Application of Research Methods:

Historical Research

What is History?

- "History is Philosophy teaching by examples." **Thucydides**
- "History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity." **Cicero**
- "History is the lie commonly agreed upon." **Voltaire**
- "History . . . is indeed little more than the register of the crimes, follies, and misfortunes of mankind." **Edward Gibbon**
- "History is more or less bunk." **Henry Ford**
- "History is only a confused heap of facts." **G.K. Chesterton**

Sources: www.historyguide.org/history.html; www.unf.edu/~clifford/craft/what.htm

What is historical past? Is it changeable?

- "Everything must be recaptured and relocated in the general framework of history, so that despite the difficulties, the fundamental paradoxes and contradictions, we may respect the unity of history which is also the unity of life." **Fernand Braudel**
- "Who controls the past controls the future; who controls the present controls the past." **George Orwell**
- "Historical knowledge is the knowledge of what mind has done in the past, and at the same time it is the redoing of this, the perpetuation of past acts in the present." **R.G. Collingwood**
- "Each age tries to form its own conception of the past. Each age writes the history of the past anew with reference to the conditions uppermost in its own time." **Frederick Jackson Turner**
- "History and myth are two aspects of a kind of grand pattern in human destiny: history is the mass of observable or recorded fact, but myth is the abstract or essence of it." **Robertson Davies**

Sources: www.historyguide.org/history.html; www.unf.edu/~clifford/craft/what.htm

Why study History?

- "The study of history is the best medicine for a sick mind; for in history you have a record of the infinite variety of human experience plainly set out for all to see" **Livy**
- "What experience and history teach is this: that people and governments never have learned anything from history, or acted on principles deduced from it." **G. W. F. Hegel**
- "To study history means submitting to chaos and nevertheless retaining faith in order and meaning. It is a very serious task, ... and possibly a tragic one." **Hermann Hesse**
- "History is for human self-knowledge. Knowing yourself means knowing, first, what it is to be a person; secondly, knowing what it is to be the kind of person you are; and thirdly, knowing what it is to be the person you are and nobody else is. Knowing yourself means knowing what you can do; and since nobody knows what they can do until they try, the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is." **R. G. Collingwood**

Sources: www.historyguide.org/history.html; www.unf.edu/~clifford/craft/what.htm

Some tensions of historical research

History consists of:

- facts?
- interpretations?
- myths?

Historical past:

- unchangeable?
- changeable?

Understanding ideal:

- objective?
- subjective?

Purpose of historian:

- record?
- describe?
- understand?
- draw a lesson?

Are those tensions inevitable?

"The word history is used in two senses. It may mean either the record of events, or events themselves (…) From Aristotle to modern times, history (Lat. historic) has been a form of literature; it is only in the scientific environment of to-day that we recognize once more, with those earliest of the forerunners of Herodotus, that **history involves two distint operations, one of which, investigation, is in the field of science, while the other, the literary presentation, is in the field of art**."

"What is History?" - An Essay from the 1911 Encyclopedia Britannica

Source: http://www.angelfire.com/realm3/worldhistory/history.html

Are those tensions inevitable?

Scientific pole

History consists of:

- **facts?**
- **interpretations?**
- **myths?**

Historical past:

- **unchangeable?**
- **changeable?**

Understanding ideal:

- **objective?**
- **subjective?**

Purpose of historian:

- **record?**
- **describe?**
- **understand?**
- **draw a lesson?**

Artistic pole

Are those tensions inevitable?

"It is not an abstract or scholastic philosophical question to ask, where does meaning come from in history? Is it the past itself? Is its meaning simply ushered in by the historian? Is the historian merely the midwife to the truth of the past? Or is the historian unavoidably implicated in the creation of a meaning for the past? Does the past contain one true meaning or several? Is there one story to be discovered or several that can be legitimately generated? (…) In other words is it the historian who provides the truth of the past as she represents it rather than as she finds it? This is the essence of the postmodern challenge, the turn to the narrative-linguistic and its implications.
(…)
How do we distinguish the historical referent of a discourse and its constructed, i.e., its ideological, meaning? Can history ever exist beyond discourse? **And the very big question, is history what happened, or what historians tell us happened?** All these have to be addressed when we do history, to ignore them is to do only half the job."

Professor Alun Munslow - "What History Is" (2001).

Source: http://www.history.ac.uk/ihr/Focus/Whatishistory/munslow6.html

Is it applicable indeed to educational studies?

"Every history major and beginning graduate student has to consider the definition of history: **What is history? Although there is no absolute agreement within the profession, the generally accepted consensus among the majority of practitioners is that history is the story of the human past which focusses on change and continuity over time, that history contains both narrative and analysis based on the critical use of evidence, and that history advances limited truth claims**. **The postmodernist minority within the profession disagrees with this definition. To them, history is *a* story rather than *the* story, and thus should not advance any truth claims.** Since time is not linear but can fold backward and forward upon itself, change and/or continuity are impossible to determine (and not important anyway). Finally, the evidential base for analysis may be narrow and exclusive rather than broad and inclusive, the explanatory form should be narrative, and historians should not even try to be relatively objective."

SUSAN D. BECKER - "THE HISTORY OF WOMEN'S STUDIES" (1997)

Source: http://web.utk.edu/~unistudy/values/proc1997/sdb.htm

Is it applicable indeed to educational studies?

Scientific pole

HISTORY OF...

Recorded facts (human actions, legislative acts, etc.) - e.g. accreditation rules, adopted and changed during certain period in the past

"Raw" data

Reflected facts - e.g. actually practiced teaching methods as reflected in the appropriate theories and/or narratives of that time

Historical and cultural context

Human ideas, feelings and attitudes (recorded and reflected, but always in need of ***interpretation***) - e.g. educational theories

Historical patterns, which, ***conjecturally***, are staying behind the visible chains of historical facts and invisible (although interpretable) changes in human ideas, feelings and attitudes

Actual historical research always embraces, at least to some extent, all of the above - although <u>accents may be quite different</u>.

Artistic pole

Kyiv-Mohyla Academy: the first Eastern-Slavic university, gradually formed in Kyiv during the 17th century

1615 - a wealthy widow *Halshka Hulevychivna* willed her property to be used for establishing a *brotherhood school* in Kyiv

1632 - Kyiv Metropolitan *Petro Mohyla* founded Kyiv Brotherhood College on the basis of the brotherhood school

1684 - the College was titled "Kyiv-Mohyla Academy"

Why exactly mid-17th century, not earlier or later time, became the starting point of Ukrainian, as well as Eastern-Slavic, higher education?

Is this question "reasonable"?

Is it "answerable"?

Can you imagine a research where it could be treated as "relevant"?

Ukrainian lands conquested by Lithuania (1263-1382)

Ukrainian lands controlled by neighboring states, 1589-1619

***Hetman* Bohdan Khmelnitsky - the leader of Ukrainian kozzak rebellion against Poles (1648-1655). In 1654 initiated historical "union" with Moscow Tsardom.**

Kyiv Brotherhood College had been establisned in 1632...

Europe by 1600 and 1700 AD

Structure of education in Kyiv-Mohyla Academy (mid-17th century):

- **The class of "Rhetoric",** 5 years (a sort of "liberal arts" with maximum attention to grammar, Church-Slavic and Latin).
- **The class of "Philosophy",** 3 years.
- **The class of "Theology",** 4 years.
- **Languages:** Church-Slavic, Ukrainian, Polish, Greek, Latin, Hebrew; later also French, German and Russian
- **Other subjects**: Math, History, Geography, Astronomy; later also Medicine

Why the structure of higher education in Kyiv-Mohyla Academy was shaped like this?

In general shapes this teaching system replicated the system of Polish Jesuit colleges - despite the fact that the Academy was patronized by Ukrainian Orthodox Church and its activity was directed strongly against Polish/Catholic unfluence in Ukraine

HARVARD UNIVERSITY: the first American university, gradually formed near Boston during the 17th century

1636 - the Great and General Court of the Massachusetts Bay Colony established "New College" near Boston

1638 - a young minister of Charlestown John Harvard willed his library and a half of his estate to the newly established College

1639 - the "New College" was renamed into "Harvard College"

Why exactly mid-17th century, not earlier or later time, became the starting point of higher education in North America?

Is this question "reasonable"?

Is it "answerable"?

PLEASE TRY TO GIVE AN ANSWER!

The integrity of historical research:

Scientific pole

HISTORY OF...

Recorded facts (human actions, legislative acts, etc.) - e.g. **decisions to establish the Brotherhood College in Kyiv and the New College near Boston**

"Raw" data

Reflected facts - e.g. **want of religious ministers (resp. Orthodox and Puritan), reflected in the very decisions to establish the named Colleges**

Historical and cultural context

Human ideas, feelings and attitudes - e.g. **possible motives of *Halshka Hulevychivna* and *John Harvard* for willing their property to the new educational and religious undertakings**

Historical patterns - e.g. **changes in the local ethnic/national consciousness related to the establishment of a new educational institution *as a center of independent local educational policy***

Want another example? Try to find it yourself! Maybe this is exactly what you need in order to write a good dissertation...

Artistic pole