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Adele Nye and Jennifer Clark (Editors), *Teaching History for the Contemporary World: Tensions, Challenges and Classroom Experiences in Higher Education*

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Adele Nye and Jennifer Clark (Editors), *Teaching History for the Contemporary World: Tensions, Challenges and Classroom Experiences in Higher Education* (Singapore: Springer Verlag, 2021), 254pp. eBook. GBP94.50. ISBN: 978-9-8116-0247-4.

The purpose of this essay collection is 'to identify some of the issues of our time, such as content to be taught, methods to be used and professional lives to reform' (p. 14). The central argument is that history is not neutral, and the study of history remains relevant to tertiary students for its potential to promote social justice. The essays revamp old issues and challenge everything teachers learn about being dispassionate and professional in the teaching of history. The book addresses issues such as the purpose of history at the tertiary level. Other essays demand that the conceptualization of history with its sources, pedagogies, and methodologies, be reflective of the digitized, post Covid-19 era. Overall, the authors are adamant that teaching history should have a social justice and activism agenda. The intended audience are post-secondary history teachers, students, and researchers. I enjoyed the editors' introductory chapter to the book as it clearly poses the question: what is the purpose of teaching history in today's post Covid, technological world, where the challenge to power and privilege continues to grow? In answering the question, the editors go beyond stating history's connection to the past, present and future, by demonstrating how teaching history can help to promote social justice, activist, and intercultural understanding.

The book is divided into four sections with parts one and three being for me the best reads. The first section - In the Academy - was a great introduction to a book intent on scrutinizing teaching history in higher educational institutions today. I thought this to be the strongest section, challenging the perception of history as being neutral and pushing for the curriculum in Australia and the United Kingdom to include decolonization of methodologies, practices, racialized behaviors, pedagogy, and classroom structure. For example, rigid epistemologies are sometimes mistaken for rigor at the exclusion of Indigenous interlocutors/methods/thoughts/actions. Further, decolonization needs to be reflected in staffing practices and grade attainment received by non-white students. Finally, D'Sena acknowledges what they term as Kingston University's success of a soft approach in decolonization, which is the use of 'large percentage of BAME students in developing an Inclusive Curriculum Framework' (p. 35).

The third section - What to Teach for the Contemporary World - was interesting but some essays were more compelling than others. Maguire's chapter on gender and intersectionality, revisits the challenges experienced by women and non-white teachers in the classroom. Maguire did well to include the challenges of managing silence in the classroom and triggering topics for students. What I liked about this section was that the other authors presented new issues to consider, like environmental history and the need to raise awareness of this branch of history, while balancing foundational works in this branch with newer diverse perspectives. However, Holland's essay on citizenship and history puts too much on the benefit of history, which they state as building 'critical citizenship literacy' (p. 198). This is creating critical, reflexive thinkers, producing agentic thinkers with qualities of empathy and compassion. I think Holland's citizenship thesis makes an ethical assumption about all who study or practice history. Finally in this section, Drapac's chapter on teaching about war and genocide, used Nazism and the Holocaust as their main example which was disappointing as the Holocaust's prominence within

historical discussions of genocide and fascism often obscures other genocides perpetuated against Black, Indigenous and people of colour (BIPOC) communities. However, I liked that they challenge teachers to question their willingness to teach difficult foreign histories while omitting difficult histories closer to home.

Of the four sections, part two - How to Teach for the Contemporary World - filled me with ambivalence. On the one hand, Crymble and Afanador-Llach skillfully outline the ways in which the global south is disenfranchised in access, ownership, mining, and digitizing of historical sources. On the other hand, Nye and Clark surprised me with their push for nomadic inquiry. While I understand the need to get students to center themselves in the history, and ask questions, I wonder how much of the history generated using nomadic inquiry, will lead to assumptions founded on the current period and informed by the researcher's own experience.

The final section - Beyond the Academy - tried to gracefully bring the book to completion by looking at elements such as employability. Although Wise acknowledges the changing profile of tertiary students today, Wise assumes the student is invested beyond passing the course and moving along. Booth did an excellent job pointing out the merits of studying history to students, employers, and government officials, however, it seemed more like a fairy-tale, trying to promote happy endings. Therefore, while transferable skills are needed for the job market, more was needed to make this essay compelling.

There were several missed opportunities where the authors could and, in my opinion, should have addressed arguments of globalisation and transnationality, as these are often used to justify curriculum content. I liked that Crymble and Afanador-Llach raised the issue of the global legal framework to protect intellectual property, however, this issue should extend to ownership and reclamation of objects, knowledge, and human remains.

Overall, I enjoyed reading this book and would recommend sections of it for foundational courses to my colleagues, post-secondary teachers, and students of history.

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