

Reframing History: How to Teach 'Facts' in a Changing World

In this workshop we will explore:

- the limitations of traditional history and knowledge
- the importance of *framing* in historical narratives
- strategies for broadening perspectives
- embracing uncertainty in teaching 'facts'

Voices of Silicon Valley:

Utilizing Heritage Discourse to Counteract
Placelessness and Build Belonging

Track 1 – Making Archives Accessible -
digitizing and processing 500+ existing oral histories

01

Track 2 – Building Capacity -
workshops on accessing archives, oral histories, and digital
storytelling

Track 3 – Raising Campus & Community Voices -
new oral history gathering:

02

1. **Asian American Story-Telling in the
Santa Clara Valley**
2. **The Pride Project**
3. **Spaces of Belonging**

**California History
Center Foundation
Board members**





Track 2: Building Capacity

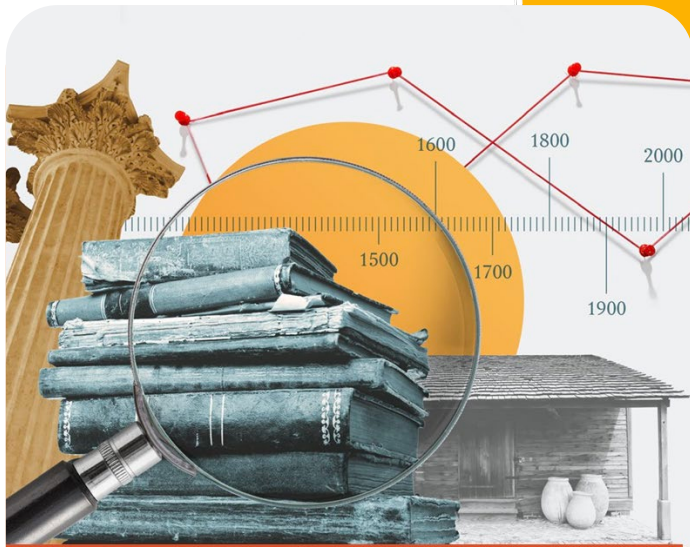
Workshops on:

01

- Oral history
- **Reframing history**
- Digital Storytelling
- Accessing the Archives

02

- For Faculty
- For Students
- Variations/Modifications



Making History Matter: From Abstract Truth to Critical Engagement

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 **Reframing
History**

 **AASLH**
AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY

 **FRAME
WORKS**

01

A.A.S.L.H. American Association for State & Local History

02

"Making History Matter" Report & Recommendations



Recommendation #1

01

Talk about critical thinking to shift perceptions about what history involves

02

Question: how could we adapt this recommendation in our classes?



Recommendation #2

01

Compare historical interpretation to **detective work** to deepen understanding of historical practice

02

Question: how could we adapt this recommendation in our classes?





Recommendation #3

01

Emphasize how history helps us make **progress toward a just world** to increase recognition of history's importance

02

Question: how could we adapt this recommendation in our classes?



Recommendation #4

01

Use concrete, location-specific, solutions-focused examples to build support for inclusive history

02

Question: how could we adapt this recommendation in our classes?



Encourage Awareness of Framing:

Humor as a tool for heightening awareness:

Fear Watch: <https://www.cc.com/video/533imz/the-daily-show-with-jon-stewart-fear-watch>

01

"Objective facts" are narrated through particular cultural lenses.

- What is *inside* the frame?
- What is *outside* the frame?

02

Dominant narratives often marginalize certain groups' perspectives.

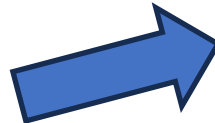
- Whose voices are heard?
- Whose voices are missing?

03

A narrow framing limits empathy and understanding

- Who is perceived to matter?
- Who isn't perceived to matter?

Who was Helen Keller?



This Photo by Unknown Author is licensed under CC BY

Reflect:

01

Why do we know what we know about Helen Keller?

02

And why do we not know what we don't know?

03

What other examples could we use in our classes?



For example:

Mary Jackson - American Mathematician & Engineer

01

Mary Jackson was the first Black woman engineer at NASA. Her calculations were essential to the success of many NASA projects. The women's work at the West Area Computing unit was later depicted in the 2016 movie 'Hidden Figures'.

02

Which information, people, voices, and stories are inside the frame, and which are outside the frame?

03

How can we raise awareness in our particular classes and disciplines?





Broadening Perspectives

Encourage students to:

- Recognize knowledge as an ongoing project
- Explore underrepresented communities & voices
- Reframe inquiry to incorporate diverse experiences and viewpoints

RAISED UP & ALL EMBRACED:

<https://www.meeshagoldberg.com/#/empire-is-over/>

Raised Up & All Embraced was a two-hour long hug performed atop the stone plinth of the former monument on November 18th, 2023, by Aidyn Mancenido, Cheryl Robinson, and Meesha Goldberg, photographed by Kristen Finn. The 1919 Charles Keck monument, which depicted the Shoshone teenager, Sacajawea, in a demeaning stance below Lewis and Clark, was removed in 2021 along with Charlottesville, Virginia's Confederate monuments.

Reframing Across Disciplines?

“Every man [human] takes the limits of his [their] own field of vision for the limits of the world.” - Schopenhauer

01

Preparing students to evaluate multiple frames is crucial

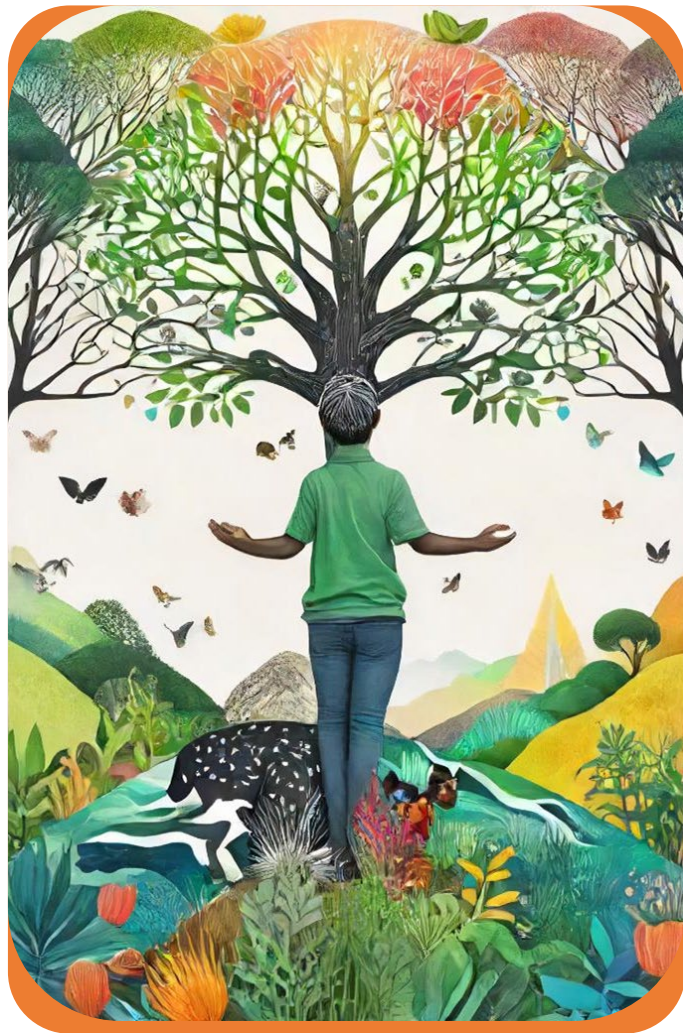
02

All fields involve analyzing evidence through cultural lenses

03

How are STEM fields influenced by framing and belief systems?





Decentering the Human Lens

- Multiple Intelligences ++++++
- Artificial (Machine) Intelligence
- Other Non-Human (Plant/ Animal) Intelligence

Human bias?

New York Declaration on Animal Consciousness
April 19, 2024 – New York University

[https:// sites.google.com/nyu.edu/nydeclaration/ declaration?authuser=0](https://sites.google.com/nyu.edu/nydeclaration/declaration?authuser=0)





Suzanne Simard – Finding the Mother Tree

“The intricacies of the belowground alliance still remained a mystery to me, until I started my doctoral research in 1992. Paper birches, with their lush leaves and gossamer bark, seemed to be feeding the soil and helping their coniferous neighbors. But how?” ...



The Wood-Wide Web



At Hampshire College, he helped found the world's world's only academic program for non-human species. These **scholars-in-residence** are plasmodial slime molds!

Philosopher & Conceptual Artist Jonathon Keats

He has choreographed ballet for honeybees, opened a photosynthetic restaurant serving gourmet sunlight to plants, attempted to genetically engineer God in a laboratory, and built cameras with a thousand-year-long exposure time, documenting the long-term effects of climate change.



As Instructors: Embracing Uncertainties

01

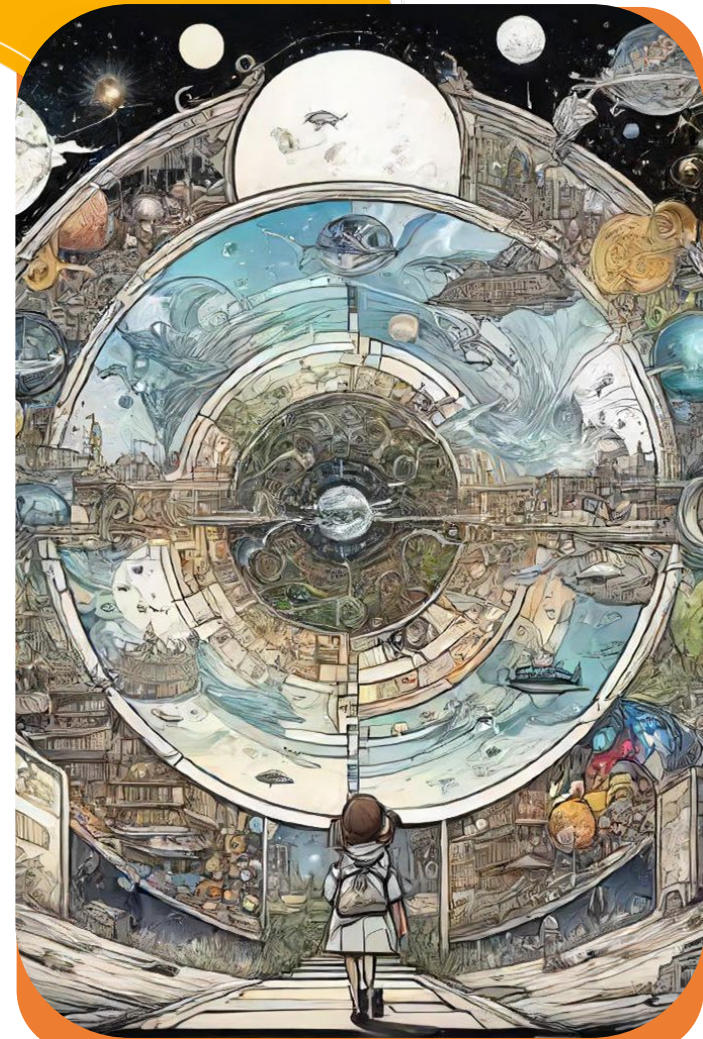
We can recognize our students as co - travelers in this never -ending exploration

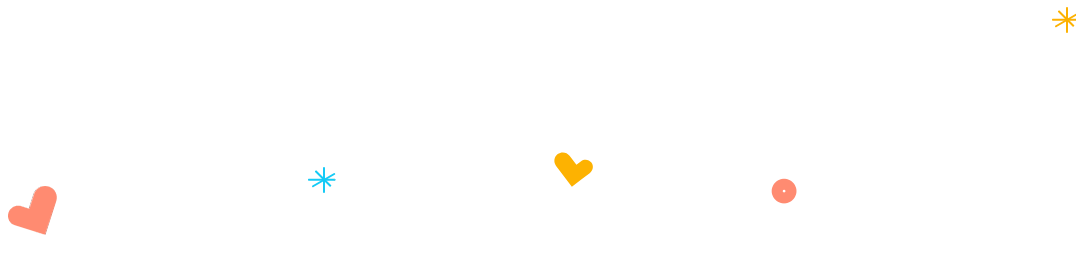
02

We can be upfront about knowledge boundaries and what we don't know, modeling curiosity and humility.

03

How else can we embrace uncertainty and the benefits it offers?





**Thank you for your time and
attention 😊**

