

## Historical Thinking Summer Institute

July 7-12, 2014 — Museum of Vancouver, 1100 Chestnut St., Vancouver

### Course Description

EDCP 431/96A for Undergraduate Credit

EDCP 585D/96A for Graduate Credit

Instructor: Dr. Peter Seixas, University of British Columbia

**Notes: Credits are through the University of British Columbia unless you make other arrangements. Please see the note on book purchases at the top of the reading list on the next page.**

At its theoretical core this course is based on the interpretive nature of history, making explicit and central such fundamental concepts of historical thinking as “primary source evidence,” “historical significance,” and the ethical dimensions of history. It involves a critical approach to the design and development of school history curricula and historical museum exhibits.

Lectures and small group discussions will present and clarify the basic theoretical approach. The course will capitalize on access to primary documents and artefacts from Canadian history available in local museums and archives. Individually and collaboratively, students will apply this approach to problems arising from their own institutional contexts (e.g., museum educators, curriculum developers, practicing teachers, educational researchers). These activities will assure a dynamic back-and-forth between the latest research and the best of contemporary practices in history education.

Assignments will vary according to graduate/undergraduate/unclassified status (see below). Each student will contribute to a major final project, utilizing the conceptual frameworks presented in the course. Students enrolled for undergraduate or graduate credit will write additional assignments as described below.

## Reading List

**NOTE:** Required reading articles and selections will be available through UBC Connect for UBC students. We are currently working on securing permission to distribute this to non-UBC students at no extra cost, as well. One book must be purchased: *The Big Six Historical Thinking Concepts*. Order at a discount (for \$79.95) directly through the publisher at [nelson.orderdesk@nelson.com](mailto:nelson.orderdesk@nelson.com), with the Summer Institute code TBS41545 with your order (the book is ISBN: 9780176541545) **until June 1 only**. Because the course is only one week long, readings, other than *The Big Six*, must be completed **before the beginning of the course**.

### Required:

Bain, R. B. (2005). "They thought the world was flat?": Applying the principles of *How People Learn* in teaching high school history. In J. Bransford & S. Donovan (Eds.), *How Students Learn: History, Mathematics, and Science in the Classroom* (pp. 179-214). Washington: The National Academies Press.

Dion, S.D. (2004) (Re)telling to disrupt: Aboriginal people and stories of Canadian history. *Journal of the Canadian Association for Curriculum Studies* 2(1), 55-76.

Lutz, J. S. (2008). *Makúk: A New History of Aboriginal-White Relations*. Vancouver: University of British Columbia Press (**selections**).

Seixas, P. and Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson. (**See note above about purchasing.**)

Seixas, P. (2006). What is historical consciousness? In R. Sandwell (Ed.), *To the Past: History Education, Public Memory, and Citizenship in Canada* (pp. 11-22). Toronto: University of Toronto Press.

Wineburg, S. (1991). On the reading of historical texts: Notes on the breach between school and academy. *American Educational Research Journal*, 28(3), 495-519.

### Optional:

Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. Mahway, NJ: Lawrence Erlbaum Associates.

Brook, T. (2008). *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. New York: Bloomsbury Press.

Holt, T. (1995). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Entrance Examination Board. (highly recommended for purchase through Amazon)

Lomas, T. (1990). *Teaching and Assessing Historical Understanding*. London: The Historical Association.

MacKinnon, J. B. (2013). *The Once and Future World: Nature As It Was, As It Is, As It Could Be*. Toronto: Random House Canada.

Levesque, S. (2008). *Thinking Historically: Educating Students in the 21st Century*. Toronto: University of Toronto Press.

Roy, S. (2006). "Who were these mysterious people?": cesna:m, the Marpole Midden, and the dispossession of Aboriginal lands in British Columbia. *BC Studies* (152), 67-95, 140.

Thrush, C. (2011). Vancouver the cannibal: Cuisine, encounter and the dilemma of difference on the Northwest Coast. *Ethnohistory*, 58(1), 1-35.

Wineburg, S. S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.

### **Assignments by Registration Type**

#### **All participants:**

##### 1. Pre-institute reading log

Required readings should be completed prior to the beginning of the Institute. We will discuss these during the week, but there will be no time set aside for independent reading during the days of the Institute. The reading log will consist of: a) summary of important and useful insights; b) responses and criticism; and c) questions arising from the reading. Generally, log entries will be no more than a page per reading. Seixas and Morton's *The Big Six* does not need entries.

##### 2. Mini-projects (4)

Participants will use the resources of museums and speakers to design a lesson or lesson segment around one of the historical thinking concepts. The lesson should include: a) learning objectives; b) student and teacher activities; c) assessment strategies; and d) WORD files and/or images of all the materials required for completion of the lesson. You must find a way to explicitly teach the concept to students. These can be completed in groups of 2–4. History educators who are not located in schools (e.g., museum professionals) may modify these projects as appropriate to their workplaces.

### 3. Final project

Participants will select, enhance, adapt, refine and polish any one (or combination) of the mini- projects (their own, or others') for final presentation, with appropriate attribution. These can be completed in groups of 2–6, with the scope of the project appropriate to the size of the group.

Participants may also choose to develop a Professional Development session for their colleagues. This will be an attractive option for Summer Institute participants who expect to share what they've learned with peers. Those taking the course for graduate credit will submit a narrative of their contribution to the project.

#### **Additional, for undergraduate credit participants (EDCP 431/96A):**

**Reading comparison:** Review any two of the required readings from the vantage point of your professional position (e.g., teacher, museum educator). Include an overall summary and comparison of the works (their arguments, differences, similarities) and their applicability to your professional practice (800-1000 words). Due: July 21.

Undergraduate grading is Pass/Fail.

#### **Additional, for graduate credit participants (EDCP 585D/96A):**

**Monograph review:** Using the model provided by the "Thinking About..." sections of *The Big Six*, analyze a book-length historical work of your own choice (or museum exhibit other than those at MOV), using three or more of the historical thinking concepts. How do the historical thinking concepts show up in this work? Are they explicit or implicit? Are there other second order concepts at work here, not accounted for by the Historical Thinking framework? What are the implications of this historian's use of second order concepts for the teaching of history? (3000-5000 words). **Given the time constraints, choosing (in consultation with Peter Seixas) and reading the monograph prior to the summer institute is recommended, if possible. Alternative assignments, designed in consultation with Peter Seixas are also possible.**

Due: July 21.

Students may propose an alternative major assignment, subject to the approval of the instructor.

Grading for graduate credit will be based on UBC grading scales.

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| Contribution to, and quality of, #3 Final Project | 25% |
| Monograph review                                  | 50% |
| Reading log and contributions to discussions      | 25% |