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for Civic Engagement

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**APOLOGIE
POUR L'HISTOIRE**
OU
MÉTIER D'HISTORIEN



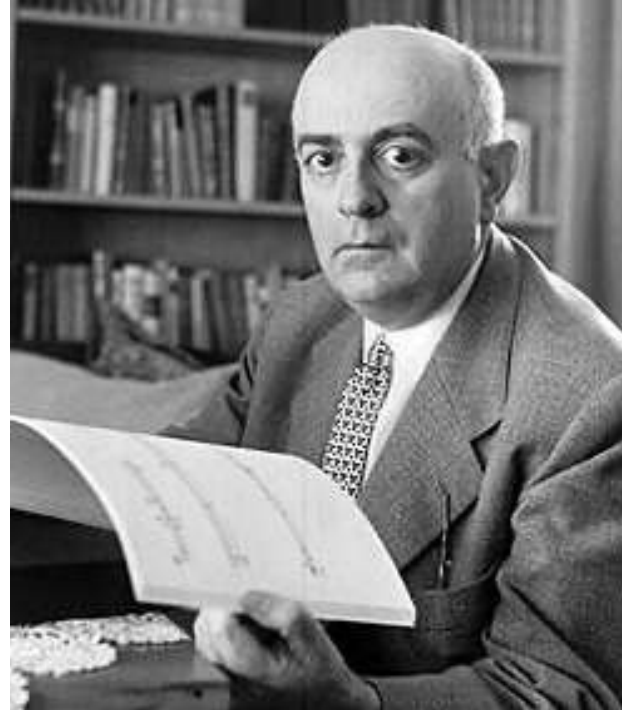
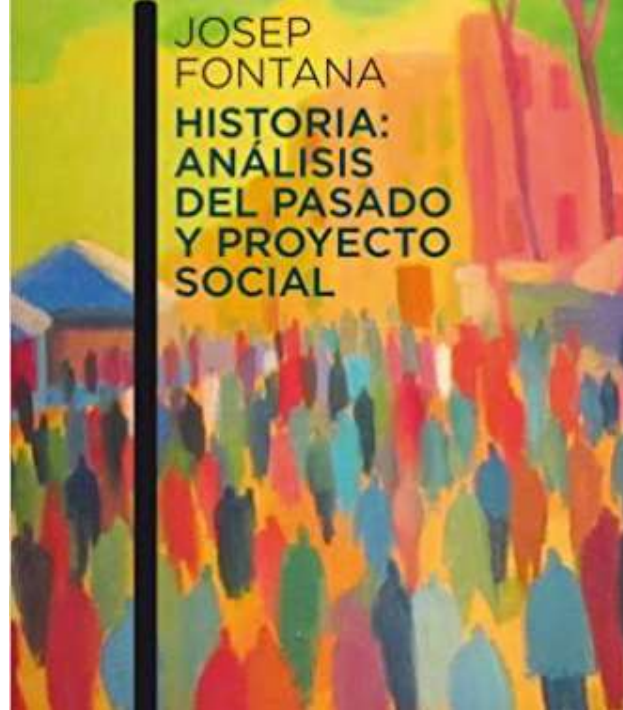
Préface de Jacques Le Goff



**PIERRE
VILAR**
Pensar
históricamente
Reflexiones y recuerdos

History committed with the problems of the present

- Bloch: “Studying the present is fundamental to understand the past”.
- Vilar: “The visits to the peasant families of the Catalan rural world allowed me to identify with the problem that I wanted to study in the past, and the collective”.



History committed with the problems of the present

- Fontana: “We need to rebuild a critical vision of the present that explains the reasons for poverty, hunger and unemployment, and that helps us to fight against the degradation of nature, militarism, the atomic threat, racism and many other dangers. But this task will not be possible [...] if the historian does not participate in it”.



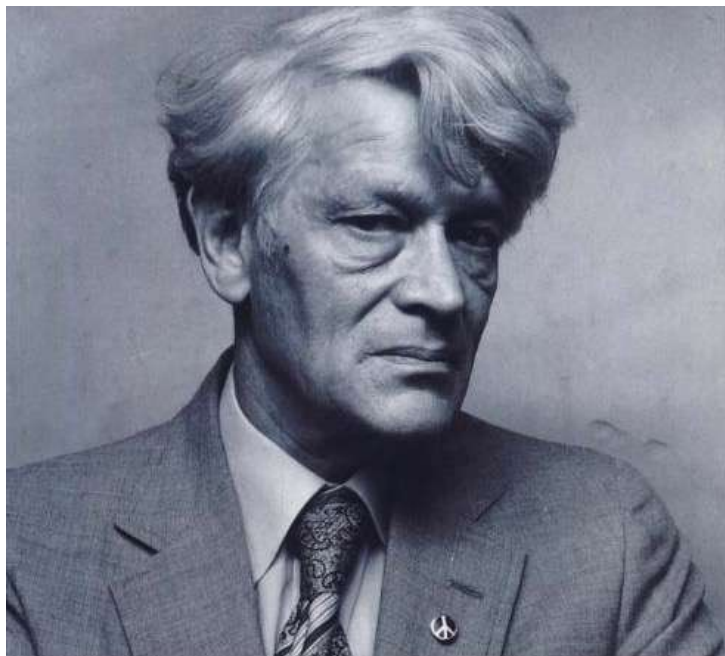
El vuelo corto
Mujeres y migraciones en la Edad M

A historical
demography with a
human face

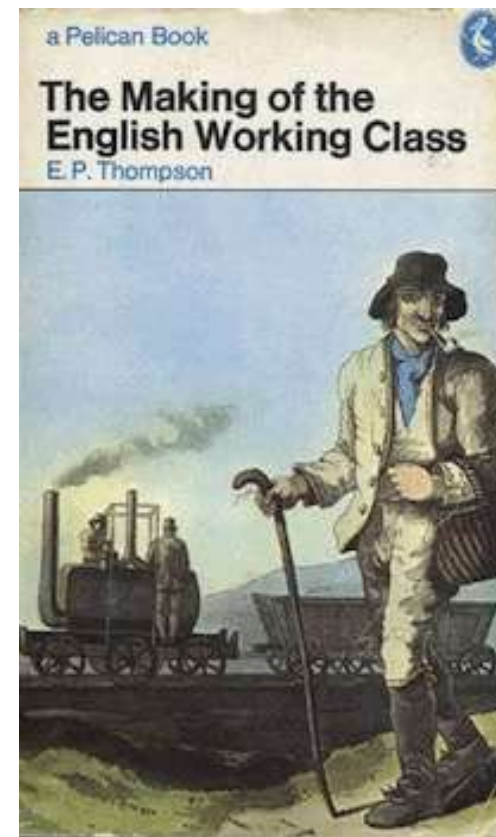


Antoinette Fauve-Cha

DOMESTIC SERVICE AND
THE FORMATION



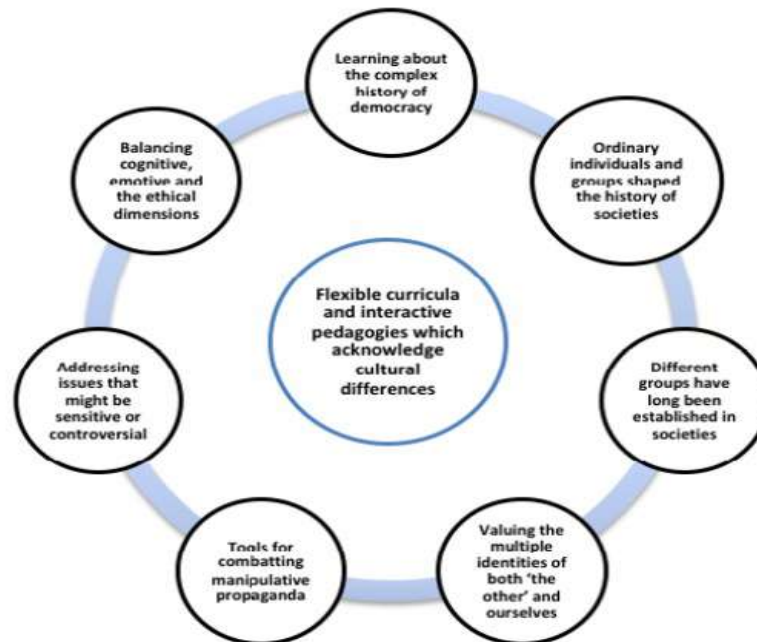
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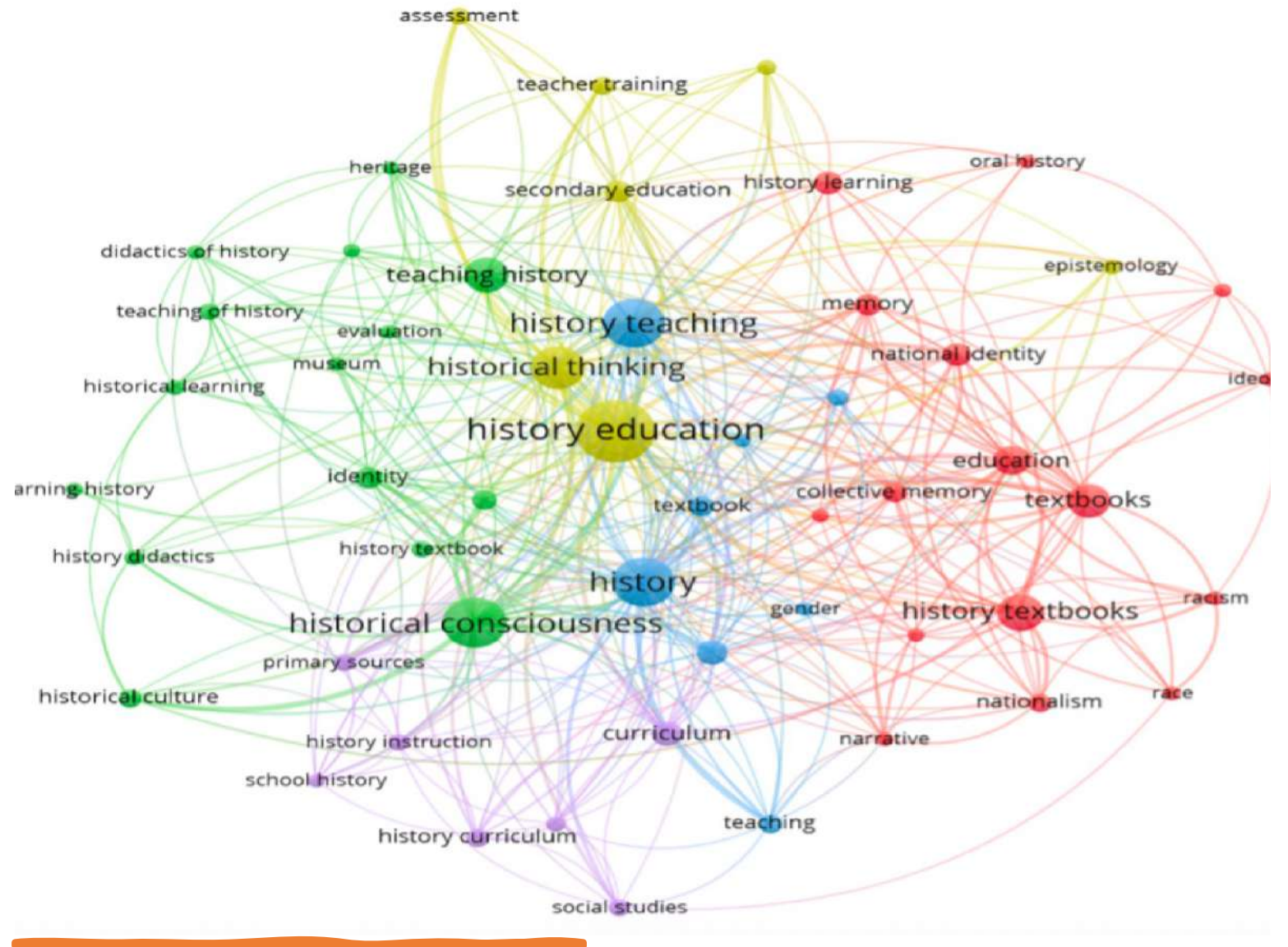


“I am seeking to rescue the poor stockinger, the Luddite cropper, the “obsolete” hand-loom weaver, the “utopian” artisan... from the enormous condescension of posterity.”.

Principles and guidelines for establishing democratic, diverse and inclusive history curricula and pedagogy

1. Developing flexible curricula and interactive pedagogies which acknowledge cultural differences.
2. Teaching and learning about the complex history of democracy.
3. Reflecting the ways in which the activities of ordinary individuals and groups of people have shaped the history of societies.
4. Recognising that people of different cultural, religious and ethnic backgrounds have often been long established in societies.
5. Valuing the multiple identities of both 'the other' and ourselves.
6. Providing the tools for evaluating historical sources and combatting manipulative propaganda.
7. Addressing issues that might be sensitive or controversial.
8. Balancing the cognitive, the emotive and the ethical dimensions in history teaching and learning.





“Historical Thinking / Historical Consciousness”.



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Amsterdam



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Malmö



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Helsinki



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Murcia



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Bologna



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Topic: Travel and travelers: economic, social, and cultural connections

Description

It all began, to paraphrase J. Bédier in his "Commentaries on the Chanson de Roland", on the road, one of the great protagonists of the cultural, devotional, social and commercial flourishing of Europe from antiquity to the present day; the instrument that, by innervating all the continents, made the cultural unity of the West possible. The routes changed over time, but always testified to the great mobility of men and women, far greater than we can imagine today.

The topic is made up of five subtopics, i.e., five outcomes of the history of human travel:

1. the historical ways: itineraries, routes, and cultures. From the routes of faith to the itineraries and routes of trade (amber, silk, gold and salt), to the routes of conflict (European explorations and conquests in the Americas, from the crusades to the world wars) and their participants;
2. travel and trade: production, distribution, transport, markets, and all those involved. Over the millennia, the sea has been the main vector of trade and the Mediterranean ports have been crucial places for the economy. Networks of exchanges from foodstuffs to metals, from timber to grain, spices and textiles, men, women, slaves, yesterday as still today;
3. journeys and mirages of forced nomads. Slavery yesterday and today. Ever since the sedentarisation of man, slavery was present in ancient Mesopotamian and Near Eastern civilisations

Topic: Persecuted by justice: rebels, renegades and outcasts in the history of Europe

Description

Crime, uprisings and political violence are amongst the complicated challenges and concerns of contemporary society. This unit addresses how and why throughout European history people were persecuted by justice. What was perceived as crime? Who was treated as criminal or outcast by the authorities? How did various groups attempt to gain power and revolt against the authorities and how did the authorities respond? How did systems of justice and punishments change?

The subtopics addressed in this unit are:

- 1) the definition of crime by the powers.
- 2) violence against the powers: uprisings and riots in early modern Europe.
- 3) violence against the powers: terrorism.
- 4) repression and punishment of crime.

RE-IMAGINING THE TEACHING OF EUROPEAN HISTORY

Promoting Civic Education and Historical Consciousness

Edited by Cosme Jesús Gómez Carrasco





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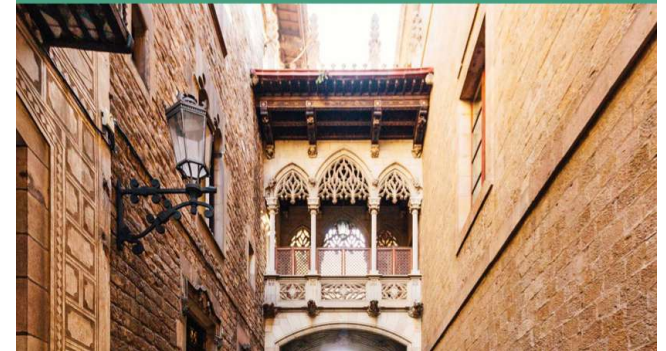
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Villagers talking

February 19, 2022

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The transatlantic slave trade

February 19, 2022

The European colonisers trafficked millions of slaves captured mainly in Africa in order to use them as labour for numerous activities. In this way, thousands and thousands of people were transported to various regions of the planet, as we know well in the case of the American continent. This resource provides access to a large database called the "Transatlantic Slave Trade Database", which contains an immense amount of information on the development of slavery from the 16th century to the end of the 19th century. It is a project supported by the National Endowment for the Humanities (United States) and is the result of the efforts of scholars from various institutions, including historians, cartographers and slave trade specialists and researchers. The database is divided into various fields such as timelines, maps, 3D videos, essays and estimates and a detailed bibliography.

Category: Multimedia

Tags: XVI, XVII, XVIII, XIX



Villagers chat as they engage in peasant activities. The work is the result of Teniers' production of rural scenes illustrating everyday life in the Flanders countryside, especially in the 1640s. The presence of a house in the foreground and a background on the other side of the painting are typical of this type of painting. They are depicted collecting water from a well, cleaning or milking the cow that is coming out of the cowshed as the composition depicts a large container with a peasant at the ready.

Recent Por

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Under a cloak of terror: violence and armed conflict in Europe.

Activities

-  Narratives and uncomfortable heritage in Europe: genocide, ethnic cleansing and massacres.
-  Propaganda and culture of war before and during armed conflicts in the History of Europe.
-  The war from within: weapons, soldiers and war spaces.



1. Narratives and uncomfortable heritage in Europe: genocide, ethnic cleansing and massacres

2. Knowledge and didactic objectives

- To elaborate a timeline about several examples of massacres and genocides through the History
- To define the concepts: genocide, ethnic cleansing and social acute questions
- To investigate in groups through

3. Timing

- 4 sessions.
- 50 minutes each session.



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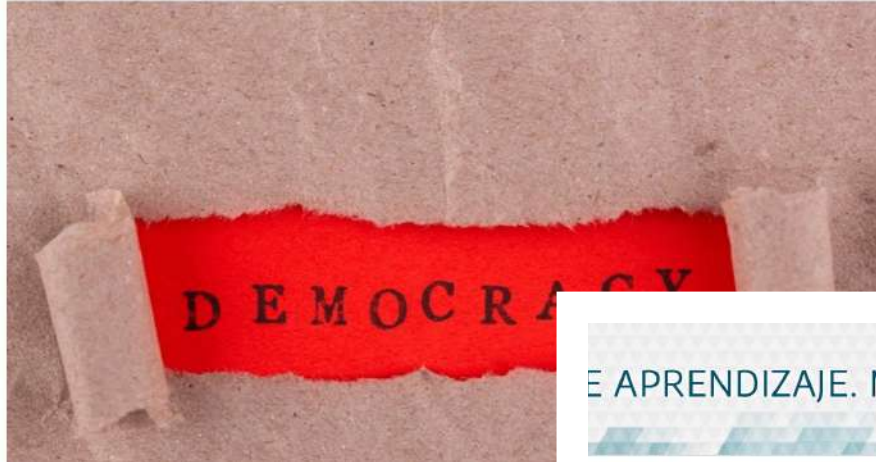


Collaborations



Una escuela con memoria.

Significar a las víctimas de conflictos y situaciones traumáticas



DE APRENDIZAJE. MATERIA: GEOGRAFÍA E HISTORIA

Memorias cautivas. Azúcar y esclavos en la España contemporánea.



Olvidadas y pioneras:
Mujeres por la igualdad en la historia de España



Cuidar a quien lo necesita
afrontado en el pasado y se afronta en el presente
¿cómo cuidar a las personas en situación de dependencia?



Moreno-Vera, Juan Ramón
Monteagudo-Fernández, José
Gómez-Carrasco, Cosme Jesús

Fuente

**Teaching history to face the world today.
Socially-conscious approaches, activity proposals, and historical
thinking competencies**



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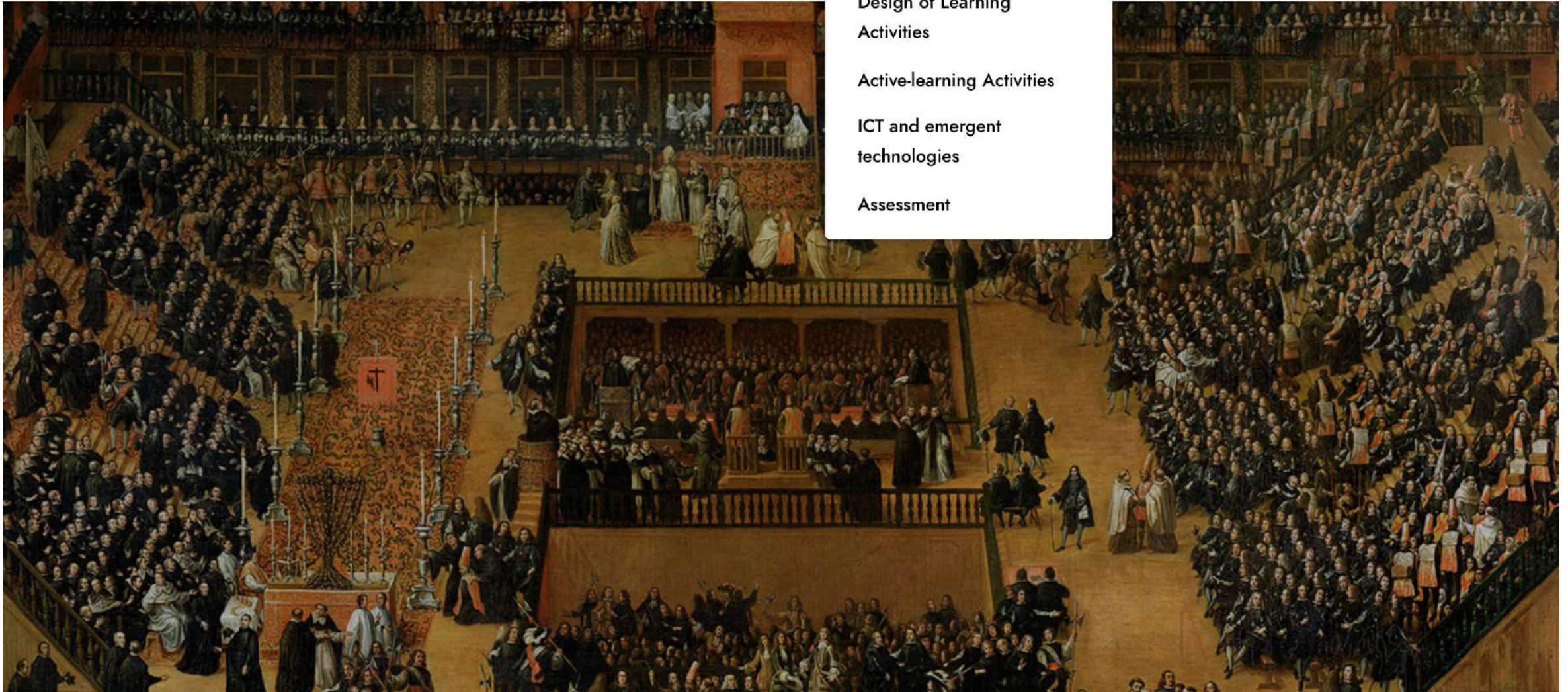


Design of Learning
Activities

Active-learning Activities

ICT and emergent
technologies

Assessment





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and emergent technologies

ITC and digital resources to teach history HistoryLAB N.2020-1-ES01-KA226-HE-09

4. Podcast and video channels



Creation of own knowledge



Perfect for flipped-classroom



Expand content and adaptation for different necessities

resources.pdf

plementary-resources.pdf

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Prospectives

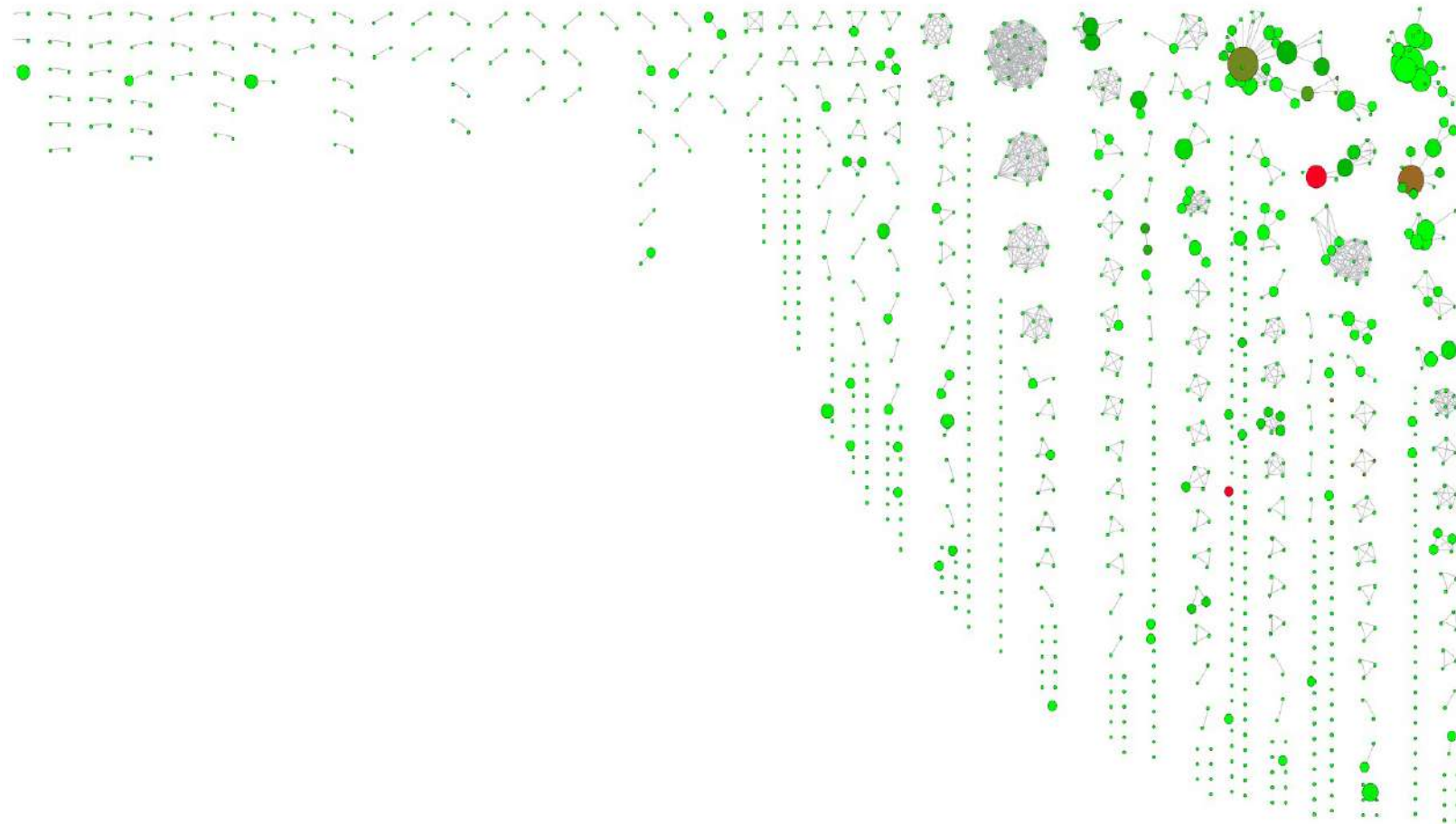


We are preparing three courses of teacher training in collaboration with Spanish Teacher Training Institute and HISTOLAB:

1. Historical thinking and inquiry strategies.
2. History as a tool to fight versus disinformation, fakes news and hate speech.
3. Heritage and digital resources of museums.

We are going to evaluate the learning activities designed through pretest/posttest, student's opinions, learning outcomes, and indirect observation in more of one hundred classroom.

Prospectives



It is necessary to formalize collaboration networks through transnational research projects.

The use of international samples and the collaboration of scholar from different countries will allow to advance in the research of history understanding processes of students.