussions between CSHC and the **Historica** Foundation around professional development and curriculum development continue. Peter Seixas participated in the Historica Summer Institute for Secondary School Teachers, and in the Historica Council deliberations. There is important potential synergy between Historica as a national organization devoted to promoting the teaching of Canadian history, and CSHC as a research centre devoted to questions of history teaching and learning.

The **Association for Canadian Studies** biannual meeting on history took place in October in Halifax, with a session devoted to the topic of "historical consciousness." Christian Laville, building on his contribution to *Theorizing Historical Consciousness*, delivered a frontal challenge to the use of the term, based on the European experience. Jocelyn Letourneau explored his empirical research on historical consciousness, and Peter Seixas defended his use of the term (and the Centre's). Peter Seixas joined the Board of the Association for Canadian Studies.

Major Research: Using the Past and Thinking Historically

While bringing scholars together through seminars, visits, symposia and conferences is a key piece of the Centre mandate, equally important is the generation of research projects located at the Centre. In 2003, a three year SSHRC proposal was funded to investigate young people's uses of the past and their capacities and dispositions to think historically. 2003-2004 is the pilot phase of the project. The research team consists of Principal Investigator Peter Seixas and graduate research assistants Rob Ferguson, Yoko Namita, Carla Peck and Stuart Poyntz. In the pilot phase, the research team is gathering a wide variety of data from approximately 200 students from school communities that vary in terms of their proximity to the urban core, ethnic heterogeneity, and social class. One of the greatest challenges will be to use quantitative and qualitative research methodologies in a creative synthesis, to draw a picture of young people's thinking about the past. The plan is to link with others conducting similar research in different locations, including the Quebec team of Jean-Pierre Charland, Jean-Francois Cardin and Marc-Andre Ethier, Laval University researcher Jocelyn Letourneau, and a British team led by Peter Lee.



CSHC Student Associates Kent den Heyer, Carla Peck, and Stuart Poyntz with Director Peter Seixas

Grant Proposals Pending and Future Projects

National

Historica contract: Stuart Poyntz (CSHC doctoral student), Principal Investigator, "Footprints: Canada's Sports History, A Lesson Plan Series" \$25,000, 2003-2004

SSHRC Community University Research Alliance: "Canadians and Their Pasts," Collaboration with Laval University, University of New Brunswick, University of Manitoba, Carleton University and multiple public history partners and museums across Canada. This project grew out of the Major Collaborative Research Initiative proposal, Historical Consciousness in Canada, which was unsuccessful. It is inspired by the survey work of Roy Rosenzweig and David Thelen in the United States, and Paula Hamilton and Paul Ashton in Australia.
Letter of Intent Submitted to SSHRC, December 2003.
\$1,000,000, 2004-2009

Latner Program on Education, Historical Memory, and Civic Life. Roger Simon, University of Toronto, Principal Investigator
\$100,000/ year through endowment at University of Toronto:
\$15,000 will go towards a collaborative UT - UBC Educators' Roundtable on "Education, Historical Memory, and Civic Life."

International

European Science Foundation, "Representations of the Past: National Histories in Europe." CSHC will contribute to a special section on "National Histories Outside Europe," Cardiff, Wales, May 2004.

Australian Research Council: "Standards in History Teaching" Tony Taylor, Principal Investigator (with Anna Clark, CSHC visiting doctoral student, 2002-3). Canada and South Africa will be bases of comparison, with Anna Clark returning to CSHC to complete the Canadian end.)

Canadian Heritage's Canada-France Agreement on Museums: "Vancouver/Lyon Museums & Research Connections Project." Institutional partners: CSHC, Gulf of Georgia Cannery, Musée d'histoire naturelle de Lyon/Musée des confluences (Lyon), Institut National de Recherche Pédagogique (Paris). Viviane Gosselin, organizer.

Presentations and Publications

In 2003, publications of the UBC-based associates of the Centre reflected the broad, interdisciplinary range of scholarship which the CSHC is promoting.

Theorizing Historical Consciousness (Peter Seixas, ed.), a selection of papers from the Peter Wall Institute for Advanced Studies symposium (August 2001) will finally be available in 2004 from the University of Toronto Press:

Peter Seixas: *Theorizing Historical Consciousness - Introduction*

Section I: Historiographies and Historical Consciousness

1. Chris Lorenz: Towards a theoretical framework for comparing historiographies: Some preliminary considerations
2. James V. Wertsch: Specific Narratives and Schematic Narrative Templates
3. Jörn Rüsen: What is Historical Consciousness? A Theoretical Approach to Empirical Evidence
4. Mark Salber Phillips: History, Memory, and Historical Distance

Section II: History Education and Historical Consciousness

5. Jocelyn Létourneau & Sabrina Moisan: Young People's Assimilation Of A Collective Historical Memory: A Case Study of Quebeckers of French-Canadian Heritage
6. Peter Lee: Understanding History
7. Christian Laville: Historical Consciousness and Historical Education: What to Expect from the First for the Second?
8. Roger I. Simon: The Pedagogical Insistence of Public Memory
9. Kent den Heyer: A Dialogue on Narrative and Historical Consciousness

Section III: The Politics of Historical Consciousness

10. Tony Taylor: Disputed Territory: The Politics of Historical Consciousness in Australia
11. John Torpey: The Pursuit of the Past: A Polemical Perspective

A second edited volume, also growing out of CSHC-related and Peter Wall Institute-funded activities, is John Torpey, ed., *Politics and the Past: On Repairing Historical Injustices*, Lanham, MD: Rowman & Littlefield, 2003.

John Torpey: *Politics and the Past – Introduction*

Part I: Historical and Theoretical Considerations on the Spread of Reparations Politics

1. Jeffrey K. Olick and Brenda Coughlin: The Politics of Regret: Analytical Frames
2. Alain Cairns: Coming to Terms with the Past
3. Elazar Barkan: Restitution and Amending Historical Injustices in International Morality
4. Roy L. Brooks: Reflections on Reparations

Part II: Reparations Politics: Case Studies

5. Dalton Conley: Calculating Slavery Reparations: Theory, Numbers, and Implications
6. Laura Hein: War Compensation: Claims against the Japanese Government and Japanese Corporations for War Crimes
7. Ruth B. Phillips and Elizabeth Johnson: Negotiating New Relationships: Canadian Museums, First Nations, and Cultural Property
8. Sharon F. Lean: Is Truth Enough? Reparations and Reconciliation in Latin America
9. Rhoda E. Howard-Hassmann: Moral Integrity and Reparations for Africa
10. R. S. Ratner, William K. Carroll, and Andrew Woolford: Wealth of Nations: Aboriginal Treaty Making in the Era of Globalization

11. Stef Vandeginste: Victims of Genocide, Crimes against Humanity, and War Crimes in Rwanda: The Legal and Institutional Framework of Their Right to Reparation

Part III: Judging the Past

12. Henry Rousso: Justice, History, and Memory in France: Reflections on the Papon Trial
13. Charles S. Maier: Overcoming the Past? Narrative and Negotiation, Remembering, and Reparation: Issues at the Interface of History and the Law

One paper from the Peter Wall Institute Seminar, not included in *Theorizing Historical Consciousness*, will appear in February/March 2004 in *American Journal of Education*: Peter Seixas and Penney Clark's "Murals as Monuments: Students' Ideas about Depictions of 'Civilization' in British Columbia".

Other publications by associates include:

Barman, Jean, *Sojourning Sisters: The Lives and Letters of Jessie and Annie McQueen*. Toronto: University of Toronto Press, 2003.

Barman, Jean, "Biographies in the Teaching of History," *Canadian Issues* (Autumn 2003).

Barman, Jean, "Encounters with Sexuality: The Management of Inappropriate Body Behaviour in Late-Nineteenth Century British Schools," *Historical Studies in Education*, 16 (1) (Spring 2004).

den Heyer, Kent, "Between every 'now' and 'then': A role for the study of historical agency in history and citizenship education". *Theory and Research in Social Education* 31(4) (2003) pp.411-434

Dierkes, Julian, "Empiricist Historiography in Portrayals of the Japanese Nation in Middle-School History Education" in M. Watanabe (ed.) *Narrative Style and History Education*. Tokyo: Sangensha, 2003: 161-181, (published in Japanese).

Dixon, Joy, "Of Many Mahatmas: Besant, Gandhi, and Indian Nationalism," in Howard Coward, ed., *Indian Critiques of Gandhi* (Ithaca: State University of New York Press, 2003).

Gleason, Mona, "Constructing 'Normal': Psychology and the Canadian Family, 1945-1960," in Deborah Brock, ed., *Making Normal - Social Regulation in Canada* (Thomson Nelson Publishing, 2003), 104-120.

Greenberg, Devorah, "Eighteenth-Century 'Foxe': History, historiography, and historical consciousness" in David Loades (ed.) *Actes and Monuments*, Variorum Edition Online. (<http://www.hrionline.ac.uk/foxe/apparatus/greenbessay.html>).

Llewellyn, Kristina R. "When Oral Historians Listen to Teachers: Using Feminists' Findings." *Forum* (Canadian Oral History Association Journal) (January, 2004).

Poyntz, Stuart and Riley, Melissa, *The Grey Fox: A Study Guide*. (Vancouver: Pacific Cinémathèque and the Audio Visual Heritage Trust, 2003). For use with Stuart Poyntz, *Artists and Their Stories: The Grey Fox and Canadian Cinema*. (VHS, 30 mins.) (Vancouver: Pacific Cinémathèque and the Audio Visual Heritage Trust, 2003).

Sevy, Rosa and Torpey, John, "Commemoration, Redress, and Reconciliation in the Integration of Immigrant Communities: The Cases of Japanese-Canadians and Japanese-Americans." Vancouver, BC: Metropolis Working Paper, 2003.

Smith, Allen, "Organizing Ideas and How They Work: The National-International Binary, the Rise of Transnationalism, and the Imagining of the Canadian Community." Paper presented at the conference 'New Directions in Intellectual History', McGill Institute for the Study of Canada, March 13, 2003.

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