

Now and Then

News from the History Department at University of the Fraser Valley

March 2016

A Message from the Chair

The History Department participated in organizing the very successful “History Matters: Historical Thinking K-16” professional development day. About 120 teachers and prospective teachers attended the event, hosted by the UFV History Department and the Teacher Education Department, on February 19. The participants listened to keynote addresses by Robin Anderson (UFV History Department) and Stefan Stipp (Surrey School District) that explored the new high school social studies curriculum and also the challenges associated with the concept of “K-16” education. After these addresses, attendees participated in workshops that considered the Indigenisation of education, the use of film and fiction in the study of history, student research in the classroom, and alternative assessment models. The sessions were presented and moderated by teachers from Abbotsford and Surrey (Karen Saenger, Lori Caviggia, and Stefan Stipp), by the Teacher Education Department and the Indigenous Student Centre (Sheryl MacMath and Lorna Andrews) and by UFV History faculty (Adrianna Bakos, Scott Sheffield, Larissa Horne).

It was delightful to see the collegiality and enthusiasm shown by the participants from across the K-16 system and from different UFV departments. While there are, and perhaps should be, differences in teaching at the various levels, I was struck by the commonalities of experience. The elements of the new curriculum that focus on critical thinking and problem-based learning in lieu of set content represents a more flexible approach for teachers. But this also raises a concern that losing content will leave little to “chew on” when grappling with concepts. This is neither a new conundrum nor one relegated to the public schools.

It was gratifying to have confirmed that teachers and university faculty all struggle with balancing good pedagogical intentions with the realities of the classroom while respecting our professional and disciplinary responsibilities. We need to be innovative but we must also be mindful of what we already do well. So it was a good day. I want to thank Nicole Kungle, our Departmental Assistant, for her hard work in arranging this event. We will definitely do it again.



Dr. Christopher Leach

See Page 6 for photos of “History Matters”

Faculty News

Qualicum History Conference

UFV has traditionally taken undergraduates to Vancouver Island to the Qualicum History conference. It’s a great opportunity to see some new scholarship by emerging historians and to get an inside view of the mysterious academic process of presenting conference papers. History graduate students from most BC universities attend Qualicum, and it is always a good time. This year, there were some especially interesting presentations, on topics

Continued on page 2

Faculty News



Clare Dale

At the UFV Scholarly Sharing Initiative, Clare presented a research talk entitled "History: What rhymes with 'conquest'? Poetry, Politics and the Problem of Empire in Late 18th century England". She followed this with a MicroLecture on "The Good, The Bad, and the Lieutenant Governor: John Graves Simcoe and the British Imperial Experience, 1787-1805", and a talk at Kwantlen University about "Using Historical Documents and Sources for writing Historical Fiction".

Qualicum History Conference



History student Colin Nicholl dining with Professor Eric Sager of University of Victoria

Continued from page 1
ranging from understandings of the Qur'an in British India to the roots of the Icelandic banking crisis.

The prolific and influential historian Professor Jean Barman gave the keynote address.

At the end of January this year, Colin Nicoll of UFV's Association of History students (AHS) attended the conference, as did faculty member Barbara Messamore. Colin was one of the few undergraduates attending, and the grad students from our neighbouring institutions were more than welcoming.

There were some late-night parties and plenty of opportunities for lively socializing after the conference sessions. We'll look forward to bringing more History students next year.

AHS Events and Adventures

Movie Nights

We hosted 2 movie nights during the 2015 Fall semester. The theme was World War II, on the occasion of its 70th anniversary and we showed "The Imitation Game" and "Unbroken".

History Games Day

AHS recently hosted a History Games Day attracting many history students who played board games that dealt with Trench Warfare, the Second World War, and the classic card game Cards Against Humanity. AHS was also able to recruit some new members, which is great news as some members of the Executive are graduating this June. Since Games Day, AHS has become more well known to the History student body and more students are liking the AHS Facebook page.

Radio Show: Not Your Typical History

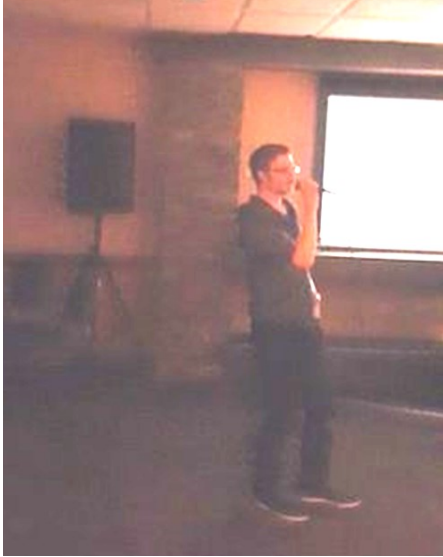
AHS has been approved for their CIVL Radio show called "Not Your Typical History". Hosted by AHS Executives Jonathan, Melissa, and Colin (Radio Executive), it presents 30-minute talk shows about a specific historical topic. The first show was about John A. Macdonald and

Continued on Page 3

AHS Events and Adventures - Continued

his love for alcohol, and there are many more lined up for the next season's scheduled programming for CIVL, including such topics as Zombies, Samurais, and various military battles.

Qualicum Conference

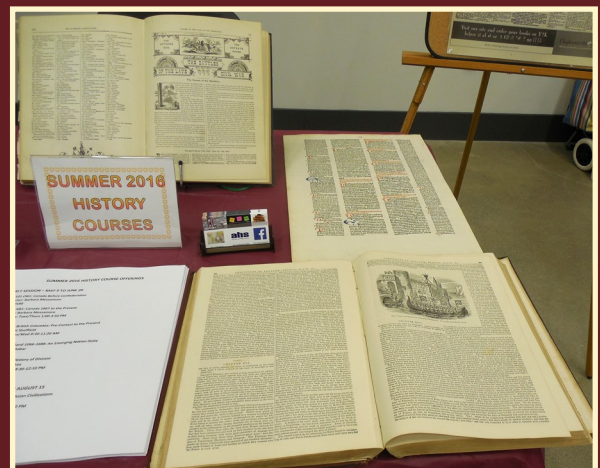
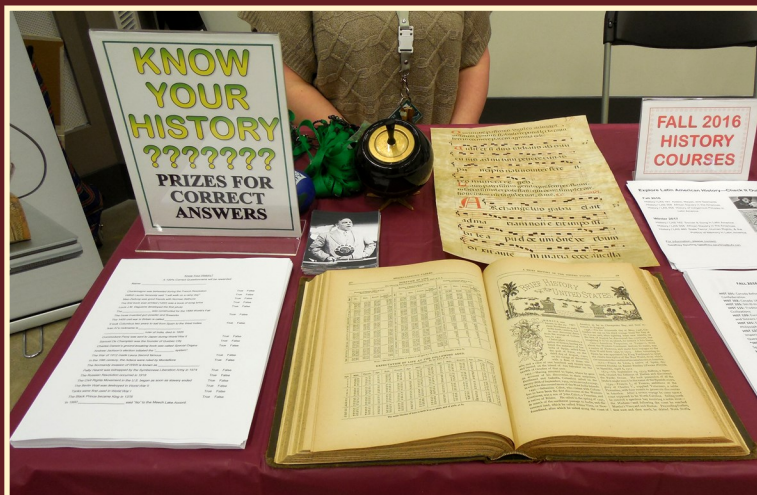
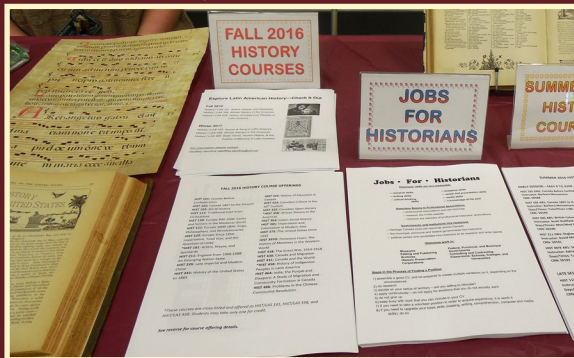


AHS sent one of their Executives, VP External and Academic Colin Nicholl to the UVic Qualicum Graduate School Conference for History Students.

Colin, accompanied by UFV History Professor Dr. Barbara Messamore got to meet many faculty and graduate students from all across BC. Both attended lectures covering many subjects in history, from 19th century Iceland State Banking and Parliament, to history presented through fairy tales. Colin won first prize in the conference draw and received a book about the History of Stanley Park.

Later in the evening Colin helped kick off karaoke with the other students and attended the conference beach bonfire. Colin learned much about grad school, and about the varieties of historical research.

Arts Expo 2016



The History Department's table at Arts Expo 2016, held in the Student Union Building

Alumni News

Sheryl Appleby

I graduated from UFV with my BA in History and an extended minor in English in 2009. From there, I went on to complete my Bachelor of Education at SFU in their international teaching cohort in 2010-11. Since then, I have been teaching English and Social Studies overseas in a BC Offshore School in Dalian, China.

Teaching Canadian Social Studies to 100% foreign students is a challenge and an education in itself. The majority of my students are Chinese nationals who have a very limited understanding of the world outside of China's borders. The rest of my students are from a variety of nations such as Russia, Japan, Kazakhstan, Mongolia, both Koreas, etc. The Chinese education system reinforces rote learning of government approved facts and discourages the asking of questions. Just last year, our Canadian Social Studies 11 textbooks were banned by the government because Taiwan is the wrong colour in maps and there are pictures of Tiananmen Square in it. It is often a dance of diplomacy when teaching issues and events such as the Korean War or the issues of Taiwan and Tibet. Many of the students are genuinely mystified at the idea that the Taiwanese people do not want to be a part of their great nation of China. It is interesting to see them begin to make the connection between how they would feel if placed in a similar circumstance and the Taiwanese people's feelings. This is something that I learned through my years of studying history at UFV – you cannot force people to change their viewpoints, but if you provide the opportunity, many will change on their own.



Then (2007),
as a student
in the
History
Department,
and **Now**



Continued on Page 5

Daniel Duguay

Korea. A country I knew nothing about, halfway around the world, with its own language customs and history. If anyone had told me that just half a year after graduating I would find myself there two years ago, I would have asked if they were feeling well. Yet as I sit in a fancy western-style Pizza shop partially made out of shipping containers and stylized industrial components seamlessly mixed with fine tiles and stylish furnishings looking across a busy plaza throbbing with all of the energy and life of downtown Vancouver, I can't help but grin. I am struck by the profound feeling that despite the many personal challenges I face in this place it was worth it.

Here's the rub: in exchange for teaching English at a school of your choice, arranged by an independent contractor-agent, you may enjoy the city of your choice usually with paid (one way) airfare and rent covered. If this sounds like a good way to save money, it is. Instead of traveling to escape student debts, in theory you could travel to pay them, and to pad out your resume and lived experiences while you're at it. (Check out the website www.eslcafe.com/)

Teaching English is not easy, like any professor in our faculty will probably point out, and they are right. This life is not for everyone, but those seeking to taste the flavor of life, with open minds, may be in for a treat. Korea is great in its own ways, but there is an entire world out there, and English is in demand. Got your degree? Save up a couple grand, and go. You might come to regret it, but nothing good ever comes without a risk. As a friend here put it: "Korea is what you make it: go out, make friends, get lost, and find yourself on the way back home."

Oh, and if you were wondering? The best part, for me, is the incredible kids I get to teach every day.

Daniel Duguay

Sheryl Appleby



Continued from Page 4

After 5 years in China, it is refreshing to see the way that the points of view of my students and their parents are changing. In my first year it was almost unheard of for a student to want to study arts or humanities in university; they all wanted to be businessmen or engineers like their parents told them to. Now we have students wanting to study psychology, history, political science, and fine arts in foreign universities so that they can bring these ideas back to China to better their nation's future. They do not see their country as bad, nor should they, but they do see the possibilities for a better future through understanding and working with others.

While my experiences as a student at UFV and as an Executive in its Association of History Students prepared me for career success as a teacher, department head, curriculum writer, and guidance counsellor, it is the confidence and preparation to open my mind and see the possibilities that I value most from my time at UFV.

Sheryl Appleby



Scenes from History Hot Dog Day



Faculty News

“History Matters: Historical Thinking K-16” Professional Development Day



**Scott Sheffield's session on
“Students as Researchers”**



**Nicole Kungle had
everything under control**



**Robin Anderson's keynote
address on the subject of
“Historical Thinking in K-16”**



**Nicole Kungle and UFV student
Volunteers at the
Registration Desk**



**Adrianna Bakos and Larissa Horne with participants in their
Workshop entitled “Incorporating and Evaluating the Use of
Historical Fiction, Film, and New Media in the Classroom”**



**Surrey School District Innovative Learning Design Coordinator Stefan Stipp, giving a keynote
address on “Foundations of Historical Thinking”**

Sabbatical Research -- Adrianna Bakos



Adrianna Bakos had a varied and productive sabbatical. She pursued research in two areas: the scholarship of the Early Modern period, and the scholarship of Teaching and Learning. To this end, she completed a diploma in the Provincial Instructor Diploma Program (PIDP). This is a one-year program consisting of seven courses and a capstone project, which gives provincial certification to teach adults in multiple settings that require facilitation of information.

The reading, writing and activity-intensive program included assignments on works such as *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, and teaching a class to fellow students. Other courses included teaching media-enhanced online courses, sessions on meta-cognition, peer critiques and peer, as well as self-assessment.

Bakos encountered a number of AHA! moments, when she was introduced to the experience of being a student. She began to understand the effects of receiving feedback that showed little respect for her efforts, or an assessment that was dismissive of her work. The online course, which

required that she be always present and always posting, seemed to “mistake quantity for quality”, producing much frustration. At one point, she became so irate that she considered abandoning the project, saying to herself, “Do I need this?”

Nevertheless, another AHA! moment occurred when she realized that feedback works both ways, and she now incorporates ongoing feedback, peer review and peer feedback in all her classes. The “Austin’s Butterfly” model, which demonstrates the strength of peer feedback, also teaches specificity, and helps both sides acquire critical thinking skills.

According to Bakos, the Three-Step Feedback Model is enormously transformative and empowering, enabling both students and professors to transform their approaches from tentative or uncertain to confident and effective.

Bakos says that studying in this program gave her teaching tools she had not had before, and provided concrete support for what she had previously done intuitively. She finds that this has not only changed her relationship with her students, but has also empowered her to consider changes and revisions to her curriculum design. She remembers one occasion when she was asked by the instructor why she awarded grades for participation. Realizing that she did not know the answer made her understand the value of self-assessment. Then there were discussions about

penalties for assignments submitted late, which Bakos does not support because an assignment’s grade “assesses learning, not time-management”.

Reflecting on her experience in the PIDP, Bakos is very enthusiastic about the worthwhile insights and possibilities that the courses presented, and the concrete skills that she gained. Does she recommend that everyone take the PIDP? At the very least, she says, try to take courses in instructional strategies and the evaluation of learning.

Complementing her research into Teaching and Learning, Bakos moved ahead with her research on the subject of political discourse and medical imagery in the Early Modern period. Specifically, she is interested in metaphors of pregnancy and childbirth, as well as the literary imagery associated with cancer during the religious wars in France. She asks why writers used extensive medical imagery at this time, and links this to a moment of change in the knowledge and understanding of the body’s functions.

For her PIDP capstone project, Bakos produced a video of herself teaching a class and wrote a report highlighting her engagement techniques, assessment strategies, use of technology, the in-class debriefing, and the learning goals. This final project featured a class on the Black Death, and integrated research, teaching and learning.



Austin’s Butterfly -- A Model for Excellence