

DIFFICULT KNOWLEDGE DIFFICULT HERITAGE

INTERPRETING TRAUMATIC HERITAGE WITH AND FOR CHILDREN

WORKSHOP WITH MONICA PATTERSON

How can heritage sites ethically represent historical trauma and its legacies to diverse audiences and in particular, to children? How can scholars and practitioners navigate the often uneven and at times, contradictory demands to provide education, protection from harm, and opportunities for children's contributions and participation? What interpretive strategies and creative approaches best foster empathy, critical thinking, and resilience among children? I draw from recent scholarship on Deborah Britzman's notion of "difficult knowledge" as knowledge that is emotionally, ethically, or politically challenging to encounter. I understand difficult heritage as that which confronts visitors with trauma, violence, injustice, or uncomfortable truths about history, society, and themselves. In this interactive workshop, participants will be invited to share challenges, resources, and practices from their own contexts, creating a collective space to rethink how we engage with children and difficult heritage.

WHEN

March 11 from 10.30-12.00

WHERE

Room 428, building 1580

HOW

If you want to attend, please write to saerkjaer@cc.au.dk no later than March 5

BIO

Dr. Monica Eileen Patterson is Associate Professor of Childhood and Youth Studies and Assistant Director of Curatorial Studies at Carleton University in Ottawa, Canada. She holds a PhD in Anthropology and History, and a certificate in Museum Studies from the University of Michigan. Patterson is author of several articles and co-editor of *Curating Difficult Knowledge: Violent Pasts in Public Places* (Palgrave Macmillan, 2011) and *Anthrohistory: Unsettling Knowledge and Questioning Discipline* (University of Michigan Press, 2011). Monica is interested in the knowledge and perspectives of children, and the ways in which they are represented and engaged in contemporary public spheres. As a curator, scholar, and activist, she believes collaborating with and learning from children can help forge a more just world for all.