

al provinces which form the Dominion of Canada. Most of the emblems are included in the Dominion flag, given on the map below. These three flags form the Union Jack, the national flag of Britain.

DECOLONISING HISTORY

A EuroClio Webinar Series

Online | 16 April to 18 May 2021

Co-funded by the Europe for Citizens Programme of the European Union

EuroClio
Inspiring History and Citizenship Education

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A FREE EMPIRE, SHOWING THE EMBLEMS OF BRITISH POWER THROUGHOUT THE WORLD

and the wonderful way in which the British Empire great empire, because, wherever her influence has gone, she has planted the seeds the place where the flag-staff is fixed that belongs to t
 rld. But it helps us to realise something more. of freedom, and because, as soon as a British colony is able to govern itself, the small places have flags that are not shown in this map.

Draft Programme, Version 13 April 2021

*all times are indicated in CET (Amsterdam Time). To check the time in your own time zone, please use the time zone converter at this link: <https://www.thetimezoneconverter.com/>

Keynote Lecture on “Decolonising the Curriculum: an introduction”

Friday 16 April, 16:30 – 18:30

16:20 Opening of the Zoom meeting room

16:30 **Words of Welcome**

Alice Modena, EuroClio Deputy Director

16:35 **Icebreaker – Decolonising History and Pop Culture**

During the icebreaker, participants will have the possibility to introduce themselves to each other, and to discuss examples of movies, books, graphic novels, or songs that can be used to ‘decolonise history’

17:00 **Decolonising the Curriculum: an introduction**

Keynote lecture by Prof. Peter D’Sena, Royal Historical Association

In 2015, students at the University of Cape Town called for the statue of Cecil Rhodes, the nineteenth-century British coloniser, to be removed from their campus. Their clarion call, in this quick spreading #RhodesMustFall movement, was that for diversity, inclusion and social justice to become a lived reality, the full gamut of educational provision should be challenged, and schools and universities decolonised. Concerns had long been voiced by both academics and students about curricula dominated by white, capitalist, heterosexist, western worldviews at the expense of the experiences and discourses of those not perceiving themselves as fitting into those mainstream categories. However, for change to happen, the dominant and deeply embedded Eurocentric knowledge and values systems underpinning the curriculum had to be transformed in order to take better account of cultural diversity and multiperspectivity. Moreover, institutional and structural change was also necessary: tuition fees should fall, and the recruitment, retention and outcomes for all students and staff should be equitable, rather than serving to reproduce ‘white privilege’.

This inter-active, inter-subjective presentation provides an introduction to the debates about the decolonising the curriculum movement; it explores its relevance for equity and social justice; and asks participants to reflect on their own practise and consider ways in which they can begin to create a personal strategy for change.

About Prof. Peter D’Sena

Peter D’Sena is Associate Professor of Learning and Teaching at the University of Hertfordshire and a Senior Research Fellow at the Institute of Historical Research. His key contributions to history education are borne from his enduring commitment, over four decades, to equality and inclusion. As a writer of the revised National Curriculum in the late 1990s he championed the introduction of black history; now he continues to lecture and write on decolonising the curriculum. As the HEA’s National Lead for History he organised the revision of the QAA

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Benchmark Statement and created innovative resources for those ‘New to Teaching’. He is a fellow of the Historical Association, a principal fellow of the HEA and last year he was elected to be the first President of SoTL’s European branch for History. Professor D’Sena is also Vice-President and Chair of Education Policy Committee at the Royal Historical Association.

17:50 **Q&A Session** with participants

18:30 End of the day

***Workshop on “How do you Decolonise History?
The example of CARGO Movement”***

Friday 23 April, 16:30 – 18:30

16:20 Opening of the Zoom meeting room

16:30 **How do you Decolonise History? The example of CARGO Movement**

Workshop hosted by David Rawlings, University of Bristol, and by members of CARGO

This workshop will explore the process of decolonising the history we teach, the challenges involved and the principles that can guide our practice. The workshop will comprise two parts. In the first half, attendees will be introduced to the principles behind the CARGO classroom initiative and use these to explore the question of how to decolonise the history classroom.

In the second half, attendees will reflect on the challenges that we are faced with when we attempt to decolonise the history we teach, hearing the testimonies from history teachers working with the CARGO classroom initiative, and explore what changes we can make to our own practice to teach more decolonised histories.

About the workshop hosts

David Rawlings is Senior Lecturer in History Education at the University of Bristol. He is subject lead for the History PGCE course and advises a number of organisations and publishers on the inclusivity and diversity of their history education materials, including how they can deliver more decolonised histories.

CARGO (Charting African Resilience Generating Opportunities) is a collective of artists, poets and filmmakers, led by Lawrence Hoo and Charles Goulding, from across the globe with a single-minded vision to address the balance of accessible narratives from the African diaspora. The CARGO classroom initiative aims to address the narratives that are missing from the history that is taught in schools across the UK, including the perspectives of individuals of African and African Diaspora descent and the recognition of their resilience, contributions and visionary leadership: CARGO© (cargomovement.org).

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18:30 End of the day

**Workshop on “Making a difference: Learning to Recognise and Interrupt
Personal Biases in the Curriculum and Classroom”**

Friday 30 April, 16:40 – 18:45

16:30 Opening of the Zoom meeting room

16:40 **Making a difference: Learning to Recognise and Interrupt Personal Biases in the Curriculum and Classroom**

Workshop hosted by Dr. Kay Traille, Kennesaw State University

This workshop focuses on the way bias plays a major role in perpetuating inequity and influences the how and what we teach repeatedly to the detriment of marginalized students. Biases in the curriculum and our teaching such as omission and fragmentation bias, textbooks, and cosmetic bias are frequently endemic in education. Learning the origins of historical racial bias explicit and implicit are key in understanding how biases function consciously and unconsciously in education. The role that Stereotypes play in terms of how information is processed by the brain and how this often leads to domination and division are investigated. We uncover how sources of implicit bias, the media, past experiences, and cultural exposure weave a tangled web and entrap us if we fail to notice the danger.

Through a better understanding of the science behind implicit bias and how this coupled with explicit biases function and flourish in education, educators will have a better grasp of these slippery and complex terms and how to interrupt their own personal and often unseen, unnoticed and unrecognized biases. Understanding this will help educators identify how biases influence and impact diverse students in terms of the Achievement, Opportunity, Learning, and Discipline Gaps.

Identifying strategies that interrupt such biases are explored. And we learn why incorporating these strategies into our practice can make a difference in our schools in terms of more equitable and inclusive learning curricula and environments for all students.

About Dr. Kay Traille

Dr. Kay Traille is an associate professor of History Education and History at Kennesaw State University. She has been teaching and mentoring for several decades in the field. Originally from the United Kingdom, she moved to the USA in 2007. She continues writing and researching in the field of teaching controversial issues and issues concerning students of color and the teaching of history. Dr. Kay Traille is the author of ‘*Hearing their voices: Teaching History to Students of Color*’ and ‘*Teaching History to Black Students in the United Kingdom*’

18:45 End of the day

Workshop on “Contested History in Public Spaces”

Tuesday 04 May, 16:30 – 18:30

16:20 Opening of the Zoom meeting room

16:30 **Contested History in Public Spaces**

Workshop hosted by the EuroClio Secretariat

This workshop will be based on the research developed by the Contested Histories in Public Spaces team. Contested Histories in Public Spaces is a multi-year initiative intended to address controversies over statues, memorials, street names and other representations of disputed historical legacies in public spaces. The objective of the Contested Histories project is to provide decision-makers, policy planners, educators, and other stakeholders with a set of case studies, best practices and guidelines for addressing historical contestations in an effective and responsible manner.

More details on the workshop will be coming soon!

18:30 End of the day

Workshop on “Tackling the textbook: recognising and rethinking colonial narratives”

Tuesday 11 May, 16:30 – 18:30

16:20 Opening of the Zoom meeting room

16:30 **Tackling the textbook: recognising and rethinking colonial narratives**

Workshop hosted by Tom Allen, Head of History at a comprehensive school in Bath, UK

The concept of a school history curriculum has its origins in 19th century ideas of progress and national pride. This can have implications for the historical narrative we impart, often subconsciously, to our students. Teachers in many different countries are now recognising the need to teach our students about empire, but the way we present this story is important too.

The aim of this session is to unpack the story our textbooks tell about European empires in the 19th century, and enable you to recognise potential problems with the materials you use. We will analyse anonymised extracts from textbooks used in a range of different countries (you are encouraged to bring your own examples to the session). The session will also offer practical advice on how a fuller picture can be presented to the students – without the need to throw away the textbook!

About Tom Allen

Tom Allen is Head of History at a comprehensive school in Bath, UK. He has recently been working with textbook publishers in the UK to reconsider the way colonial history is presented. In September 2021 he is moving to Germany to begin working at an international school.

18:30 End of the day

Feed Forward and Exchange Session

Tuesday 18 May, 16:30 – 18:30

16:20 Opening of the Zoom meeting room

16:30 **Feed Forward and Exchange Session**

World Café hosted by the EuroClio Secretariat

During this session, participants will discuss in groups and as a plenary the relevance of Decolonising History and the role of teachers within current political debates. They will have a possibility to network, share their own experiences, and set the foundations for future projects, including discussing what could be the next steps for EuroClio in an effort to Decolonise History.

18:30 End of the day