Historical Thinking Summer Institutes
July 8-13, 2013 — Canadian Immigration Museum at Pier 21, Halifax
July 15-20, 2013 — Centre for Social Innovation, Toronto

Course Description

EDCP 431/96A for Undergraduate Credit in Halifax
EDCP 585/96A for Graduate Credit in Halifax
EDCP 431/96B for Undergraduate Credit in Toronto
EDCP 585/96B for Graduate Credit in Toronto

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.

Two sessions of this course will be offered. Substantively, they will be the same. However, as each will make use of distinctive local resources, a student may wish to choose one or the other on the basis of the urban locale.

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 authentic 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 sent to students. One book must be purchased: *The Big Six Historical Thinking Concepts*. This is available at a discount (for $79.95) directly through the publisher at nelson.orderdesk@nelson.com, with the Summer Institute code BS061513, 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:**


**Optional:**


**Other Resources:**

One-page templates and lesson plans at www.historybenchmarks.ca


**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. Neither Timothy Brook’s *Vermeer’s Hat* nor Seixas and Morton’s *The Big Six* needs a reading log entry.

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/96B):

**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 22 (for Halifax SI); July 29 (for Toronto SI).

Undergraduate grading (unless otherwise arranged) is Pass/Fail.

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

**Monograph review:** Using the model provided during the Institute, of Brook’s *Vermeer’s Hat*, and further provided by the “Thinking About…” sections of *The Big Six*, analyze a history monograph of your own choice (or museum exhibit not visited during the Institute), 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 Project 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.

Due: July 22 (for Halifax SI); July 29 (for Toronto SI).

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.

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