



Does History change? In one sense, of course not. Past events cannot be modified today. But in another sense, History changes all the time. What we recount about the past and how we understand what is recounted changes continually. Individuals each develop a picture of the past (of their family, their life, their country, or even of the world) which is both selective and dynamic. The same is true of groups of all types and sizes. Most of the history we study at school is national history or a version of world history from the point of view of the country we live in. At the University, the situation is not very different. Even renowned researchers often spend their professional lives within that conceptual framework.

Today History challenges us to make new connections and to develop new viewpoints. In higher education and research European integration offers both the stimulus and the opportunity to broaden our horizons and to heighten our critical awareness.

The Erasmus Thematic Network, CLIOHnet2 (“Consolidating Links and Innovative Overviews for a New History Agenda for a Growing Europe”) brings together European historians from more than 30 countries, to share knowledge and insights in order to develop, guidelines and other concrete tools to enhance history teaching and learning. Many of them participate as well in the sister Network of Excellence, CLIOHRES, developing new directions of historical research.

Historians consider themselves experts in change. Through the study of the past they acquire a strong sense of how human action, individually and collectively, counts. CLIOHnet2 attempts to improve the kind of history that citizens of all ages and especially young people have access to, ensuring a broad and balanced view of History’s role in culture and citizenship.

The Bologna Process, striving for greater transparency and quality while preserving European diversity, today includes 46 countries. CLIOHnet2 has developed, in collaboration with “Tuning Educational Structures in Europe” and with CLIOHRES a number of tools and materials for enhancing the teaching and learning of History in the Bologna context. This booklet aims to share these tools and materials, making them available for testing, use and further improvement.

Change is inevitable. It is up to us to make it positive.

# CLIOHnet2

CLIOHnet2, the European Thematic Network for History, promotes innovative approaches to History in a critical, comparative European framework. History forms a very basic part of the world view of individuals and societies. So-called national identities are largely built on ideas about the national, local or regional past. Far from being 'factual' knowledge of little interest, history and ideas about it constitute a powerful force in shaping social and political relations: between countries and communities, within countries and communities, and with respect to language, religion, gender, citizenship and most other facets of human existence.

CLIOHnet2's objectives are to establish and consolidate new approaches and reference points for history teaching and learning at all levels. This goal is closely connected with the challenges and the opportunities created by the enlargement of the European Union and its necessarily ever greater role in world events. The partners believe that a critically founded supranational view of history – the ways in which it is conceptualised, learned and studied – constitutes one of the most important arms against racism, xenophobia and civil conflict. History is one of the key fields in which international understanding can be ensured – or negated – and cohesive citizenship can be guaranteed – or destroyed.

CLIOHnet2's immediate target groups are students, teachers and others involved in higher education in the member and candidate EU countries. Its ultimate target is the European citizenry and particularly young people.



The Network looks to other continents as well, through its associate partners in South Eastern Europe, North and South America, Africa and Asia.

CLIOHnet2:

- maintains a website;
- holds plenary meet-



ings and national meetings in all partner countries;

- has Task Forces devoted to particularly significant aspects of its general concerns and designates ad hoc commissions for emerging tasks;
- promotes on-line and on-paper publication of books and other materials suitable for disseminating its results;
- makes available teaching and learning materials;
- encourages multi-cultural and multi-lingual learning, teaching and research capabilities;
- collaborates with, promotes and organises other Networks and projects, among which EHLEE (History e-learning), EMMHS (European Masters in Mediterranean Historical Studies), Tuning, Tuning Latin America, Tuning Russia, Georgia and Central Asia, the Archipelago of Humanistic Thematic Networks, Core I and Core II. CLIOHnet2 has a sister Network of Excellence for research, CLIOHRES.net, founded under the sixth Framework Project.

Ten 'Clio's Workshop' volumes are available for free download ([www.clio.net](http://www.clio.net)) as are 25 volumes produced by CLIOHRES. The CLIOHnet2 site also contains "virtual readers" on "Language and Identity", "The Mediterranean", "The Balkans" and "The Baltic Countries".



# CLIOHnet

*Take another look!  
There is something new  
in European history.*



# The CLIOHnet2 Partnership



*CLIOHRES*  
*Network of Excellence*



*Tuning History*  
*Subject Area Group*

-  Karl-Franzens-Universität, Graz (AT)
-  Paris-Lodron-Universität, Salzburg (AT)
-  Universiteit Gent (BE)
-  Sofiyski Universitet "Sveti Kliment Ohridski", Sofia (BG)
-  Panepistimio Kyprou, Nicosia (CY)
-  Univerzita Palackeho v Olomouci (CZ)
-  Univerzita Karlova v Praze, Prague (CZ)
-  Universität Bielefeld (DE)
-  Ruhr-Universität, Bochum (DE)
-  Technische Universität Chemnitz (DE)
-  Universität Hannover (DE)
-  Universität Leipzig (DE)
-  Eberhard-Karls-Universität, Tübingen (DE)
-  Syddansk Universitet, Esbjerg (DK)b
-  Roskilde Universitetscenter (DK)
-  Tartu Ülikool (EE)
-  Universidad de Alcalá, Alcalá de Henares (ES)
-  Universitat de Barcelona (ES)
-  Universidad de Deusto, Bilbao (ES)
-  Universidad Autónoma de Madrid (ES)
-  Universidad de Salamanca (ES)
-  Universitat de Valencia (ES)
-  Helsingin Yliopisto, Helsinki (FI)
-  Oulun Yliopisto, Oulu (FI)
-  Turun Yliopisto, Turku (FI)
-  Université Pierre Mendès France, Grenoble II (FR)
-  Université de Poitiers (FR)
-  Université de Rouen (FR)
-  Université de Toulouse II- Le Mirail (FR)







-  Ethniko kai Kapodistriako Panepistimio Athinon (GR)
-  Panepistimio Dytikis Makedonias (GR)
-  Aristotelio Panepistimio Thessalonikis (GR)
-  Panepistimio Thessalias (GR)
-  Debreceni Egyetem, Debrecen (HU)
-  Miskolci Egyetem (HU)
-  National University of Ireland, Cork (IE)
-  Ollscoil na hÉireann, Gaillimh-Galway (IE)
-  Háskóli Íslands, Reykjavík (IS)
-  Università di Bologna (IT)
-  Università degli Studi di Milano (IT)
-  Università degli Studi di Padova (IT)
-  Università di Pisa (IT)
-  Università degli Studi di Roma "La Sapienza" (IT)
-  Università degli Studi di Roma Tre (IT)
-  Vilniaus Universitetas, Vilnius (LT)
-  Latvijas Universitāte, Rīga (LV)
-  L-Università ta' Malta, Msida (MT)
-  Rijksuniversiteit Groningen (NL)
-  Universiteit Utrecht (NL)
-  Universitetet i Bergen (NO)
-  Universitetet i Oslo (NO)
-  Uniwersytet Jagielloński, Kraków (PL)
-  Uniwersytet Mikołaja Kopernika, Toruń (PL)
-  Universidade de Coimbra (PT)
-  Universidade Aberta (PT)
-  Universidade Nova de Lisboa (PT)
-  Universitatea Babeş Bolyai din Cluj-Napoca (RO)
-  Universitatea "Alexandru Ioan Cuza" Iaşi (RO)
-  Universitatea "Ştefan cel Mare" Suceava (RO)
-  Linköpings Universitet (SE)
-  Uppsala Universitet (SE)



# The CLIOHnet2 Partnership






- 6 Univerza v Mariboru, Maribor (SI)
- Univerzita Komenského v Bratislave (SK)
- Çukurova Üniversitesi, Adana (TR)
- 6 Ortadoğu Teknik Üniversitesi, Ankara (TR)
- Fatih Üniversitesi, İstanbul (TR)
- Karadeniz Teknik Üniversitesi, Trabzon (TR)
- 6 University of Aberdeen (UK)
- Queen's University, Belfast (UK)
- 6 University of Sussex, Brighton (UK)
- 6 University of Wales, Cardiff (UK)
- University of Edinburgh (UK)
- University of Wales, Swansea (UK)
- Edizioni PLUS (Pisa University Press)
- DIGIDOCs- Edizioni Digitali Online
- Provincia di Lucca
- Primrose Publishing

## Associate Partners

- Universiteti i Tiranës (AL)
- Univerzitet u Banjoj Luci (BA)
- Univerzitet u Sarajevu (BA)
- 6 Universität Basel (CH)
- ISHA- International Student of History Association
- 6 Otto-Friedrich-Universität Bamberg (DE)
- 6 Universität Potsdam (DE)
- Universitat Pompeu Fabra (ES)
- Univerzitet "Sv. Kliment Ohridski"- Bitola (MK)
- Marijskij Gosuniversitet (RU)





-  Moskowskij Gosudarstvennyj Oblastnoj Universitet (RU)
-  Univerzitet u Novom Sadu (SCG)
-  Slovenská Akadémia Vied, Bratislava (SK)
-  University of Strathclyde (UK)
-  University of KwaZulu-Natal, Durban (ZA)



# Consolidating Links and Innovative Overviews

In the early 1990s, the History Subject Area group of the ECTS Pilot Project began its exploration of commonalities and differences in European higher education systems and of how History is studied and taught in different European countries. From the very beginning, working together in an international group led to surprising discoveries. We found that History, far from corresponding to its reputation as a rather boring subject, more or less the same in each country, is actually a battleground, no less real because it is usually bloodless – for historians.

It soon became clear that each country has its own view of history, and although there may be lively debate on a number of points, there is basic agreement within each country about what it is worthwhile to discuss. But, strikingly, even neighboring countries, often with a long shared history, approach the past in very different ways.

Today, after nearly 20 years of collaboration in pan-European networks, we know that this is the case, and have been able to explore many of its aspects. Thanks to the continuing moral and financial support of the European Commission, our Networks have been able to map and ‘use’ the unique structure of the European historiographical communities to understand better how History, everywhere, is recounted, taught and researched. The peculiarities of each country have alerted us to the general processes which have taken place in all European states, by which ‘national narratives’, or rather competing national narratives, are established and fostered in certain political and cultural contexts. There is a powerful institutional investment, through schools, universities, the media and political discourse, which tends to reinforce certain visions and not others.

In CLIOH, CLIOHnet, CLIOHnet2, Tuning Educational Structures in Europe and our Research Network of Excellence, CLIOHRES, we have worked to bring to European citizens a new level of critical understanding of History and how it is formulated. We have accomplished this through networking, creating structured interaction between practicing historians, teachers and researchers from all European countries and from the wider world. We believe that our activities and findings have had and will have far-reaching effects, not only in Europe.

Historians always attempt to place texts, events and processes into context. The framework in which our Networks have been able to work is that of the growing integration of the European Union and the growing impact of the programmes of the European Commission in the area of Higher Education. The History Networks have been able to achieve their results because of the remarkable opportunity of using the Thematic Network structure, which by definition includes partners from all the countries eligible for Erasmus. When we began our work, 11 countries were involved; in CLIOHnet2 all EU member states, EFTA countries and Turkey





are partners, broadening our field of observation to 360 degrees.

A further important context which has influenced and accompanied our work is the Bologna Process, leading to changes in the structures of higher education programmes, in the interests of greater transparency and closer collaboration among European Universities. The Bologna Process, with its increasing emphasis on student-centred learning, has encouraged us to look at history learning and teaching from the point of view of the competences, in a broad sense, that can or should be formed in higher education.

At the same time, our own actions and the processes in which we are involved are part of complex trajectories with deeper roots. They can be understood only by looking at the history of the historian as a professional figure. Until quite recently historians were simply educated individuals who wished to recount or examine the history of their time or of a period of the past. The academic historian, as a researcher possessing specific abilities and knowledge, and at the same time a teacher of history, emerges as a professional figure only in the 19th century, in connection with the growth of national cultures and nation states.

The professionalization of the historian came about through the spread of history teaching and the creation of professorships or chairs at university and upper school level; through the formation of associations – both national and international – of historians; the foundation of national historical journals (such as the “Historische Zeitschrift”, the “Revue historique”, the “Rivista storica italiana”, the “English Historical Review”); the promotion of historical reviews on local or regional level, and of specialised reviews such as those for History of Law or Economic History; the publication of volumes of sources and monographical studies thanks to public (state, local) or private financing; the organisation of conferences and meetings of historians both at national and the international level. The process of definition of the profession then led to its becoming more and more linked to the idea that the discipline is autonomous with respect to the political powers that traditionally influenced or even defined the idea of how “history” should be told, studied and taught. In practice, for a variety of reasons, including the institutional role of Universities and the largely national scope of political discourse, things did not work out that way; but nonetheless the historian was supposed to be a neutral judge, whose professional ethics and professional abilities to interpret sources guarantee objectivity.

Connections between professional historians of different countries started to develop in an informal way; in the second half of the 19th century, the model of German historiography, with the so-called criti-

cal philological method, created the conditions for a common methodological language, beyond the various national experiences

Historical associations, as a form of collaboration and of legitimization of the profession, spread among the historians of the second half of the 19th century, and societies and committees were formed. This kind of professional association gradually spread beyond national borders: thus in 1900 a first international congress of historical sciences was held, while in 1926 the Comité International des Sciences Historiques – a kind of historians' United Nations – was founded. Today it unites 53 national historical committees and every five years it organises a world congress in which the principal thematic and methodological questions of contemporary historiography are discussed in numerous parallel sessions.

In the course of the 20th century, historians have carried out their activities in general in the Universities or in public or private research centres.



After 1945, at least in western Europe, professional historians ostensibly became more detached from the role which had been attributed to them up to that time, as “builders of the national past”. A greater liberty in choosing topics of research was accompanied by the appearance of a number of new sub-disciplinary specialisations, so that from the political history which had prevailed until that time, many historians chose to work in the fields of economic, social and cultural history; and history also opened to the methodological experiences of other fields of the social sciences, such as economics, sociology and cultural anthropology. The “history of the nation” paradigm entered a crisis in the 1970s and was replaced particularly by sectoral histories (in specific thematic areas such as economic history, juridical history, urban history, gender history etc., but also Roman history, Byzantine history, history of modern Russia, Renaissance history, history of contemporary Germany, of Japan, etc.) which, becoming themselves disciplines, create schools and favour contacts between their own specialists at national and international level. The increase in the number of ‘kinds’ of history taught at university in the last forty years has given legitimacy to various sectoral or thematic areas, which now have specialised reviews at international and national level, research institutes, specific bibliographies, conferences, and – naturally



– associations. International contacts are indispensable for the circulation of knowledge and ideas. Associations of experts on past states and empires are well organised, and they today have a transnational valence: thus it is not surprising that experts on the Byzantine empire, from whatever country know each other; that there are strong bonds between experts on Roman history (in connection with archaeologists) and that there are constant contacts between experts on the Habsburg empire or on the history of the Republic of Venice, for example.

Today in Europe there are numerous networks of specialised historians. It is difficult to understand in detail the effects of this kind of network, notwithstanding the resources of the new information and communication technologies. A census of European historical ‘knowledge’, according to disciplinary and thematic parameters, would be useful; but it turns out to be as complex as that of mapping the various ways of teaching History in Europe.

The fact that there are strong and dynamic relations between historians of different countries, in connection with specific historiographical topics and themes, must not make us forget that the problem of comparison and connection between each historiographical community still subsists, because each of these is still strongly anchored to national paradigms when it is a matter of translating historical knowledge into educational programmes, for citizens in general but particularly for the younger generations.

History is considered, within the national communities, an essential part of the national culture, and hence something which cannot be touched. From that point of view, European history is understood as a kind of broader framework, a meta-history, within which one’s own national historical narrative can be fit. To put into relation and to connect the various national histories in a constructive way continues to be problematic. In every national context there continue to be some historians who are more willing to look beyond borders with an open mind, and others who remain closed within the ideas they formed when they were educated.

Nonetheless there are good prospect for an infra-European comparative history, not only on the pan-European level of CLIOHnet2. There are also smaller supra-national areas engaged in this process, such as recently has developed with regard to the study of the so-called “processes of Europeanisation of the European peripheries” (Scandinavia and Central and Eastern Europe) between the 9th and the 13th centuries, on which groups of researchers from various universities are working. But there are also ‘fault zones’, which we cannot ignore, between different models of civilisation, especially but not only in eastern and south-eastern Europe, where there are several

strongly conflicting “historical truths” with respect to certain historical phenomena, events and processes, “truths” potentially subject to being instrumentalised politically.

As regards the history of south-eastern Europe, there are still debates, in each of the states of the region, about the heritage of the Ottoman Empire, the impact of Islam, state-building in the Balkans (and the consequent de-Ottomanisation), the events of the Second World War, and the experience of real socialism. Recently it has been demonstrated that only a strong connection and collaboration between expert and authoritative historians, operating in international networks, can calm historiographic rancour, as in the case of the study of the dissolution of Yugoslavia and the consequent Yugoslavian wars (cf. *The Scholars’ Initiative: Resolving the Yugoslav Controversies*, [www.sla.purdue.edu/si](http://www.sla.purdue.edu/si)).

This initiative has shown that a shared historical phenomenon must be discussed, moving from the definition of the problems to be considered and their relationship, by a plethora of



historians; the single parts of the phenomenon in their turn must always be analysed by mixed groups of experts. The connections and collaborations between historians appear to be valid scientific and cultural tools, necessary to balance the inevitable partisan interpretations.

The history of Europe is based on comparisons, collaborations and working groups, and these experiences have an impact on national histories and historiographies. But a European historiography understood as a sum of the national historiographies would not be enough, it would not ‘work’. Again it is the multinational Yugoslavian case which can show us why: the “federation” between the various Slovene, Croatian, Serbian, Bosnian, Montenegrin, Albanian and Macedonian historiographies dissolved almost a decade before the Yugoslavian state proper did so because on the level of the contents of the shared histories – empires, religions, civilization, wars, modernization, nationalizations – there was no true dialogue.

Specialisation in the context of historical research, although criticised by some today (today it seems that there is a lack of “generalists”), has proved to be an effective antidote to over-simplifications and, because it is “sectoral”, it fosters collaboration and comparison, and ends up by defining multipolar visions of various questions and of the various historiographical themes. This multipolarity opens the European historiographic space to a number of US experts on Area studies.





There are whole schools of research on Italian, Slavic, German studies for example, spread out among the best American universities, and we cannot ignore the growing contribution of American Ph.D. dissertations transformed into monographs and published by prestigious publishing houses. The multipolarity of research has proved to be a decisive resource with respect to the constitutional self-referentiality of historiography. Intensifying contacts and collaboration among European historians remains the foundation for the construction and the strengthening of a common European culture.

To sum up: the CLIOHnet2 approach, and more in general that of the CLIOH networks, gives the place of honour to pan-European collaboration, in History learning and teaching and in research. However, as we look ahead, we must take into account the developments described above, analysing sectoral historiographical communities and their consolidation. From some of these, as seen in the Yugoslav case, more general observations can be made: because of the dramatically conflictive nature of historiography in south eastern Europe, and because of the open conflicts of the 1990s, we are constantly reminded that History – or uncritical and unshakeable ideas about it – are prime factors in creating political tensions, especially to the detriment of one's neighbours. There are concerted efforts to change the way History is taught in the Balkans today. The issues involved are particularly clear there, but are not different in their essence elsewhere. Conflicting views of History are ever present, a key part of the always close relationship between power and culture, sometimes in the shadows, sometimes very evident. In such areas as Greece, Turkey and Cyprus; or England, Ireland and Scotland – not to speak of Spain, torn by differing views of regionalism and nationalism – we find conflictive situations played out – or fought out – 'using' History.

"Consolidating Links and Innovative Overviews" means utilising the pan-European perspective not as a generic framework for national histories, but rather as a completely new way of understanding national and other sectoral histories and how they operate. As such, we believe that the insights achieved can and should be built into higher education programmes.

*This text is based on observations by the CLIOHnet2 Task Force 1, including Elif Hatun Kiliçbeyli (Adana), Chair; Egidio Ivetic (Padua), Co-Chair; Ute Hofmann (Chemnitz); Veronica Susová (Prague); Kenan Inan (Trabzon); Emöke Horvath (Miskolc); Seija Jalagin (Oulu); Detmar Klein (Cork); Luda Klusaková (Prague); Fabian Hilfrich (Edinburgh); Stefan Halikowski Smith (Swansea). Special thanks to Egidio Ivetic for his contribution to the final text.*

# Is History under Threat?

Often historians, and sometimes citizens in general, become concerned about History. Is History threatened? Is it in danger of being lost or betrayed? Will our children know about 'our' History? Or will that complex of views and understandings, with all the meanings it carries for today's adults, be undermined, distorted or destroyed?

"History Wars" – virulent disputes about how history should be recounted or taught in schools – are not a new phenomenon, but European integration stimulates historians to look at national myths in a way more in line with scientific research results. This helps to bringing national views closer to those prevalent in neighbouring countries, but it may create public dismay (will our children have the same knowledge, understanding and – presumably – prejudices that we have?) and be exploited by political agendas linked to particular interpretations of the past.

History also is sometimes used as a path for reconciliation: trials or hearings may be held as a means of helping a nation to 'heal itself'. Some countries have seen a decline in students wanting to enrol in scientific studies, such as Chemistry and Physics: this is not usually the problem for History. In some countries, though, there is a planned *numerus clausus*, and places for History students may be limited according to forecasts of the number of teaching posts to be filled in schools and universities. This is a good example of where European cooperation can prove helpful: in many countries History is an empowering field of study for many careers, and their example can be followed by countries where History is viewed in a more restrictive way.

A working group of the European History Network, CLIOHnet2 Task Force 2, examined the theme of perceived threats to History and set up a blog to discuss it with a broader public. The following gives a synthetic account of some of their considerations.

When talking about the current threats to History, many themes came up. The Task Force summarised them under these keywords: Archives, lack of access to; Authority, lack of; Benchmarking; Bureaucracy; Bologna Process; Brain-drain; Canon; Clash of cultures; Compulsory courses; Consumerism; Cultural Studies; Curricula; Demography; Disciplines, vanishing; Evaluation; Funding, problems with; Innovation; Interdisciplinicity; Irony; Language; Mass-media; Methodology; Mono-lingualism; Nationalism; Nation state, decline of; Past, loss of; Periodization; Political correctness; Professorships, vanishing; Replacement; Secondary education; Standards; Student-numbers; Transferable skills. These are obviously very different things; and we have put them into alphabetical order to highlight their disparity, and even the paradoxes that emerge if we talk about all of them as 'threats'.



It seems, however, that most of the centres of concern listed above may be placed under one of the following:

1. Academic teaching in history
2. Scientific research in history
3. Political and commercial uses and abuses of history
4. The impact of history in society

In each of these areas, we believe, it is possible to point to obvious problems, in some cases even threats, but also to opportunities and possibilities of positive future development. In all instances, it is necessary to make a distinction between common and/or general problems, and circumstances of a more local or regional nature.

### *1. Academic teaching of History*

Under the first heading, we see a number of relevant problems: the limited knowledge of languages (a growing problem in almost all countries, a dramatic problem in some), the reduced time available for the study of History (which translates into no time for old manuscripts, learning to practice archival research, etc.), the deteriorating preparation at secondary school level (which may lead primarily to a marked variation in the levels of different groups of students) and the falling number of teachers with knowledge of 'older' history (that is, Ancient, Medieval and Early Modern – if not even more recent History).

### *2. Scientific research in history*

Under the second heading, a great problem from the point of view of professors is the lack of time for research, and the extreme competition between researchers, caused by lack of funds. Also, there is a tendency for resources to be allocated on non-scientific grounds. Historians and those who practice humanistic research in general have difficulties in convincing national and international funding agencies that their sector is of vital importance, and not less important for the future of society than, say, medicine or nuclear physics.

### *3. Political and commercial uses and abuses of history*

The second point leads us directly to the third heading. History in absolute terms is important as the science of how human beings have built their existence over the millennia. Because of its importance it lends itself to political manipulation, both conscious and unconscious. Politicians and indeed the general public may take decisions on the basis of their beliefs about the past. Whether or not these are critically founded, or even reasonable, they form an important part of the "imaginary" of each one of us. This means that what is important in teaching or in research tends to come under the scrutiny, directly or indirectly, of politicians. This is hardly avoidable, considering that both teaching and research in humanistic areas are largely financed

publicly and hence must be accountable to those who support them. Nonetheless, in the area of history as in others, freedom in teaching and independent research is more useful not only to the scientific community but also to citizens – and in the long run, politicians – than are guarantees of “politically correct” classes and research results. There is at national and supra-national level a considerable political will to control research, ensuring for example that it be “policy relevant”. This issue has important implications which need to be clarified. It is connected to the demand for social relevancy. Historians have not yet made sufficiently clear to others (and to themselves) that History is by its nature “socially relevant”: but research can only really contribute to understanding and hence to policy when its aim



is to produce real knowledge of socially relevant phenomena – not when it is piloted to “find” desired results.

In the blog we have been conducting on “Threats to History”, a particularly lively debate developed on “canons”, a phenomenon which is only explicitly an issue in a few countries, but which makes manifest the issue of whether and how a country (or a historiographical community) has the right to fix obligatory contents of syllabi.

The discussion centered around the fact that we tend to see history as a series of events or developments that together make us/our history what it is. If politicians or academics attempt to define in a rigid way the contents that students must master – or the books they must have read – during their studies, we have a “Canon”. The blog discussion made it clear that the Canon is a double-edged sword. On the one hand, an agreed Canon of History makes the teaching of history





much easier and simpler. If the Canon is agreed we, the teachers of history, do not have to argue our case for the importance of the individual parts of our curriculum; but on the other hand, we also run the risk of having a far too prescriptive “set of knowledges” or a sort of checklist of historical knowledge that our employers can point to and say whether our “product” is good enough.

One blogger, from Denmark, declared himself in favour of canons of all sorts, “as long as they are not used as a pretext for fixing curricula for good. As instigators of debate, they are great. It is probably impossible to set up a canon that a majority would not disagree on, and try to replace with another one. For lots of very different reasons”. So for this blogger the advantage of having a canon is to stimulate people to question it. Another participant (from Sweden) thought that, “The major problem with all kinds of official canons is that they tend to be fixed and authoritative. If an official canon is established it will be difficult to change it. After all, that’s the whole point about establishing canons. The examples that have been discussed (and even introduced) in Scandinavia tend to focus on names and (political) events, a fact that illustrates another problem with canons. Canons tend to emphasise traditional political history. Social history for example is much more difficult to fit into a canon. In addition, a canon would always tend to be conservative. The whole idea with a canon is to keep it limited. Thus, if you want to add something new to the canon (representing new fields of research) something else has to be removed”.

To sum up, fixing the exact contents of History curricula is neither possible nor very useful, except as a negative term of reference. In our view it is more opportune to give general guidelines, and with the help of Tuning methodology (see below, page 18), try to ensure that an optimal range of competences – including ability to analyse, synthesise and to engage in constructive and critical debate – are fostered in all higher education, including that leading to History degrees.

#### 4. *The impact of history in society*

Under the fourth heading we really see, alongside the evident dangers of manipulation, mostly interesting possibilities.

In reality, general interest in history is considerable. If there is a problem, it is that the academically occupied historian may have difficulty in satisfying this interest. The question is whether this has to do with rejection, lack of interest, lack of capabilities or lack of opportunities.

*Henrik Jensen (Roskilde), Chair; Frederik Pedersen (Aberdeen); Dag Lindström (Linköping); Lavinia Stan (Cluj-Napoca), Siegfried Beer (Graz); Jean-Luc Lamboley (Grenoble); Chris Schabel (Cyprus); Neithard Bulst (Bielefeld).*

# History Programmes in the Bologna Framework: The Pocket Guide

The History Networks CLIOHnet and CLIOHnet2 have worked since 2000 as one of the key Subject Areas in the Tuning Educational Structures in Europe project, developing a competence based approach to designing or improving History programmes for all three Bologna cycles. CLIOHnet2 has collaborated in developing similar approaches in Latin America (19 countries), the Russian Federation, the Kyrgyz Republic and Georgia. The results are summarised in a number of publications, including the CLIOHnet2/Tuning Pocket Guide and the Tuning History Template. These and other tools for the design and delivery of quality History programmes are available on paper or from the [www.clloh.net](http://www.clloh.net) website, or from the Tuning website ([www.unideusto.org/tuning](http://www.unideusto.org/tuning)).

The CLIOHnet2-Tuning Pocket Guide is contained on a single A2 sheet, and contains in very synthetic form the principal results of Tuning in the History Subject Area. There are editions in English, French, Greek, Turkish and Portuguese. Other versions are available in Russian (the first prepared in the Kyrgyz Republic, [www.bolognakg.net](http://www.bolognakg.net); the second in the Russian Federation). The Pocket Guide gives a brief discussion of the Bologna Process as it relates to History, and a synthetic guide to designing or redesigning quality History programmes in the Bologna framework:

## **Ten steps for designing new programmes or improving existing ones.**

- ✓ 1. Is there a need? Determine, consulting stakeholders, whether there is really a need for the proposed course of study.
- ✓ 2. Define the profile and the key competences. Find out what competences are actually useful for employment, personal culture and citizenship (see below for a list).
- ✓ 3. Define the learning outcomes indicating the most important competences (choose around 10 key competences with reference to the cycle level indicators in this guide).
- ✓ 4. Decide whether to 'modularise' (course units can be of a random number of ECTS credits, or else of a set number, e.g. 5, hence "modularised").
- ✓ 5. Define the learning outcomes and the key competences in each module or course unit (the lists of competences in this guide will help).
- ✓ 6. See how those competences can best be formed and assessed, using a variety of approaches to learning, teaching and assessment.
- ✓ 7. Check that all the key generic and subject specific competences have been taken into account.
- ✓ 8. Describe the programme and the course units, indicating the learning outcomes in terms of competences.
- ✓ 9. Check for balance.
- ✓ 10. Implement, monitor and improve.

## **History Cycle Level Descriptors**

### ***General Aims of any History course unit or programme:***

Any course or programme should enable the student (to the extent possible in the time available) to develop a historical perspective on reality. This should include acquiring or experiencing:

- 1. A critical view of the human past, and the realization that the past affects our present and future and our perception of them.
- 2. Understanding of and respect for viewpoints moulded by different historical backgrounds.



3. A general idea of the diachronic framework of major historical periods and events.
4. Direct contact with the historians' craft, that is, even in a circumscribed context, contact with original sources and texts produced by professional historiographical research.

### **First cycle History Programme ("Bachelor"):**

The general objectives remain as above. Furthermore, at the end of a first cycle History programme the student should:

1. Possess general knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological divisions in which history is normally divided, from ancient to recent times.
2. Have specific knowledge of at least one of the above periods or of a diachronic theme.
3. Be aware of how historical interests, categories and problems change with time and how historiographical debate is linked to the political and cultural concerns of each epoch.
4. Have shown his/her ability to complete and present in oral and written form – according to the statute of the discipline – a medium length piece of research which demonstrates the ability to retrieve bibliographical information and primary sources and use them to address a historiographical problem.

### **Second Cycle History Programme ("Master"):**

A student completing a second cycle degree in History should have acquired to a reasonable degree the subject specific qualities, skills and competences listed below. He/she will have built further on the levels reached at the first cycle so as to:

1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of history, including different methodological approaches and historiographical orientations relating to it.
2. Be familiar with comparative methods – spatial, chronological and thematic – of approaching historiographical research.
3. Have shown the ability to plan, carry out, present in oral and written form – according to the statute of the discipline – a research-based contribution to historiographical knowledge, bearing on a significant problem.

### **History Graduates' Professions**

First cycle degrees in History are useful for employment in nearly any service or communications related field: civil service, local, regional administration, personnel management, journalism, international organisations, tourism, administration and valorisation of the cultural patrimony in its various manifestations including archives, museums, libraries.

Second cycle degrees in History according to the specifics of the national organisation of studies may give access to employment in secondary or even

higher education. They also give a good basis for positions of greater responsibility in all the sectors mentioned for the first cycle.

Third cycle degrees in History are associated with an academic or a research role, although, in practice, many holding such degrees teach in schools or accept other kinds of employment.

## Teaching, Learning and Assessment

Forming each competence requires a different strategy. CLIOHnet2-Tuning recommends using many different formats (seminars, lectures, group work, problem-based learning, oral and written reports, independent and guided research) to form the necessary competences. Assessment criteria must be made explicit and aim at ascertaining that the student possesses the desired competences.

“Competences” are what students know, understand and are able to do. Forming them is the objective of the learning/teaching process.

## Generic Competences for History Students

To prepare for employment and citizenship, students must possess competences not always considered in the academic world. These include ‘instrumental competences’ such as ‘capacity for analysis and synthesis’, ‘information management skills’ and ‘problem solving; ‘interpersonal competences’ such as ‘teamwork’, ‘interpersonal skills’ and ‘appreciation of diversity and multiculturalism’; and ‘systemic competences’, such as ‘research skills’, ‘creativity’ and ‘capacity to learn’. History students are particularly well-placed to acquire ‘information management skills’, and ‘capacity for analysis and synthesis’, for example, which are very important in almost any field of employment. They also learn to write and communicate effectively.

## Subject Specific Competences for History Students

This list is designed to help to choose what is relevant for your students and define which competences should be formed in each curriculum, each cycle and each course unit. No one student will acquire them all! And certainly your students will acquire competences not included in this list.

1. A critical awareness of the relationship between current events and processes and the past.
2. Awareness of the differences in historiographical outlooks in various periods and contexts.
3. Awareness of and respect for points of view deriving from other national or cultural backgrounds.
4. Awareness of the on-going nature of historical research and debate.
5. Knowledge of the general diachronic framework of the past.
6. Awareness of the issues and themes of present day historiographical debate.
7. Detailed knowledge of one or more specific periods of the human past.
8. Ability to communicate orally in one’s own language using the terminology and techniques accepted in the historiographical profession.
9. Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession.
10. Ability to read historiographical texts or original documents in one’s own language; to summarise or transcribe and catalogue information as appropriate.





11. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate.
12. Ability to write in one's own language using correctly the various types of historiographical writing.
13. Ability to write in other languages using correctly the various types of historiographical writing.
14. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references.
15. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g. palaeography, epigraphy).
16. Ability to use computer and internet resources and techniques for elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.).
17. Knowledge of ancient languages.
18. Knowledge of local history.
19. Knowledge of one's own national history.
20. Knowledge of European history in a comparative perspective.
21. Knowledge of the history of European integration.
22. Knowledge of world history.
23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, history of language, art history, archaeology, anthropology, law, sociology, philosophy, etc.).
24. Awareness of methods and issues of different branches of historical research (economic, social, political, gender-related, etc.).
25. Ability to define research topics suitable to contribute to historiographical knowledge and debate.
26. Ability to identify and utilise appropriately sources of information (bibliography, documents, oral testimony etc.) for research projects.
27. Ability to organise complex historical information in coherent form.
28. Ability to give narrative form to research results according to the canons of the discipline.
29. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline.
30. Knowledge of didactics of history.

ECTS credits measure the time a normal student needs to do all the work associated with a particular course unit in order to achieve its learning outcomes: – whether at home, in the library, in the classroom or elsewhere. 1 ECTS credit equals 25-30 hours of student time. Usually: First cycle = 180 credits; Second cycle = 120 credits.

*The Tuning-CLIOHnet2 History Subject Area Group: Jean-Luc Lamboley (Grenoble), Chair; Ann Katherine Isaacs (Pisa), Co-Chair, Tuning Management; Siegfried Beer (Graz); Luc François (Ghent); Henrik Jensen (Roskilde); Eero Medijainen (Tartu); Taina Syrjämaa (Turku); Michael Wala (Bochum); Már Jónsson (Reykjavik); Hiram Morgan (Cork); Carlo Fumian (Padua); Carla Salvaterra (Bologna); Geir Atle Ersland (Bergen); Joaquim Ramos de Carvalho (Coimbra); Jorge Catalá Sanz (Valencia); György Nováky (Uppsala); John Rogers (Uppsala); Tity de Vries (Groningen); Toby Thacker (Swansea).*

# A Lifelong Learning Perspective

## 1. Lifelong learning (LLL) – a definition

“Lifelong learning” is based on the idea that learning goes on throughout life, and not only in a specified number of years of school or university study. It emphasizes learning as a continuous process that accompanies us (or should accompany us) throughout life, with the aim of improving, updating and developing knowledge, skills and competences. In reality, lifelong learning includes formal education as well as other kinds of learning. Here we focus on lifelong learning in a formal or a semi-formal context for learners who are not primarily students. To cope with modern life in a world characterised by rapid social, scientific, technological and economic change, the knowledge and skills acquired during formal education – in spite of its increasing duration – are frequently not enough for a working career spanning three or four decades. An ageing population accentuates this challenge in a world where jobs are no longer “for life”.

In what is now considered a “learning society”, learning does not stop when leaving school, and can never be seen as a completed process. Education and training carried out during working life help individuals to maintain employability and to improve longer-term career prospects, as well as to continue their personal development, strengthening their critical abilities and responsible attitude, their personal culture and citizenship.

Lifelong learning, providing citizens with learning opportunities at all ages and in numerous contexts, is therefore a question of attitude: curiosity and openness towards a changing world linked to the continuous search of further qualifications within a personal, civic, social and employment-related perspective.

## 2. Legislating for LLL: fundamental steps (1995-2007)

In the past recent years Lifelong Learning has become the overarching objective within the educational strategies laid down by the European Commission, the OECD and UNESCO. It is the guiding principle for the new generation of integrated educational and training programmes of the European Union in 2007 - 2013. Here are some of the key dates in this process:

1995: Towards the learning society: The Commission’s White Paper on promoting the development of lifelong learning.

1996: The European Year of Lifelong Learning to foster public awareness on how education and training systems in Europe need to cope with the challenges of the 21st Century.

2000: Lisbon European Council: The EU set the strategic goal for 2010 to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion. Memorandum on Lifelong Learning and European-wide consultation process on LLL.

2001: Communication on Making a European Area of Lifelong Learning a Reality. Indicators on lifelong learning in order to improve comparability between systems and reinforce the exchange of ideas and good practice.

2002: Resolution on LLL as the pillar of educational and formation policies. The 6th Research Framework Programme (2002-2006) supplied new opportunities to enlarge research in the area of LLL. Five Benchmarks for Education and Training. LLL was re-affirmed as the core objective for all actions in the field of education and training and one of the benchmarks set was that by 2010 the



EU-average level of participation in lifelong learning should be at least 15% of the adult working age population.

2003: Report on progress on LLL within the members of European community. R3L Initiative: to support linkages between 120 learning regions to promote LLL. Berlin Ministers: The important contribution of higher education in making LLL a reality was underlined.

2004: The new Integrated Action Programme in the field of lifelong learning. By adopting the proposal for the new programme (2007-2013), the commission aimed to foster interaction, co-operation and mobility between education and training systems within the Community, so that they become a world quality reference.

2005: Towards a European qualifications framework for lifelong learning. The EQF has the objective of creating a European framework, which will enable qualifications systems at the national and sectoral levels to relate to each other. Commission's consultation on the European Qualifications Framework (EQF). Recommendation on key competences for LLL.

2006: Lifelong Learning Programme. For the first time, a single programme will cover learning opportunities from childhood to old age. The Lifelong Learning Programme covers the period 2007-2013, replacing the existing education, vocational training and e-Learning programmes, which ended in 2006.

2007: Action Plan on Adult Learning. The Commission urged Member States to have an efficient adult learning system, which is more effectively integrated into their national lifelong learning strategies. The European Qualifications Framework: The European Parliament adopted the Recommendation on the establishment of the European Qualifications Framework for Lifelong Learning. The EQF is a translation device between the qualifications systems of Member States in order to help employers and individuals compare and understand better citizens' qualifications and thus support mobility and lifelong learning. For higher education levels, it is compatible with the Qualifications Framework for Higher Education adopted in the Bologna Process.

Finally, from 1 January 2007 to 31 December 2013, we have the implementation of the Lifelong Learning Programme by the European Commission's Directorate General for Education and Culture. With a budget of nearly EUR 7 billion the new programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It consists of four sub-programmes: Comenius (for schools), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training) and Grundtvig (for adult education).

### 3. The role of History in LLL

Knowing about the human past is the key to understanding the complexity of present times and preparing for the future. Fostering analytical skills as well as enhancing capabilities of oral and written expression, History provides a powerful background for practically any activity, service or communications related field: civil service, local and regional administration, personnel management, journalism, international organizations, tourism, administration and valorisation of the cultural patrimony in its various manifestations including archives, museums and libraries, and various other professions.

Studying or “learning” History is at the same time “learning for personal development and social commitment”. While improving awareness and understanding of subjects such as political or religious conflicts, migration movements, cultural diversity, respect for human rights, gender relations and equal opportunities, social, economic and political justice, History enhances skills for active citizenship and community roles, bringing together policies for social inclusion and cohesion. History produces thoughtful and well-informed citizens able to participate actively in all spheres of society.

According to the study “Future skill needs in Europe: medium-term forecast” carried out by CEDEFOP, the continuing rise of the service sector will generate, by 2015, millions of new jobs. Education and tourism are included amongst the areas expected to grow the most, driving upward the demand for new skills and qualifications at all levels. History must be considered overarching knowledge necessary for these areas.

#### 4. Teaching, Learning and assessment

Lifelong Learning demands by its nature the most flexible strategy possible. Complementing another activity when carried out in a full-time employment context, LLL for employed citizens has to fit into an already complex life. The challenge is not only related to time but also to motivation. It is recommended to open up to a broader set of learning contexts and environments. Beyond the formal learning settings such as the usual seminars, lectures, independent and guided study, LLL courses for employed students should emphasise teamwork, fieldwork, distance learning, e-learning, as much as possible within a flexible calendar such as evening seminars, free courses, summer courses, intensive or part-time courses.

On discovering the uses of History in a broader sense the learning-teaching process should cross traditional academic bounds, giving more attention to practical approaches including the direct contact with the vestiges of History in out-of-class activities.



Regarding assessment and notwithstanding the current use of conventional formats, it is recommended to focus on continuing feedback on the work carried out, basing it on oral reports and student participation.

Like any other History student, LLL students should acquire and strengthen a set of key competences, both generic and subject specific. In the Tuning definition

used by CLIOHnet2, competences are what students know, understand and are able to do. Forming them is the objective of the learning-teaching process.

##### - *Generic competences for LLL History Students*

Generic or transversal competences are subject-independent and based on cross-curricular objectives. They usually relate to a better management of one’s own learning, social and interpersonal relations and communication and reflect the general shift of emphasis from teaching to learning.

Among the generic competences LLL History students should acquire or enhance, there are instrumental competences: capacity for analysis and synthesis, information management skills; interpersonal and civic competences:





teamwork, respect and appreciation of diversity and multiculturalism; finally, within systemic competences, learning to learn is the most important. Learners will also improve writing and communicating skills.

*- Subject Specific competences for LLL History Students*

Key competences are:

1. A critical awareness of the relationship between current events and the past.
2. To be aware and critical about the way History is written and used.
3. Awareness of, and respect for points of view deriving from other national or cultural backgrounds.
4. Knowledge of the general diachronic framework of the past.
5. Knowledge of local to global History depending on the learning context.
6. Knowledge of and ability to use complex information from a variety of sources.
7. The ability to see the historiographical dimension in cultural objects such as art, archaeology, literature, and so on.
8. The ability to use History in creative activities.

ECTS credits measure the time a student needs to do all the work associated with a course unit – whether in the class-room, in the library or at home. 1 ECTS credit equals 25-30 hours of student time. The ECTS credit system as well as the recognition and validation of learning outcomes – defined in terms of competences – is essential to motivate adults to participate in lifelong learning while encouraging upward mobility in their professional careers.

Efforts have been carried out since 2003 for the development and implementation of a European Qualifications Framework (EQF), which is a translation grid for qualifications around Europe. Adopting common reference points enables individuals and employers to compare the qualifications levels across countries, education and training systems, promoting confidence and transparency and therefore stimulating mobility and new opportunities.

“As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training, as well as higher education. It applies to all types of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training” (<http://ec.europa.eu/education/policies/educ/eqf/>).

The European Parliament and the Council formally adopted the EQF on 23 April 2008. Member States are urged to relate their national qualifications systems to the EQF by 2010 and to include a reference to the EQF in their qualifications by 2012.

## **5. CLIOHnet2 proposals**

When it is decided to adopt Lifelong Learning, High Education institutions and, more concretely, History programmes have necessarily to adapt the existing system to a very different reality.

Besides the ‘normal’ students enrolled in the three formal cycles, Universities need to work to appeal to a much broader audience. This means planning open access for anyone who might be interested. The first step is to identify the potential public interested in studying History throughout life at a wide range of ages, in all sectors of society and at all levels of skill and responsibility.

ity. The second step is to understand their demands and needs, matching the different requests of different learners.

In this sense the major challenge is to design courses tailored to target groups based on the Key question “What can History do for you?” or even, “What do you want to achieve in your study of History?”

Within the logic of reaching out for a wide spectrum of students, three different age groups can be seen as potential targets:

### *1. Under 25*

Creating an offer for this age group means attracting young students from different areas by focusing on how history is used and misused outside the academic world. A course that attracts young people to history can be set up basing it on this idea, that is, showing how history and historical interpretations and artifacts can be used for various purposes

(nationalistic political propaganda, local manifestations, promoting particular ethnic or religious groups, the making of films and TV shows, tourist attractions, etc). This appeals to and is useful for young adults in their efforts to define their attitudes toward public life and citizenship.



### *2. From 24 to 64*

The second group and the largest one, includes people between 24 and 64: adults in the middle of their careers for whom History has an enormous potential, but who for various reasons do not want to or cannot engage themselves in a conventional study cycle. The objective is to promote post-graduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. These include:



- Teachers who need to update their curricula or get a chance to improve their knowledge of a subject;
- People linked to libraries, archives and museums;
- People employed in the tourism industry;
- Employees of cultural departments of local administration;
- Lawyers, economists or diplomats (particularly interested in courses on political, economic history, European Union history, national history, etc.);
- Journalists: courses on sources, political history, etc;
- Social workers: courses on multiculturalism, migration movements, migration policies, integration, segregation, etc.

### *3. Above 64*

Although senior citizens have long had the option of taking classes in Universities for the “Third Age”, today we see that many people in their retirement prefer to engage directly in standard higher education History programmes – as a way of prolonging their active life, sharing new ideas, challenges and experiences with people of all ages.



Beyond courses such as National History, Religious History, Art or Cultural Heritage, modules on Contemporary History, History through new technologies or understanding the use and misuse of History are often of particular interest and are appropriate for those who want to continue to be active in a constantly changing society.

#### 4. Transversal

In a transversal logic, covering all ages, potential targets for whom the knowledge of History can be a fundamental instrument include migrant communities, as well as religious and ethnic minorities. History can certainly increase awareness about the important role of migrants in European society and economy not only as a partial counter-balance to an ageing population and to skills shortages in certain sectors but particularly supporting integration and social cohesion, respect and appreciation for multiculturalism. On Migration, for example, the CLIOHnet2 ad hoc Commission on materials has proposed a sample “Core of the Core” module [see below, page 36].

### 6. Organizations, agencies, associations and web resources

The Lifelong Learning Programme:

<http://ec.europa.eu/education/programmes/llp/>

Adult Learning: [http://ec.europa.eu/education/policies/adult/index\\_en.html](http://ec.europa.eu/education/policies/adult/index_en.html)

European Qualifications Framework (EQF):

<http://ec.europa.eu/education/policies/educ/eqf/>

OECD (Organization for economic co-operation and development):

<http://www.oecd.org/>

CEDEFOP (the European Centre for the Development of Vocational Training):

[http://europa.eu/agencies/community\\_agencies/cedefop/index\\_en.htm](http://europa.eu/agencies/community_agencies/cedefop/index_en.htm)

CEDEFOP Lifelong Learning:

[http://www.trainingvillage.gr/etv/Projects\\_Networks/LLL/](http://www.trainingvillage.gr/etv/Projects_Networks/LLL/)

UNESCO Institute for Lifelong learning:

<http://www.unesco.org/education/uie/>

EUCEN European Universities Continuing Education Network:

<http://www.eucen.org/>

International Council for Adult Education: <http://www.icae.org.uy/>

European Association for the Education of Adults: <http://www.eaea.org>

InfoSystem Adult Education: <http://www.infonet-ae.eu>

EARLALL European Association of Regional and Local Authorities for Lifelong Learning: <http://www.earlall.eu>

European University Association: <http://www.eua.be>

*This section has been prepared by CLIOHnet2 Task Force 4, including Luisa Trindade (Coimbra), Chair; Charles Dalli (Malta); Alexandra da Câmara (Lisbon), Maria Jesus Cava Mesa (Bilbao); Elena Brambila (Milan); Alexandre Pinto (Coimbra); Andreas Akerlund (Uppsala); Ana Paula Avelar (Lisbon); Jan Viðar Sigurðsson (Oslo), John Rogers (Uppsala), Leonie Huijs (Nijmegen, ISHA); Roumen Genov (Sofia).*

# History in the Age of Digitization and the Internet

## I. Introduction



Historical knowledge is based on work with documents, books and artifacts left to us from the past. These 'remains' are analyzed and interpreted by historians whose findings are then disseminated to the academic community, and to the wider public, in a variety of ways.

Digitizing, and the use of the Internet, have, however, brought major changes.

Digital source materials, on-line archives, databases and library catalogues, as well as learned journals and books in electronic format, are all novelties offered to the academic community, coupled with new communication technologies and e-learning tools. They inevitably affect the way History is taught and how research is carried out at the university level. In addition, social software, like wikis and blogs, enable on-line communities to form. These have the potential to change the way we produce and distribute scientific information within contemporary society.

Although our environment is destined to become ever more digitized and the Internet ever faster, with technology playing an ever-greater role in everyday life, the Internet remains a relatively new phenomenon. The services and resources it offers are still not exploited by universities as well as they could be. The transformation of institutional structures is very slow. It is especially so in older, conservative and rigid structures like universities, particularly in such fields as history.

Because history is so important, the new tools and possibilities offered by the digital revolution should be used in teaching and researching history intensively. These are too important to be left to the 'hard sciences' and to the commercial world. What is of prime importance is not the technology itself but digitized content, and communication between people. Technology should be regarded merely as an enabling tool which people use to get things done. It should be used for helping people inside and between organizations to form new co-operative ways of teaching, of learning and of doing research.

This is particularly important if we want to foster greater co-operation between European universities. Digitized content and communication technology are the most valuable and cost-effective tools to promote co-operative teaching within universities.

## II. Opportunities and Challenges

Until recently archival research in the field of history was a slow and laborious process. Physical contact with the documents was considered both essential and worthwhile. Feeling history in your hands and perhaps encountering, by accident, something totally different than expected, thus stimulating further research, was a key aspect of the historian's craft.

For ages we have been accumulating, storing and retrieving information. In some ways digitizing is just another format. Nonetheless, the computer and the Internet have certainly changed the way we read books. Enormous quantities of books are being scanned and digitized. Their texts are available not only in libraries but everywhere. Access to books and articles on the Internet, whether through Google or Amazon, seems endless.





Digitized information certainly makes the work of the teacher, researcher and student a lot easier. For the historian the benefits of this are clear. For who does not want books, journals and primary sources to be available at any time and in any place? It is like a dream come true: to have all knowledge, past and present, in one accessible location.

A huge internet library is being created, but a library different in character from the one we have known up to now. In traditional libraries we use paper copies of books, but the digital world contains not only copies of books (and journals) but also endless bits and pieces, strings of words, that give you the information you need or to show you where to find it.

Search engines like Google and Yahoo treat the book not as an independent item but as a commodity immediately linked and connected to other books on the same subject. If all published books were on the web then every reference and every footnote would be directly traceable. Moreover, the giant internet library contains not only books but also digitized paintings, drawings, photographs, maps, films, music and much more.

In the richer parts of the world there are lots of well-stocked libraries with millions of books and journals at the disposal of students and staff. And it is in these areas that the plans for a universal internet library have been made – and sometimes commercially financed. Such projects include Google Books and the Google Library Project to scan as many books as possible in collaboration with a number of famous libraries.

Such accessibility is of immeasurable value, as too is the content. Ideally, to be able to look at government papers on one's computer without being subject to censorship and to see and read the critical studies from elsewhere, will offer a different way of studying the history of one's own country, or indeed of exploring any subject. If one wants to study the primary sources of a special subject, that does not mean wanting a selection to be already made. One wants to make that selection personally. But that is only possible if access to information is unlimited and is easily accessible by everyone.

Free access to information, however, is not without its costs, and choices will be made in what will be published on the internet and what will not. Many important books will be left out because they are under copyright; others are rare and necessitate special treatment. Lots of books are being commercially scanned and made available, but in very costly collections. The ideal 'universal' internet library will not be, for some time to come, a generous, 'fluid' database, but a mix of interfaces and repositories, some open but others closed for anyone who does not have access or money.

Moreover, those needing to access materials in languages other than English may be at a disadvantage. For example the funding available for digitizing French libraries is tiny compared with what Google and others in the UK and USA are able to provide. Whilst the Bibliothèque Nationale in Paris is involved in an important digitizing project, it is extremely modest compared with Google's digitizing of five major US libraries, including the Library of Congress, as well as part of the Bodleian Library in Oxford. And yet within Europe, as in the wider world, there are many countries which currently have limited library facilities. For them this digitized library, even under such limited conditions, seems a huge step forward. All of a sudden information from elsewhere is available. The teaching and research possibilities are enormous.

For the researcher in history the opportunities presented by the digital world are immense. Ideas are connected in new ways, archives are presenting their material differently whilst the virtual museum offers yet another encounter with the past. Digitization and global education markets also have a very direct effect on the learning and teaching of history through the opportunities offered by e-learning. E-learning tools are the most cost-effective means to promote co-operative teaching in the universities, although co-operation needs to be very practical, and organized bottom up, from the grass-roots level, not top-down. Such tools create opportunities for example of forming co-operative international teaching groups, especially for more-marginal sub-disciplines or for rare subjects of more-specialized historical interest.

Moreover, whilst the study of history is mainly based on national traditions, e-learning can promote interaction of different historical traditions. The possibility of dealing with materials in several languages and covering different historical traditions is a great stimulus to critical thought in the study of history. E-learning offers the potential to create new interpretations of history independent of national traditions, providing transversal content for analyzing history.

Student mobility can also be improved by giving students opportunities to study in an international context with increased flexibility – offering employed people better opportunities to attend history courses. The overall conclusion is that history can no longer be taught only by traditional face-to-face methods, especially when international co-operation is desired.

Yet, the rapid advance of new technology brings fresh challenges to the historical sciences. These challenges stem partly from the conservative nature of history, both in teaching and research, and partly from the non-conservative, the 'revolutionary' nature of ICT. For example, the main obstacle preventing e-learning methods from becoming a normal part of teaching practice in universities is prejudice against on-line teaching – along with the absence of support structures, the limited knowledge of e-learning methods, and the lack of examples of good practice.

Some of the most important problems which history has to solve in dealing with digitization and e-learning are the following:

- *Overcoming prejudice against the implementing of new technologies for the purpose of historical teaching, learning and research*

Historians tend to be conservative in practice and suspicious of new approaches. Interestingly, changes in form rather than content seem to provoke the most suspicion. The transfer from paper to PDF format, for example, sometimes mobilizes an opposition which praises the good old days when young people used to read books and didn't waste time in front of a screen.

One of the tasks of those historians who are not afraid of the new technologies and wish to promote them is to explain that ICT will not eliminate the use of books and sources but in fact will do the opposite. It will make them more accessible and better adapted to the new digital world.

- *The problem of what is worth digitizing*

Digitization has recently provided huge amounts of source material in the form of on-line archives, databases, library catalogues, electronic books and scientific and semi-scientific journals. One of the main challenges is how to save students and sometimes tutors from getting lost in the electronic jungle. However,



major questions emerge about what is worth digitizing in the first place. Historians sometimes prefer to upload under-exploited documents which seem to them more interesting than mainstream sources. This approach suggests the potential danger of transforming rather marginal material into one of prime importance due to the fact that it is more accessible. For this reason documents and sources should be published on Internet with proper descriptions of their origin and the ways they can be used in historical research.

To give just one example, one can download a document from the Archive of Bulgarian Ministry of Foreign Affairs regarding a peculiar case of hunting dogs that crossed the Bulgarian-Yugoslav border in the 1950s and remained on Yugoslav territory. For the common good it would be helpful if such interesting information was accompanied by a short note telling the reader that whilst this is a document of minor importance it can, nonetheless, contribute to a better picture of everyday life in the border area.

*- Content is more important than technology*

Content, ideas and the opportunity to communicate with others should be in the foreground – not the technology itself. Technology should be regarded merely as a tool for getting things done. It should be used for helping people inside organizations, and between organizations, to form new co-operative ways to teach, learn and carry out research. Historians should adapt the technology to the needs of their discipline, not the other way round.

### III. Communication

When it comes to disseminating their research, historians will increasingly be faced not only by new challenges but also by new opportunities offered by electronic forms of publishing. Whilst scholarly journals in particular are turning to publishing on-line, often still accompanied by the distribution of paper copies of the journal issues, the incremental phasing-out of paper in this area is obvious.

While printing-on-demand or 'instant' production of books stored in electronic form has not lived up to high initial expectations, improvements in this area might increase the market share for scholarly work that finds limited readership and thus might not go into print in paper form. These electronic publications, however, do not yet exploit the many opportunities electronic publishing offers except for reducing the cost of production and shipping.

Publication of historical findings, whether on CD-ROM, DVD or on-line, may well make use of the enormous advantages that hypertext and hypermedia have to offer. Writing can be tailored to an audience that increasingly adapts to different reading habits: to students and a broader readership that grew up with the World Wide Web and are used to non-linear organisation of information. Sources supporting a scholar's arguments and theses may be incorporated more fully in such publications. The wide-spread digitizing of documents already allows for the addition of facsimile images, pictures and graphs, as well as audio and video files, thereby transforming a scholarly text into a visual experience, and helping the reader to follow the author's reasoning better.

In addition, historians may take this a step further and fashion hypertext/hypermedia publications in a way that would allow for non-linear reading by creating an environment that lets the reader explore aspects beyond the author's immediate intentions. Departing from linear writing, historians might develop pools of information consisting of a number of short narratives that

are supported by multi-media evidence and clustered around a specific topic or using a systematic approach. Such clusters should permit linear reading but might also be read in a non-linear manner.

This might be enhanced by allowing co-publication of additions to such clusters by colleagues, or even forums to provide readers with an opportunity to discuss and challenge the author's main findings or thesis. This would change the traditional form of a publication from a static, black-on-white, argument into a dynamic process that would constantly reshape a 'book' and would provide for a continual discourse reconstructing the past.

#### IV. Conclusion

Within the humanistic arts and sciences, many researchers and teachers, including historians, currently prefer to close their eyes to technological change. And yet engagement with the digital world is increasingly unavoidable and potentially transformative. As we have outlined, new technologies offer significant challenges both to the historian and to the history student. They also offer considerable opportunities from which the field of history has much to gain if it chooses to exploit them fully.

*Text prepared by the CLIOHnet2 Working Group "E-learning and Digitization in History": Tapio Onnela (Turku), Chair; Sofia Ling (Uppsala), Rita Rios (Alcalá), Bertine Bouwman (Utrecht), Claire Langhamer (Sussex); William Aird (Cardiff); Carla Salvaterra (Bologna); David Sephton (Primrose Publishing); Dimitar Grigorov (Sofia); Michael Wala (Bochum); Răzvan Adrian Marinescu (Pisa).*



For further examples see:

On the E-HLEE project: <http://ehlee.utu.fi/news.htm> (The Final Report is available on <http://ehlee.utu.fi/news.htm>)

On the use of digital search engines for research: R. Rios, *Using Internet Resources for Researching Religious History: the Dominican Order in Medieval Spain as a Case Study*, in J. Carvalho (ed.), *Bridging the Gaps: Sources, Methodology and Approaches to Religion in History*, Pisa 2008 (available from [www.cliohres.net](http://www.cliohres.net)).

We note that more than 35 books are available in digital form for free download on [www.clioh.net](http://www.clioh.net) and [www.cliohres.net](http://www.cliohres.net)



# Quality Culture in University History Education



## 1. The background

Some twenty years ago, questions of what came to be known as Quality Assurance in university education were raised in various European national contexts. These gave rise to national agencies, such as the Quality Assurance Agency [QAA] in the United Kingdom, and very soon thereafter to the European Network of Quality Assurance Agencies [ENQA] as an umbrella organisation. An obvious problem faced by the different national university systems was to find a common understanding of practices without forced harmonisation. The European Credit Transfer System [ECTS] provided a means for finding equivalence and mutual recognition of units of study. "Tuning Education Structures in Europe" ["Tuning"] developed lists of competences (generic and subject-specific) and cycle-level descriptors which individual programmes in various disciplines, including History, were expected to achieve. The Transnational European Evaluation Project [TEEP 2002] was a pilot exercise to test the feasibility of non-invasive and non-prescriptive evaluation processes, using Tuning criteria. It was applied by three national agencies in fourteen universities across the European Union in three disciplines: Veterinary Science, Physics, and History. In the field of History the five universities chosen from those volunteering were Aberdeen, Bologna, Coimbra, Grenoble 2, and Latvia (Riga). The EU-funded History Thematic Network (CLIOHnet) provided the personnel and the underpinning for these various processes. It also became clear that further discussion and development were desirable in order to integrate these processes and to move beyond Quality Assurance towards Quality Enhancement, best understood as "Quality Culture", and embedded in institutional practice.

## 2. Implementation

In different countries there have been different perceptions of what constitutes Quality Culture. For instance, in Italy, there was in recent years governmental discussion about the introduction of a national quality authority for universities, but with an emphasis on research rather than teaching. In Greece, the government – in response to Bologna – prepared mechanisms for Quality Assurance, but these were halted by the resulting national student strike. In Portugal, the Bologna proposals have so far not found favour with the academic profession. In Germany, although the university system has been substantially modified along Bologna lines, there remain elements of disquiet. In the United Kingdom the first-cycle [undergraduate] system already complies with the Bologna proposals, but implementation of the second-cycle [Masters] still presents some difficulties.

In view of these circumstances, CLIOHnet2 decided in late 2006 to set up a small working group to investigate the possibility of devising mechanisms for individual history departments to evaluate themselves. Members of the group (comprising representatives from seven national university systems) made themselves available as external advisors in this process. A Self Evaluation Questionnaire, a revised version of the Tuning and TEEP 2002 documentation, was sent to those university departments which had expressed a willingness to participate in pilot projects. In the event, four such departments took part: from Austria, Ireland, Malta and the United Kingdom. Once the Self Evaluation Questionnaire had been completed and a range of related documentation

collated, two external advisors from CLIOHnet2 conducted a site visit. Discussions were held with separate panels of academic staff and students from each history department and with senior officers of the university. The ensuing report was submitted to the department for comment and a final agreed version sent both to the university and to the CLIOHnet2 working group.

### 3. Issues arising

The evaluation conducted in the four universities appears to have worked reasonably well as a two-way process with mutual benefit. The evaluators in several instances noted novel examples of good practice which they had not previously encountered. At the same time, they were able to offer advice in regard to practices which were normal elsewhere, under other national systems.

As an example of good practice which might be of interest to history teachers elsewhere, the department at Salzburg has introduced student involvement into curricula development. One particularly interesting feature is that the students themselves have devised a user-friendly chart of the curriculum structure to explain it better to current and future students. In Belfast it was noted that effective systems are in place to monitor individual student progress and the response of students to particular course modules. In Malta, the continuous contact between teachers and students assures a good tutoring practice.

Arising from the evaluation visits and the more general literature on Quality Culture, the CLIOHnet2 working group suggests that amongst other issues, the following are worthy of consideration:

- **Institutional autonomy and externality.** There need be no conflict between institutional and disciplinary autonomy and external involvement in the development of Quality Culture. Institutions of varying types, from the entirely private to the more fully state-directed and-funded, value expert external advice and engagement. This externality can take many different forms: for example, external examiners; accreditation by professional bodies; national or local agencies; and – in the case of history in some European systems – a linkage between the study of history and training for the teaching profession.

- **Terminology.** It is recognised that the particular forms of teaching and learning activity in history vary enormously both across national systems and between individual institutions. There are, of course, many points of commonality between teaching and assessment methods, but terminology can get in the way of mutual understanding. For instance, many different systems employ the terms ‘seminar’ and ‘dissertation’, but these can denote entirely different teaching or assessment methods. The point is not to suggest a move to uniformity, but that clarification of the use of particular terms is essential.

- **Student involvement.** The practice of student involvement in the evaluation process varies widely within and between national university systems. However it is conducted, such involvement appears to be beneficial both to the institutions and to the students’ sense of participation in their own education. A further question remains as to whether there should be student membership of external evaluation panels. This is certainly being discussed in some national contexts.

- **Admissions.** An important factor to be considered in the adoption of Quality Culture is the process by which students are admitted to the institution. This may be completely open; determined by school-leaving qualification (general



or specific); or by university entrance examination. Quality Culture must be geared to the mode(s) of entry adopted, for example by introducing preliminary courses for first-year students.

- **Skills.** The definition of particular skills considered appropriate for the study of history (ancient and/or modern languages, information technology, statistics etc.) varies across and within national systems. Whatever the practice, the integration of any such skills into curricula is a proper part of Quality Culture.

- **Accessibility.** Despite recent European Union legislation, not all universities have yet ensured that curriculum access for students with disabilities is guaranteed equally. Similar considerations also obtain in regard to cultural and religious differences. On this point we may refer to the Guidelines produced by HUMAN PLUS on “Structuring Intercultural Dialogue”, available for download on [www.archhumannets.net](http://www.archhumannets.net).

- **Research and teaching.** There are at least two issues here: the extent to which research informs the teaching of history; and whether the Quality Culture framework should address research and teaching separately or together.

- **Proportionality and resources.** Any Quality Culture system has considerable resource implications in time and money. Institutions will wish to be sure that such investment is proportionate to the anticipated or potential benefits.

*This text has been prepared by CLIOHnet2 Task Force 3, Manfredi Merluzzi (Rome), Chair; Steven G. Ellis (Galway); Luc François (Ghent); Ewald Hiebl (Salzburg); Csaba Lévai (Debrecen); Iakovos Michailidis (Thessaloniki); Victor Mallia-Milanes (Malta); Jonathan Osmond (Cardiff); Sabine Wichert (Belfast).*



# Materials for Teaching and Learning

CLIOHnet and CLIOHnet 2 as well as CLIOHRES have been engaged in creating the necessary tools for new history teaching agenda by promoting research and publishing innovative books on a series of critical historical issues.

By now these collections, growing every year, are formed by over 500 chapters or pieces of written historiographical work and several doctoral dissertations. These innovative critical studies explore key issues of European History such as Languages, Identities, Citizenship, Power, Work and Welfare, Gender, Race and Ethnicity, Nations and Nationalism. They are the result of historiographical discussions by outstanding historians of different European Universities and often concern thematic and geographical areas for which no other teaching material currently exists. Materials are organized by themes and periods in a user friendly format.

The CLIOHnet2 ad hoc Commission on Materials decided to work on the theme of “Migration” which it considered to be a key contemporary issue which has always been an important part of European and World History. The articles have been selected from works on migration which have been published in the context of work on other subjects such as Citizenship and Nationalism, Integration, etc.

The work of the commission has resulted in suggesting a number of themes which could be used to create a higher education course on Migration. Our proposal follows the previous Core Modules Proposal of CLIOHnet (see the “Core of the Core” document at <http://www.stm.unipi.it/Clioh/core/corecore.htm>) by adapting the previous and existing material to teaching needs. It is the result of reordering some previous Clieh’s Workshop and CLIOHRES publications and adapting them to the learning necessities in today’s Europe from the point of view of the Bologna Process. To fulfil this demand, the “Core of the Core on Migration” promotes a critical and specific knowledge of migrations, of changing historical patterns, developing processes and also of its own distinctive methodology. The specific and generic competences of the subject and critical and self-critical abilities to be incorporated are also underlined. It is our aim to create a critical awareness of migration movements at the transnational and national level as well as from one European region to another or from European regions to the rest of the world.

For each theme we have selected a number of articles and other materials for use by teachers and students.

**Theme 1** - *Presentation and Historiographical Approach to give an overview of the whole content of the Theme.*

- G. Vanthemsche, “The Historiography of Belgian Colonialism in the Congo” in C. Lévai (ed.), *Europe and the World in European Historiography*, Pisa 2006.







- R. T. Appleyard, ed., *Immigration: Policy and Progress*, [Sydney] 1971.
- Id., *International Migration: Challenge for the Nineties*, Geneva 1971.
- D.E. Baines, *Migration in a Mature Economy. Emigration and Internal Migration in England and Wales, 1861-1900*, Cambridge 1985.
- B. Bogusz, et al., eds., *Irregular Migration and Human Rights: Theoretical, European and International Perspectives*, Leiden/Boston 2004.
- T.J. Hatton, J.G. Williamson, *The Age of Mass Migration: Causes and Economic Impact*, New York - Oxford 1998.
- Ch. Hirschman, P. Kasinitz and J. Dewind, eds., *The Handbook of International Migration. The American Experience*, New York 1999.
- G. Malgesini, ed., *Cruzando fronteras. Migraciones en el sistema mundial*, Barcelona 1998.
- W. H McNeill, R. S. Adams eds., *Human Migration: Patterns and Policies*, Bloomington 1992.
- G. J. Lewis, *Human migration. A geographical perspective*, London 1992.
- M. Piore, *Birds of Passage: Migrant Labor in Industrial Societies*, Cambridge 1979.
- P. Sharpe ed., *Women, Gender and Labour Migration. Historical and Global Perspectives*, New York 2001.
- O. Stark, *The Migration of Labor*, Oxford 1991.
- P. A. Taran, *Globalization, Labour and Migration: Protection in Paramount*, Geneva 2003.

## **Theme 2 - Typology of Migrations**

- J.-L. Lamboley, "Migration and Greek Civilization" in A. K. Isaacs ed., *Immigration and Emigration in Historical Perspective*, Pisa 2007.
- C. Salvaterra, "Sea Migration in the Roman Empire" in L. François, A. K. Isaacs (eds.), *The Sea in European History*, Pisa 2001.
- T. O'Connor, "Irish Migration to Spain and the Formation of an Irish College Network, 1589-1800", *ibid*.
- D. Lederer, "The Salzburg Transaction, part II: Protestant Emigration from Austria to America", *ibid*.
- H. Norman, H. Rumbloom, "Migration Patterns in the Nordic Countries" *ibid*.
- R. Gräf, M. Grigoras, "The Emigration of the Ethnic Germans of Romania under Communist Rule" in C. Lévai, V. Vese (eds.), *Tolerance and Intolerance in Historical Perspective*, Pisa 2003.
- A. Gémes, "Political Migration in the Cold War: The Case of Austria and the Hungarian Refugees of 1956-1957" in A. K. Isaacs ed., *Immigration and Emigration in Historical Perspective*, Pisa 2007.
- J.-F. Berdah, "The Devil in France. The Tragedy of Spanish Republicans and French Policy after the Civil War (1936-1945)" in G. Hálfðanarson (ed.), *Discrimination and Tolerance in Historical Perspective*, Pisa 2008.

## **Theme 3 - Receiving Societies' Responses to Migration**

- V. Vese, "Ethnic Majorities in Central Europe" in C. Lévai, V. Vese (eds.), *Tolerance and Intolerance in Historical Perspective*, Pisa 2003 [Clloh's Workshop II];
- J. Angi, "The 'German Question' in Hungary after World War II", *ibid*.
- R. Eßer, "Citizenship and Immigration in the 16th- and Early 17th- Century England" in S. G. Ellis, G. Hálfðanarson, A. K. Isaacs (eds.), *Citizenship in Historical Perspective*, Pisa 2006.

- S. Gartner, "An Administrative Ethnically Discriminatory Action", *ibid.*
- M. O'Driscoll, "The 'Jewish Question', Irish Refugee Policy and Charles Bewley, 1933-1939", in G. Hálfdanarson (ed.), *Racial Discrimination and Ethnicity in European History*, Pisa 2002.
- A. G. Ivanov, M. Natalizi, "Converting the Middle Volga peoples in the 18th-Century" in C. Lévai, V. Vese (eds.), *Tolerance and Intolerance in Historical Perspective*, Pisa 2003.

**Theme 4 - Accommodation, Integration or Assimilation of Migrants**

- M. Klemenčič, "The Serbs in Croatia: from Majority Ethno-Nation to Ethnic Minority" in G. Hálfdanarson (ed.), *Racial Discrimination and Ethnicity in European History*, Pisa 2002.
- R. Eßer, "From province to nation: Immigration in the Dutch Republic in the Late Sixteenth and early Seventeenth Centuries" in L. Klusáková, S. G. Ellis (eds.), *Imagining Frontiers, Contesting Identities*, Pisa 2005.
- M. Klemenčič, "Slovenes as Immigrants, Members of Autochthonous Minorities in Neighbouring Countries and Members of Multiethnic States (1500-1991)" in A. K. Isaacs (ed.), *Languages and Identities in Historical perspective*, Pisa 2005.
- M. D. Christopoulos, "Greek Communities Abroad: Organization and Integration. A Case Study of Trieste", in J. Pan-Montojo, F. Pedersen (eds.), *Communities in European History: Representations, Jurisdictions, Conflicts*, Pisa 2007.
- L. Stan, "The Cultural and Political Strategies of Exile: Romanians in the Cold War", in A. Cimdina, J. Osmond (eds.), *Power and Culture. Hegemony, Interaction and Dissent*, Pisa 2006.

**Theme 5 - Migrants and Citizenship**

- B. Waaldijk, "Subjects and Citizens: Gender and Racial Discrimination in Dutch Colonialism at the End of the 19th- Century" in G. Hálfdanarson (ed.), *Racial Discrimination and Ethnicity in European History*, Pisa 2002.
- I. K. Vida, "The Concept of Citizenship and the Hungarian Immigrants in the United States in the 1850s: A Case Study" in S. G. Ellis, G. Hálfdanarson, A. K. Isaacs (eds.), *Citizenship in Historical Perspective*, Pisa 2006.
- H. Rohtmets, "Birth of a State: Formation of Estonian Citizenship (1918-1922)", *ibid.*
- J.-F. Berdah, "Citizenship and National Identity in France from the French Revolution to the Present Time", *ibid.*

Numerous other sources can be found on [www.clio.net](http://www.clio.net) and [www.cliohres.net](http://www.cliohres.net). Our proposal for course materials on Migration is the exemplification of how the resources created by CLIOHnet, CLIOHnet2 and CLIOHRES can be used to create readers for innovative course units in Tuning/Bologna-inspired degree programmes.

*This text has been prepared by CLIOHnet2 ad-hoc Commission for Materials: Susanna Tavera (Barcelona), Chair; Jean-François Berdah (Toulouse II le Mirail), Co-Chair; Matjaz Klemenčič (Maribor); Eero Medijainen (Tartu); John Rogers (Uppsala); Tom Sinclair (Cyprus); Loreta Skurvydaite (Vilnius).*

# The Network of Excellence

## CLIOHRES.net



Like CLIOHnet2, CLIOHRES ("Creating Links and Innovative Overviews for a New History Research Agenda for the Citizens of a Growing Europe") is based on the previous work of CLIOH and CLIOHnet. CLIOHRES comprises a consortium of 45 universities in 31 countries. Each university is represented by two senior researchers and two doctoral students coming from various academic fields – history, art history, archaeology, architecture, philology, political science, literary studies and geography. The 180 researchers are divided into six "Thematic Work Groups". Each of these deals with a broad research area – 'States, Institutions and Legislation', 'Power and Culture', 'Religion and Philosophy', 'Work, Gender and Society', 'Frontiers and Identities', and 'Europe and the Wider World'. Furthermore, the Network addresses each year a 'transversal theme' of general relevance, such as 'Citizenship', 'Migration', 'Tolerance and Discrimination', 'Gender' and 'Identities'



As a Network of Excellence, CLIOHRES is not an ordinary research project, focussing on a single topic. Rather it is a forum where researchers can meet to elaborate their work in new ways thanks to structured interaction with their colleagues. The objective is not only to transcend the national boundaries that still largely define historical research agendas, but also to use the differences to become critically aware of how current research agendas have evolved. CLIOHRES aims to create a new structure and agenda for historical research, redirecting critical efforts along more fruitful lines.

The Network began its work in June 2005, thanks to a five-year contract with the European Commission through the Sixth Framework Programme of its Directorate General for Research, under Priority 7, dealing with "Citizenship". Its activities aim to contribute to the development of innovative approaches to history in both the European Research Area and European Higher Education Area. The Network works closely with CLIOHnet2 to promote a closer connection between research and learning/teaching, holding that this is essential in order to ensure that European citizens possess the necessary information, conceptual tools and the vital critical and self-critical abilities which will be needed in the future.

Each year each of the six Thematic Work Groups publishes one volume on its research results. The whole Network publishes a volume on the "transversal theme". Dissertations by the CLIOHRES doctoral students are published in abridged form. All publications are available both as books and on the [www.cliohres.net](http://www.cliohres.net) website, where they can be downloaded without charge.

Publications on  
[www.clio.net](http://www.clio.net)

The CLIOHnet2 Bookshelf  
ClioH's Workshop



## CLIOHRESnet Publications 2008



## CLIOHRESnet Publications 2007



## CLIOHRESnet Publications 2006



## CLIOHnet Kids



## CLIOHnet On-line Readers







CLIOHRESnet  
Publications  
2008



CLIOHRESnet  
Publications  
2007



CLIOHRESnet  
Publications  
2006



# The CLIOHRES/CLIOHnet Association

In May 2000, the HEKLA Association was founded, informally, in Reykjavik. The venue was the Sigurður Nordal Institution's 19th-century house, now a historical foundation and library. The occasion was an Erasmus Intensive Programme on "Nations and Nationalities in Historical Perspective". The founders were the friends and colleagues who had long been active in the ECTS Pilot Project and who now were gathered as the teachers in the Intensive Programme.

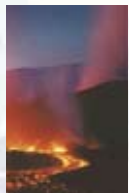
HEKLA was chosen as an acronym meaning "Association for Encouraging Historical Perspective in European Culture and Learning". The Association, in the intentions of the founders, was to "encourage and foster the extension of critical historical awareness at all levels and in all sectors of society".



Why "Hekla"? The famous Icelandic volcano, like our logo taken from Vermeer's *Clio*, in our view is a metaphor for History and its role in human society. In the Renaissance Hekla was reputed to be the entrance to Hell – to the concern of Icelanders, who dedicated their efforts to debunking this widespread, unproven and critically unprovable idea.

From far away, HEKLA is nearly invisible. As we draw nearer, she is still obscured by cloud and snow.

Closeup, she is rocky and confusing. Sometimes she looks idyllic. Nonetheless, molten lava is near the surface and periodically erupts, with the uncontrollable force of natural events. And afterwards, her eruptions are commemorated.



HEKLA – as an informal Association of committed individuals – has been remarkably successful, giving rise to CLIOH, ClioH's Workshop, CLIOHnet, CLIOHnet2, CLIOHRES.net,





CLIOH-WORLD, the Archipelago of Humanistic Thematic Networks and other initiatives as well.

Eventually however the members felt the need to grow up, founding a 'formal' association, with a legal basis. The new Association has the same general aims as HEKLA, and includes all HEKLA founders. It has a new name, a formal Constitution and around 200 members. The founding signatories are the CLIOHnet2/CLIOHRES Coordinating Committee.

The 'Association' represents a central core around a number of activities can be organised and coordinated, including the joint projects which will develop in the future as a result of the work of the Thematic Network and the Network of Excellence. The first general Assembly was held in Malta in December 2007. A second Assembly is planned in Brussels, in fall 2009.

From the 'Constitution':

"In the present phase of European history, the undersigned consider it useful to create a new organisation devoted to the development of historical perspective in research, teaching and learning. They consider it essential to encourage reciprocal knowledge in a comparative context of the national, regional and local histories of the peoples of Europe. They believe in this way that it will be possible to counteract a distorted, a-critical use of the past to pursue divisive policies. As the European knowledge space develops, the opportunities for reciprocal knowledge and exchange are vastly increased and a forum is needed for common reflection and co-operation.

"The purpose of the new organisation will be to develop upon a lasting basis the activities, services and projects initiated by CLIOHNET, the Erasmus Thematic Network which has been supported by the European Commission on the basis of the concerns outlined above. It has the further aim of fostering and consolidating the work of CLIOHRESNET, the research Network of Excellence developed by CLIOHNET."

## Partner Networks: HUMAN PLUS

The Archipelago of the Humanistic Arts and Sciences is formed of about 20 Erasmus-Socrates Thematic Networks and Erasmus LLP Networks which deal with different areas and aspects of the Humanistic Arts and Sciences. Thematic Networks are organisms created and run by active, motivated people primarily from Higher Education institutions, but also from associations and other bodies, from all European countries eligible for Erasmus programmes. The Networks are supported by the European Commission through its Directorate General for Education and Culture. Their primary purpose is to address, on a pan-European level, the development of teaching, learning and research – on a special theme, in a specific discipline or in multi-disciplinary area.



Each Humanistic Network has its own vast area of endeavour. In the Humanistic Archipelago such different but related subjects as Language, Cultural Memory, History, Geography, Pediatrics and Women's Studies are represented. Architecture, Arts, Music, Humanitarian Rights, Consumer Citizenship and Children's Citizenship are present. The Thematic Networks for Landscape Architecture, Occupational Therapy, Informatics in the Legal Professions and in the Humanities, are lively components of the Archipelago.



Networks for Tertiary Educators, Social Work, Teaching of Religion and Health and Social Welfare Policy are members.

Together we recognise the importance of collaboration among ourselves and of reaching out to other broad disciplinary areas in order to contribute in the best way possible to developing the European 'knowledge area', and beyond that, the conditions for full participation of the citizens of Europe in building a peaceful, tolerant society based on multiplicity, collaboration and diversity.

In our view the Humanistic Arts and Sciences have a central role to play in building our future. Together our Networks can work to





their full potential.

In our first year of activities we held a joint Conference in Brussels, entitled “Human Plus 2004 – The Role of the Humanistic Arts and Sciences in European Society, Education and Research”. There teams from the partner Networks worked together, building a cross-disciplinary forum for the Human and Social Sciences. In the second phase, we held a second joint Conference, this time in Pisa on a common theme: “Im/Emigration and Mobility in European Culture, Society and Citizenship”. In 2007 our topic was “Images of Europe”, in 2008 “Structuring Intercultural Dialogue”.



Our objective is to bring our many viewpoints to bear on the most important issues facing Europe today. We believe that the Humanistic Networks, working together, can make a fundamental contribution to understanding major issues and to formulating action plans to deal with them.

A Report and a Pocket Guide on “Intercultural Dialogue” are available on the Archipelago website.

*The CLIOHnet2 Archipelago team includes Ann Katherine Isaacs (Pisa), Coordinator; Guðmundur Hálfðanarson (Reykjavik); Luc François (Ghent); Amelia Andrade (Lisbon); Carla Salvaterra (Bologna); Kenan Inan (Trabzon); Elif Hatun Kiliçbeyli (Adana); Jaak Kangilaski (Tartu); Laura Burgisano (Pisa).*



[www.archhumannets.net](http://www.archhumannets.net)

# Partner Networks: Tuning

## Tuning Educational Structures and CLIOHnet2

In the view of CLIOHnet2, CLIOHRES and Tuning Educational Structures in Europe, it is essential that there be – at all levels of higher education – a strong link between education and research. Or rather, the two should be facets of the same activities, in the same institutions, done by the same people. Learners/students at all levels must be in direct contact with research – this



applies in our view not only to doctoral students but to all students. There should be no ‘pabulum’ – handed down from distinguished researchers to less distinguished teachers and finally to un-thinking and passive receivers, i.e. the students. If we adopt a student centred – or a knowledge and competence centred – view of higher



education, research and education are immediately seen to be part and parcel of the same overall endeavour, of creation and transmission of knowledge and understanding: the central responsibility of European Universities.

This point of view has been developed in a concrete way by the History Networks – CLIOHnet2 and CLIOHRES.net – and in the Tuning in Educational Structures in Europe project, in which many CLIOHnet-CLIOHRES members participate.

The Tuning Educational Structures in Europe project is a large scale initiative, designed and driven by European Universities in order to



put substance into the “Bologna Process”, and more in general, into the hope of creating a linked European Higher Education/ European Research Area. Not as separate entities, but as facets of the responsibilities and achievements of the same actors.

The Tuning Educational Structures in Europe project, coordinated by the Universities of Deusto and of Groningen, supported morally and financially by the European Commission through its Directorate General for Education and Culture, involves directly more than 180 Universities in more than 31 countries and indirectly, through the Erasmus Thematic Networks, many times that number. The Tuning idea was born from the History subject area group of the ECTS pilot project, and thus shares its roots with CLIOH, CLIOHnet and CLIOHRES. Cooperation continues to be close, as Tuning finishes its Phase IV.



Tuning is a large scale project, one of the few that actually link the overall political objectives set in 1999 in the “Bologna Declaration” to the higher education sector. Tuning focuses on educational structures, rather than systems – that is, on the organisation, content and context of studies. The idea behind Tuning is that each Subject Area, in a multi-national context, can define the essential learning outcomes and the competences that students should achieve or possess at the end of the learning process. The Tuning History Subject Area Group, all of whose members are involved in CLIOHnet2, as a pilot subject area set up agreed criteria, lists of competences and cycle level descriptors for all History curricula. These have now been tested and validated.



Today the Bologna Process regards the third or doctoral cycle as well as the “Bachelors” and “Masters” level of study. The link with CLIOHRES and its doctoral students has been fundamental in developing a set of competences, level indicators and recommendations for History doctoral studies. The results of this collaboration are now available in pre-final form (see next page) and soon will be published in the *Tuning* Doctoral Studies series.

Tuning is going worldwide. It has extended to the 18 Latin American countries – where once again History is a pilot subject area; and where CLIOHnet/CLIOHRES members have assisted the Latin American History Subject Area Group to develop its set of competences and approaches to teaching and learning.

Tuning has extended to Russia, to Georgia and to Central Asia, in the Kyrgyz Republic. In all three areas History is among the pilot subject areas in which curricula are being developed. Tuning is expected to extend to other countries and continents, including USA and Australia.

Tuning: <http://tuning.unideusto.org/tuning>

Tuning Europe: <http://unideusto.org/tuningeu>

Tuning Latin America: <http://unideusto.org/tuningal>

Tuning in the Kyrgyz Republic: [www.bologna.kg](http://www.bologna.kg)

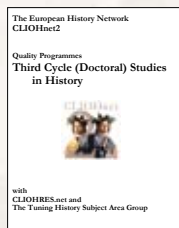
Tuning Russia: <http://www.iori.hse.ru/tuning> and <http://ru-ects.csu.ru>



# Joint Publications

## Doctoral Survey, Pocket Guides

CLIOHnet2 collaborates with its sister Networks in the preparation of studies and publications. For example, CLIOHRES and CLIOHnet2 have carried out a survey of doctoral students' expectations and prospects with respect to their third cycle programmes in History. CLIOHRES' ninety doctoral students with the collaboration of more than 70 doctoral candidates from CLIOHnet2 universities gave a particularly important and structured contribution. They filled out questionnaires and held an Assembly on the subject, in Reykjavik during the Second Plenary Conference of the Network. They created six discussion groups which reported back to the Plenary assembly.



The results of their work and that of their CLIOHnet2 colleagues is now ready for publication by Tuning.

It is available in pre-final form on [www.clloh.net](http://www.clloh.net).

CLIOHnet2 with Tuning Educational Structures in Europe has published a CLIOHnet/Tuning booklet on the design and delivery of quality History programmes. This is available on-line and in booklet form.



Its main elements are published in a "Pocket Guide to Quality History Programmes": a CLIOHRES-CLIOHnet2-Tuning "Pocket Guide" for quality doctoral programmes is in preparation.



The Pocket Guide is available in several languages including French, Turkish, Portuguese and Russian

