

Conference October 14 2017
Teaching history
Canada 150 ... more or less
Shaping nationhood
History of education research group



PROGRAM

CANADA: 150 YEARS...MORE OR LESS

All sessions will be held at the College of Education, University of Saskatchewan, 28 Campus Drive, Saskatoon, Saskatchewan.

Lunch and refreshment breaks will be served in the Main Floor Lounge, Rm 1005

Program Schedule

Saturday, October 14, 2017

8:30 a.m. - 8:45 a.m.	Registration Check In
9:00 a.m. - 10:15 a.m.	Opening Ceremonies and Keynote Speaker
10:15 a.m. - 10:30 a.m.	Refreshment Break
10:30 a.m. - 11:45 a.m.	Breakout Sessions
11:45 a.m. - 12:30 p.m.	Lunch
12:45 p.m. - 1:45 p.m.	Keynote Speaker
2:00 p.m. - 3:15 p.m.	Breakout Sessions
3:15 p.m. - 3:30 p.m.	Refreshment
3:30 p.m. - 4:00 p.m.	Plenary Session

Program Details

9:00 a.m. Opening Remarks

Jeff Baker, Chair in Aboriginal Education

Room: EDUC 1004

9:15 a.m. - 10:15 a.m. Keynote Speaker: Verna St. Denis

Indigenous People and a Politics of Commemoration

Morning Breakout Sessions: 10:30 a.m. to 11:45 a.m.

10:30 a.m. to 11:45 a.m.

Theme: Shaping Nationhood through Commemoration and 'nation building'

Room: EDUC 1004

Lynn Caldwell

Lynn Caldwell is Professor of Church and Society at St. Andrew's College, affiliated with the University of Saskatchewan. She completed a PhD in Sociology and Equity Studies in Education at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). She is co-editor, with Darryl Leroux and Carrienne Leung, of *Critical Inquiries: A Reader in Studies of Canada*, Fernwood, 2013.

Nation, Commemoration, and Nostalgia: Learnings from the Saskatchewan Centennial for Canada 150

In this presentation I will draw from my research into the 2005 Saskatchewan Centennial celebrations to consider how the construction of the 2017 Canada 150 commemoration as a shared and celebratory event relies on a problematic assumption of "cohesion." In particular, my research into the Centennial and related events engaged with settler-colonial nostalgia as a form of attachment to dominant stories of past, place, and people. Based on my findings from that research, and drawing on an ongoing critical race analysis of settler nostalgia, I turn attention to the national commemorations of Canada 150 and propose ways into difficult conversations about settler attachments to stories that perpetuate colonialism.

Amanda Gebhard

Amanda Gebhard is an Assistant Professor in the Faculty of Social Work at the University of Regina and her research focuses on racism in schools.

Troubling Discourses on School Discipline: Making links between Nation-building and Schooling Exclusions

The ongoing criminalization of Indigenous peoples introduced by colonial systems is but one reason to critique the celebratory discourses surrounding Canada 150. While the criminalization of Indigenous peoples has primarily been studied within the disciplines of law and criminology, it is also an educational issue. Schools and prisons become interconnected when schools legitimize colonial discourses that naturalize the intervention of the justice system. The data in this presentation suggest Indigenous youth are more likely to be disciplined at school than their non-Indigenous counterparts, and situates the over-discipline within a nation-building process based on exclusion. The analysis traces how normative school practices position Indigenous students outside of the school and effectively, outside of settler society. This presentation calls on educators to examine racial disparities in discipline in their own schooling contexts as an alternative way of engaging in commemoration.



Saskatchewan's Centennial Logo

10:30 a.m. to 11:45 a.m.

Theme: Shaping Nationhood through History of Education

Room: EDUC 2014

Kerry Alcorn

Kerry Alcorn teaches history at Aden Bowman Collegiate in Saskatoon, and is the author of *Border Crossings: US Culture and Education in Saskatchewan, 1905-1937*.

Borderlands: Canadian development along the perimeter

On the occasion of Canada's 150th birthday it seems entirely appropriate to wonder, just how "Canadian" we have been, over time. While one can trace an Anglo-Canadian, Ontario-driven ethos narrating a quintessentially east-to-west process of historical development, alternative narratives exist. A *borderlands* approach to prairie Canadian history, for example, rotates this horizontal, right-to-left axis 90 degrees, clockwise, to acknowledge that between 1905 and 1930, the development of Saskatchewan bore the hallmark of the US Midwest and Plains. Saskatchewan's "Midwestern moment" saw the wholesale adoption of US Midwestern and plains culture in a host of realms.

Dawn Wallin & Janice Wallace

Dawn C. Wallin is a Professor at the University of Saskatchewan who holds the position of Associate Dean, Undergraduate Programs, Partnerships and Research in the College of Education, University of Saskatchewan. Her educational background specializes in Educational Administration and Leadership, and her areas of scholarship include educational leadership, rural education and governance, and equity issues in education.

Janice Wallace (PhD, OISE U of T), is Professor Emerita, Faculty of Education, University of Alberta and works primarily in the area of Leadership and Social Justice with a focus on gender.

Book Talk: Feminism and Education in Canada: Engaging the Conversation

This book talk (a) provides an historical context for Canadian feminism in education subsequent to the 1970 report of the Royal Commission on the Status of Women; (b) explores the development of feminist thought and action in education over the past fifty years; and (c) explores absences and possibilities in current feminist discourses that invite re-imagining and supporting a more equitable educational future. We hope to provide a sense of how past feminist pursuits have shaped the current state of education, and by extension, the nation, as well as prompt further conversations toward the development and support of new and productive trajectories for feminist scholars and practitioners that will give us more to celebrate in the next 150 years.



Royal Commission on the Status of Women in Canada

10:30 a.m. to 11:45 a.m.

Theme: Shaping Nationhood through Recognition of Indigenous histories

Room: EDUC 2010

Melchior Sysing & Dustin Kasun

Melchior Sysing and Dustin Kasun are anti-oppressive land-based educators in the Greater Saskatoon Catholic School Division, as well as the originators of the EcoJustice program within the division. They are currently involved in a McDowell Foundation research project to work with practicing teachers to develop anti-oppressive and land-based pedagogies.

Decolonizing Education...in a Colonial Education System

There is something special about teaching the social humanities. The importance of interactions and relations are factors that are often overlooked in a classroom. We choose to teach about these relations, and moreover we choose to teach our relations to this planet. There is no manual for teaching with the land. Teaching about the land, plants, animals and people cannot be done only by textbook but by developing authentic relations with the realization that knowledge can be attained with methods that are above and beyond text. That is why we created a classroom called EcoJustice. It is a Land-Based Classroom that uses the world as the knowledge. Listening and learning from the Land is Decolonization. This session will go over the transformation of pedagogy and examples of learning from the past eight years of the program.

Carmen Gillies

Carmen Gillies is Métis from Saskatoon, Saskatchewan. She holds a faculty position with the Saskatchewan Urban Native Teacher Education Program in Saskatoon and is a PhD candidate with Educational Foundations at the University of Saskatchewan. Carmen's research areas include critical race theory, Indigenous education, and teacher education.

How Métis teachers trouble national narratives and contribute to racial justice

This presentation will outline aspects of my PhD research with Métis teachers, connecting the history of Saskatchewan Métis education policies with racialization processes and current conditions in provincial K-12 schools. Using critical race theory, the research analyzed counter-stories of thirteen Métis teachers to reveal how racism continues to operate in K-12 provincial schools and how these processes are connected with a history of White colonization. How to utilize such knowledge in ways that can contribute to racial justice for Indigenous students will be discussed from a critical race perspective centering on the experiential knowledge of Métis teachers.

Lunch 11:45 a.m. – 12:30 p.m.

Keynote Speaker

Room: EDUC 1004

12:45 p.m. - 1:45 p.m.

Sheelah McLean

"We built a life from nothing": Myth Making and White Identity Construction

Afternoon Breakout Sessions – 2:00 p.m. to 3:15 p.m.

2:00 p.m. to 3:15 p.m.

Theme: Shaping Nationhood through Living Heritage

Room: EDUC 1004

Lesley Biggs & Crystal Mayes

Crystal Mayes is a direct descendant of former slave Mattie Mayes, matriarch of the black pioneer migration into Saskatchewan in the early 1900s. Lesley Biggs is a member of Department of History at the University of Saskatchewan, and has a long-standing interest in the history of midwifery in Canada.

When History Meets Memory: On Being a Descendant of Freed Slaves

On 30 March, 1910, freed slaves Joseph and Mattie Mayes and eight of their thirteen children stepped off the no. 7 Grand Northern train and entered the port of Emerson, Manitoba. They were on their way to Maidstone, Saskatchewan, where, along with twelve other families, they helped established the Shiloh Community. In this paper, we explore the meaning of being a descendant of a slave and the ways in which that history has shaped the identity of contemporary members of the Mayes family, the relationship between the memory and the history of slavery, and the provincial narrative of a land settled by "pioneers."

Katherine Gilks

Katherine Gilks is the Education Coordinator at Heritage Saskatchewan, where her biggest project is the Heritage Fairs program for middle-grade students in the province.

Living Heritage in Saskatchewan

This presentation is about Living Heritage and the work that Heritage Saskatchewan is doing in the province. It addresses the following questions: What is Living Heritage? Who is Heritage Saskatchewan and what role do they play in the province? What stories are being told about Canada? What stories from Canada's past and present are being explored? (And which ones aren't...) The presentation will also address intergenerational learning, historical thinking, and collective vs. individual memory.



Saskatchewan's pioneer Black community near Maidstone, SK.

2:00 p.m. to 3:15 p.m.

Theme: Shaping Nationhood through Teaching Canadian History

Room: EDUC 2014

Gemma Porter

Gemma Porter, a PhD student at the University of Saskatchewan, has a particular interest in citizenship education and Social Studies in the historical context.

Roots of Society: Commemoration and Nation Building in the Grade 9 Social Studies Curriculum 1970-present

With a focus on the historical development of the grade 9 Saskatchewan Social Studies curriculum from 1970 through to the present, this presentation will focus on the act of commemoration and nation building in the context of Canada's pre-colonial roots in ancient societies. Findings presented will highlight the powers of exclusion at work in building a national narrative that works to commemorate particular ancient societies as the roots of Canadian society. Additionally, findings suggest that there has been a move towards more inclusive and varied commemoration of the roots of Canadian nationhood, through the expansion of ancient societies studied as required by the curriculum.

Lynn Lemisko

Lynn Lemisko is a Professor in Educational Foundations at the University of Saskatchewan interested in the history of education and history education.

Canadian History in Canadian History Education

Is there an attempt to shape national collective memory through high school history curricula? Is there a singular, unified national history of Canada promoted by state-sponsored curriculum developers? In 2017, what is the dominant storyline of Canadian nationhood told through high school history? I will share findings from our analysis of the Ontario and Saskatchewan grade 12 history curricula that address these questions.



Historical Textbook Collection, University of Saskatchewan

2:00 p.m. to 3:15 p.m.

Theme: Shaping Nationhood through Reconciliation

Room: EDUC 2010

Jordan Raymond

Jordan Raymond has a particular interest in arts-based inquiry and teaching about life histories through art within the Greater Catholic School Division.

How can the arts help in reconciliation and help Canadian people (Indigenous and non-Indigenous) in the path of healing?

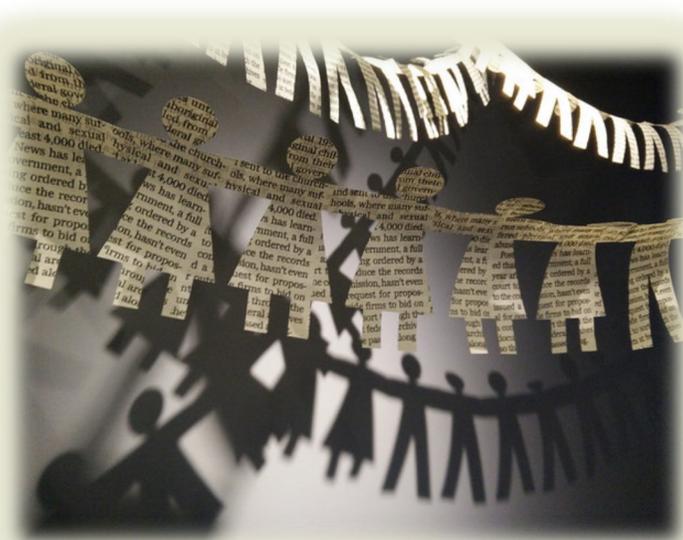
It is time to fix the damaged relationship between Indigenous and non-Indigenous peoples. Why not try to fix it through art? The TRC has experienced throughout the country that creative expression and art can play a vital role in creating a pathway to breaking the silences, transforming conflicts, and mending the damaged Indigenous and non-Indigenous relationship. I will be sharing how I use art within my classroom and school to support reconciliation and teaching our nations' history. You will learn how art can honor the strength, courage, and commitment to Indigenous people while bringing awareness to Canadians about our history as we move forward together on a path of healing.

Deborah Lee

Deborah Lee, a Cree-Métis Librarian working at the U of S for the last ten years, has a particular interest in Indigenizing academic library services and led a team that delivered a successful unique, custom-made program to improve Indigenous/non-Indigenous relations at the University Library in 2017.

Education got us into this mess: Education will get us out: Some Reflections on Reconciliation and Academia at Canada's 150th

As the third Building Reconciliation National Forum (to be hosted by the University of Manitoba) for universities across Canada approaches in November, how can we reflect on and assess the impact of Reconciliation activity in academia since the first Forum, hosted here, in 2015? How can we think critically about our steps taken toward Reconciliation? Is the terminology used, i.e. "moving forward", just another assimilation tactic that wipes away settler guilt? Or are we seeing real "change to the core" in academic institutions when we walk the talk about improving our relationships between Indigenous and non-Indigenous peoples? Join me for some insightful discussion on these issues.



Lori Victor's 2014 art installation "Cut Outs" based on testimony from the TRC

Plenary Session: 3:30 p.m. - 4:00 p.m.

Plenary Session: "1000 Words in a Picture" Sharing and analyzing historical images that speak to 'Canada 150 years ...more or less Room: EDUC 1004	
Natasha Cochran Natasha Cochran is a PhD student at the University of Saskatchewan with a particular interest in the history of teacher professionalism	<i>Commemorating the One-Room School House</i> I offer a personal reflection celebrating women's contributions to education while memorializing the one-room school house.
MaryLynn Gagné MaryLynn Gagné is a librarian in the Education & Music Library with a particular interest in the history of curriculum in Saskatchewan. Since 1992, she has been responsible for the development of the Library's Historical Textbook Collection and related finding aids.	<i>Growing the good Canadian: School projects recommended in the 1967 Centennial Commission's guide for teachers</i> Drawing on Helen Davies 1999 dissertation, <i>The Politics of Participation</i> , this presentation explores how suggested school projects, including the planting of Centennial trees, sidestepped controversy while promoting the Commission's vision of a proud, united, and optimistic Canadian citizenry.
Dianne Miller Dianne Miller is a Professor in the Department of Educational Foundations whose research and teaching focus on life history and place-based education.	<i>Witness trees: What story will be remembered?</i> This presentation focuses on current practices of deforestation or "complete overstory removal" as one provincial government department frames it. What educational practices contribute to this devastation and what educational practices might open up the possibility of a different story? What does a witness tree see? This image bears witness to the failure of public education to create respect for the land and points unequivocally to the work ahead.



Photograph Credits

Status of Women - Royal Commission on the Status of Women in Canada (Dominion Wide Photographs Limited, Library and Archives Canada, 1971-191 NPC)

Black Community near Maidstone - <http://thestarphoenix.com/news/local-news/celebrating-more-than-a-century-of-black-history-in-saskatchewan>

Cut Outs - Photograph by Mike Gifford. Creative Commons license: <https://creativecommons.org/licenses/by-nc/2.0/>

Girl planting tree - Courtesy of the Saskatchewan Teachers' Federation - <http://sain.scaa.sk.ca/items/index.php/canada-s-centennial-saskatoon-tree-planting;rad>

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