

Definition of the new history study curriculum



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Abstract: History in the old days considered the narrative of events according to the technological sequence, but now modern studies have exceeded the traditional concept of history, so history today is no longer what it was yesterday, that is, not after that science that cares only about the past, but has become a science that cares about man and his constantly changing conditions throughout the ages, and it is constantly continuing the existence of man, where the circle of the field of historical studies has expanded to the point that it has become limitless, so the interests of the historian have varied and formed a new pattern in Historical writing is currently known as the new history (la nouvel histoire) and therefore the renewal is centered on the contamination of the levels of : (the level of issues raised, the level of approaches, the level of epistemology, i.e. the cognitive aspect, and here it has not remained separated from the rest of the sciences of various kinds, where Abdallah Aroui mentions about the need to renew Maghreb history "from the requirements of renewal, the creation of a contemporary mentality among Moroccan historians by expanding and generalizing methodological and epistemological studies"

That is, to understand our past, and thus to restore the authentic self to be a catalyst and an impervious barrier to the hurricanes that hit various countries of our time.

In the Algerian academic experiment, there were schools of Doctoralism, which brought together the three disciplines of history, philosophy and sociology to study religion and society, and therefore to avoid adhering to the narrative of facts but analyzing them from the halal angles of other disciplines.

Keywords: New History, Scientific Method, Auxiliary Sciences, Historian, Academic Research, Epistemology, Renewal,

ملخص: قديماً كان التاريخ يعتبر سرداً للأحداث وفق التسلسل التكنولوجي، أما الآن فقد تجاوزت الدراسات الحديثة المفهوم التقليدي للتاريخ، فلم يعد التاريخ اليوم كما كان بالأمس، أي لم يعد ذلك العلم الذي يهتم فقط بالماضي، بل أصبح علماً يهتم بالإنسان وأحواله المتغيرة على مر العصور، وهو استمرار وجود الإنسان، حيث اتسعت دائرة الدراسات التاريخية لدرجة أنها أصبحت لا حدود لها فتنوعت اهتمامات المؤرخ وتشكل نمط جديد في الكتابة التاريخية يعرف حالياً بالتاريخ الجديد، ولذلك يتمحور التجديد حول عدة مستويات: (مستوى القضايا المطروحة، مستوى المقاربات، مستوى المعرفة، أي الجانب المعرفي، وهنا لم يبق منفصلاً عن بقية العلوم بمختلف أنواعها، حيث يذكر عبد الله العروي عن ضرورة تجديد التاريخ المغربي "من مقتضيات التجديد، أي خلق عقلية معاصرة لدى المؤرخين المغاربة من خلال توسيع وتعميم الدراسات المنهجية والمعرفية.

الكلمات المفتاحية: التاريخ الجديد، المنهج، العلوم المساعدة، مؤرخ، نظرية المعرفة، التجديد،

Introduction:

The study of history not only constitutes the study of the details of the past, but also provides us with a key to the problems posed in our present life, or in the words of Farid Ben Slimane in his book *Introduction to the Study of History*, "History adapts human behavior in the present in the light of the past and in the future in the light of the present, on the basis that human life is an accumulation of experiences."

It is also an expression of the pride of peoples, and here I quote a quote by Dr. Hicham Safadi in his article *Towards a better awareness of the history of Algeria*, "Peoples are like living trees, their resistance to hurricanes increases as they take root in the depths of the earth," and thus the benefit of studying history is to free man from the burdens of the past, according to Marrou's expression:

«La connaissance historique libère l'homme du poids de son passé»

Thus, history has found a basis for trying to understand ourselves, and perhaps one of the best things said on the subject is what the historian Mark Block his son answered the question of why history works for his father? To answer him: Let's understand

Papa explique -moi donc a quoi sert l'histoire

Un mot : pour tout dire domine et illumine nos études ; comprendre

That is, to understand our past, and thus to recover the authentic self to be an incentive and an impregnable barrier to the hurricanes that hit various countries at the present time, or in other words, the awareness of society itself in light of the minority crisis that is currently plaguing the Arab world, which is intended to tear it apart into a mosaic of states. And to reach as much as possible the absolute truth.

Therefore, the history curriculum had to witness an evolution in its study in terms of three levels:

- 1) Level of issues raised
- 2) Level of approaches
- 3) The level of epistemology, i.e. the cognitive aspect

Thus, it was necessary to use in the study the genetic method, the purpose of which is to identify concepts for the sake of an important base and pillar for the breakthrough in determining the features and characteristics of the new history method, as well as the comparative method, the purpose of which is to compare between the traditional history method, novelist eventual, and the new analytical history approach, if this expression is correct, and therefore it is necessary to pose the following problem:

- What is the concept of curriculum?
- What is the concept of traditional history?
- What is the concept of new history? What are its objectives?
- What is the difference between traditional history and new history?
- What is the difference between the traditional history curriculum and the new history curriculum?

- Is it possible to reach the absolute truth with the new history and what is its concept? As a model for the new history curriculum, we will review the view of Abdallah Laroui in his remarks on the renewal of Maghreb history, and therefore we try to answer the problem posed through this intervention.

First: Terminology Control:

1- Definition of what it is:

The essence of an object is the essence (Ricoeur, 2012, p. 21) ¹of the process of making and assembling ideas that the mind stores, as well as thinking in the organized coordination of them, and thus later becomes essence or essence.

2- Definition of the curriculum:

It is determined as a specific means that reaches a specific end or that it is the right order of the mental processes that we carry out with the aim of revealing and proving ²the truth (Abboud Abdullah Al-Askari, 2004, p. 4)

It is also mentioned that ³ the science of the curriculum ⁴is a number of principles, theories, methods and tools used for research, study and analysis in various sciences, such as sociology, history sciences, psychology and others. The theory of the method is based on specific principles and descriptions of the scientifically studied phenomenon.

The curriculum is an essential part of the research process, as it represents a framework that helps guide the research, determine its objectives, methods of analyzing data and results. Specialists in several fields can use the same approach in different sciences to obtain different results.⁵

Second: The New History Curriculum:

The approach to the study of the new history is a shift in historical studies if it starts from the traditional approach and thus maintained the specificity of its objectives, but it changed the meaning and the general concept of history and rather changed the essence of the definition of history as the traditional definition of history is linked mainly to two points inseparable:

- 1) The sum of the conditions of human beings in a past time
- 2) The sum of our information about these conditions.

In short, history is human by definition, and traditional historians focus on the "works of heroes."

As for the modern schools of history (the new history) do not study man as an individual - despite his importance in making history - but study social history (Histoire sociale) any human being as a member of a group whatever its nature, history - however - is not the past, but the past - the present (Passé-Présent) in

¹ - Paul Ricoeur, *Existence, Essence and Essence*, translated by Fathi Angazzo, supervised by Mohamed Majzoub, Dar Sinatra, Tunisia, first edition: 2012, Tunisia, p 21

² -- Cf. Abboud Abdullah Al-Askari, *Methodology of Scientific Research in the Humanities*, Second Edition, Dar Al-Numair, Damascus, Syria, 2004, p. 14.

³ - Ibid., p. 16

⁴ -- Curriculum science laid its foundation by the German philosopher - Kant

⁵ - Abboud Abdullah Al-Askari, *ibid.*, p. 20

other words evoke the past within the present and this is because we find the past within the present in two basic points:

1) Effects and evidence

2) The thought of the historian who tries to understand the past within the present and according to the expression of Abdullah Laroui in his book *The concept of history* "a mental world deduces at every moment of the existing effects" in other words the historical past is a mental world.

Therefore, to study any science necessary and avenue within the frameworks of its study, as previously said, any approach determines the research, study and analysis to draw the conclusion, and thus the new history curriculum is «a method in the science of history, which is directed to the study of historical events through the overview»

And in general. The new history curriculum aims to illustrate international and international relations and the mutual influences between people and civilizations.

The new history curriculum also refers to the study of historical events through the psychological, social, and economic outlook, and does not merely attempt to clarify external and material events.

The new history curriculum considers that the analysis of historical events must take into account the factors of civilization, culture, gender, gender, religion and others, and be based on scientific and epistemological

It also examines historical events through a multi-sourced view. This approach suggests that history cannot be single-handed, and that each source has its drawbacks and positives. Therefore, the new history curriculum requires that it take into account several sources and factors to illustrate historical events.

In summary, the new history curriculum emphasizes the importance of studying history and the impact of historical events on society, morality and culture. It focuses on the deep study of historical events and has therefore introduced the structural approach adopted by social scientists. From it, we will elaborate on the essence of the concept of the new history curriculum on which he relied.

1- New date (structure instead of event):

The writing of history, which originated in the arms of the French Annals ⁶(Les Annales) and its extension in the field of humanities⁷. These transformations embody a decisive break with what has come to be called eventual history.⁸

⁶ - Jacques Le Goff, *The New History*, translated by Muhammad Al-Taher Al-Mansouri, first edition, Center for Arab Unity Studies Ali Moula, Beirut, Lebanon, July 2007, pp. 84, p. 85

⁷ - The school of annals (L'école des Annales) originated in the framework of a revolution against positivist history (Histoire positiviste) that was characteristic of the nineteenth century. The pioneers of this school (annals) wanted history to be creative at the level of curricula, ideas and topics, and also creativity at the level of style. This forced historians to adopt new types of sources and highlight them from new angles related to the quality of the questions raised and the quality of the issues addressed, as it is no longer the history of the nation, which is represented by the history of generals and famous personalities, which concerns historians, but history has inserted all the absent and marginal by studying the abandoned sources and the absent from social groups: The history of the insane, the history of shepherds and the social strata that are absent in most cases from the source texts, such as annals, biographies and translations, have even become his priorities. For more

Histoire événementielle is based on the assumption of monochronism with an emphasis on the justification of rapid transformations of a political and military nature. The new history has also established a complete break with the inevitability of the event that is interpreted from one angle) since we conclude from the above that the fundamental shift in the writing of history (the new history) is due to a reconsideration of the structure and significance of the event itself.

The fundamental principle that defines the new historical method – the susceptibility of each subject to an event—

The basic idea that we conclude here is to build a new historical critical spirit on the ruins of traditional historical studies, as there is no historical determinism, everything relative can be built on its problematic basis.

Thus, the main innovation presented by the annals was to go beyond the event history and focus on long eras, and to turn a blind eye from political life towards economic activity and the constants of social organization. These trends emerged early in the articles of Lucien Febvre and Marc Bloch, the latter was interested in analyzing economic realities, calling for linking history with other fields, especially anthropology and linguistics, as the historian must be familiar with the auxiliary and neighboring sciences such as geography and ethnology... This requires working in research groups; Lucien Pfeiffer also called for linking the fields of social reality to each other and highlighting their necessary coupling, and insisted on the call to reverse their ranking: to rise from the economic to the political rather than from politics to the economy.

As for the historical eras on which traditional history depends, they have been changed from stagnant history, so to speak, that is, at a slow pace that depends on the unilateralism of the event to another level that focuses on dividing historical time into three levels: (center, society, individual), which need three different approaches within the levels mentioned earlier: (geography, sociology and traditional history).⁹

Here, the effort of the historian is no longer just a process of documenting political and military incidents aimed at recording the facts that affect the past period, but his work is focused on seeing the event or phenomenon from different angles, and accordingly new concepts and terms have emerged that Paul Fine called "conceptual history" such as non-event history, deep history, comparative history and historical sociology ... Etc.

Therefore, the traditional view of historical writing, which relied on the political and military narrative of the event, has developed a real revolution in the

details on this topic see, Mohamed Habeida, Historical schools from curriculum to curriculum, Dar El Aman, Rabat, Morocco, n.d.

⁸ - Ahmed Ranima, The concept of history in the French annals, Journal of Philosophical Approaches., Abdelhamid Ibn Badis University of Mostaganem, first issue, January 2014, p. 97

⁹ - Fernand Braudel, History and Rules of Civilizations, translated by Hussein Al-Sharif, Egyptian General Book Organization, 1999, p. 87

concept of historical writing in terms¹⁰ of content or in terms of tool, which is the document, as its concept has expanded and is no longer limited to what is written only, and in the words of Paul Fine, "¹¹Historical writing is a comprehensive construction whose purpose is to provide the average reader with all the data that allow him to reshape the totality of the event. "Thus, the data (documents)¹² are subject to the process of criticism, both outward and esoteric, as the work of the historian is to build an integrated structure of the historical incident or phenomenon, starting from the information space of historical tools, that is, the historian in the new history curriculum considers that he is a stubborn documentary, ¹³and this is based on documents with the aim of establishing objective behavior; Historic. It is not at all that the historian aspires to restore things as they occurred, his goal is never to make us relive the previous event, but rather to reconstruct and recreate this event through a reactionary system. Historical objectivity lies precisely in rejecting the claim of conformity with the original past, and this is because the present has its own concept of connotations that change its concept, for example, heroism changes its concept over time.

2- Objectives of the new history curriculum:

This approach also affects the goals of the science of history in general¹⁴, the development taking place in it led to a change in its goals, or rather the development of its goals, and they can be summarized as follows:

- a) Enhance awareness of the importance of studying history and its impact on society and daily life. The new history curriculum gives history a look at the past in order to help with an ethical and social understanding of the event.
- b) The new history curriculum aims to promote the realization that history is not a series of copied events, but a continuous and changing process influenced by our news, feelings and influences.
- c) The new history curriculum is based on developing an awareness of the importance of diversity and plurality in the origins and methods used in history. This approach requires that the influence be influenced by several factors, including demographics, ethics, economics, culture, politics, and others. This approach suggests that it must take into account all these factors in the process of studying and analyzing the historical event.
- d) The new history curriculum also aims to study history not in terms of its causes or factors, but in terms of its results or consequences, i.e. individual and societal consequences, i.e. employing the humanities within the social sciences.

¹⁰ - Paul Fine, *The Crisis of Historical Knowledge*, translated by Ibrahim Fathy, Dar Al-Fikr for Studies, Publishing and Distribution, Cairo, First Edition, 1993, p. 221

¹¹ - Jacques Le Goff, *ibid.*, p. 260

¹² Paul Fine, *ibid.*, p. 236

¹³ - Jacques Le Goff, *ibid.*, p. 301

¹⁴ - Farid Ben Slimane, *Introduction to the Science of History*, University Publishing Center, Tunisia, without edition 2000, p. 23

Pathology is an infectious disease within microbes and viruses and as such explains the new history within sociology¹⁵

c) The curriculum also shows the contradictions, changes and differences in society, and takes into account the cultural, social and economic factors that affect history.

h) It also emphasizes its new overlapping approach, i.e. the complexity of history and the analysis of all events and aspects affecting them, rather than focusing only on fundamental¹⁶ and historical events.

g) The new curriculum also calls for the analysis of the history of nations and states and the development of their understanding of the interactions of nations and states and of the effects that historical events have on the present and future situation. The importance of studying history as a source of ethics and human culture, and also as a source for developing a relationship between the past, present and future. i.e. forward-looking outlook

d) Through the new approach, we can get a greater and clearer understanding of the history of nations and states and the historical events that shaped the current situation, and how these events were affected in the current situation, i.e. to understand our present on the basis of our past.

3- The difference between the traditional approach to history and the new history method:

The development found in the new history curriculum has led to differences between the traditional and the new approach, which can be summarized in the following:

1- Main topic: The traditional curriculum focuses on events comprehensively¹⁷, while the new curriculum focuses on people, their opinions and lifestyles. (The new approach calls for focusing attention on people and what affects them, not just governments and states.

2- Aspects that take into account: the traditional approach takes into account the urban and political aspects, while the new curriculum takes into account the economic, social and cultural aspects.

3- Quality of source: The traditional curriculum depends on official sources and official papers, while the new curriculum depends on unofficial, cultural and historical sources.

4- Perspective: The traditional approach looks at history from the perspective of global history, while the new curriculum looks at history from a local or popular perspective.

5- This approach affects how historical events and the specific influences of different groups are analyzed, and is concerned with analyzing the reasons for the development of societies, cultures, policies and systems of governance.

¹⁵ - Paul Fienne, *ibid.*, p.281

¹⁶ - Jacques Le Goff, *ibid.*, p. 200

¹⁷ - Jacques Le Goff, *ibid.*, p. 220 cf. chapter Characteristics of Structural History Jacques Le Gough made a fundamental comparison in terms of methodology.

6- General view of historical figures: Considering historical figures as effective figures and not judging them in terms of good or evil, so that each society has its own view, for example, what I consider a martyr in Islamic societies is considered a warrior in Western societies, i.e. taking into account the effectiveness of personality,

7- The new history curriculum refers to the need not to be associated with a single view of historical events, and calls for consideration of different and multiple opinions about historical events and the need to search for facts and data and analyze them in an objective manner away from ideology.

8- The new history curriculum also emphasizes the importance of studying social, political, economic revolutions and other factors that affect the development of historical events, not just the strong and surface-speaking events on which the traditional approach focuses.

9- Focus on local history: The new curriculum calls for attention to local history and how it affects world history. It calls for emphasizing that local history is not only part of global history, it is an important part that cannot be ignored.

10. Focus on diversity: The new curriculum calls for attention to social, cultural, political and other factors that influence the development of historical events.

Finally, he can say that the new approach to history gives a more analytical and comprehensive picture of history by taking into account the various factors that affect and affect the event, and also calls for emphasizing criticism, analysis and renewal in the view of history Here it is necessary to emphasize that the new approach calls for the modernization and improvement of the science of history, including its traditional method, and this by analyzing historical events and crises, not exceeding or invalidating it.

4- Notes on the renewal of Maghreb history (according to the view of Abdallah Laroui):

In the introduction to his book, Abdallah Laroui reviewed the observations of the new history approach towards the goal of renewing the outlook and developing the traditional vision of Maghreb history, summarizing them in 06 main points¹⁸:

- The traditional writing of Maghreb history is studied within its existing limits,¹⁹ and those limits are the concepts adopted in it²⁰: "the era, the event, the document", and he wonders, since we study the same topics within the temporal process, how can we renew information or compose concepts acquired in a pattern contrary to the traditional view? Renewal must therefore require intellectual, social, collective and individual conditions to transcend the tradition acquired in historical writing.

¹⁸ -- Abdallah Laroui, The Entirety of the History of Morocco, Part One, Arab Cultural Center, Casablanca, Morocco, Second Edition, 2009, p. 09, p. 26

- Same, p. 15, p. 17

¹⁹ - Same, p. 12

²⁰ - Same, p. 13

- The importance of analysis in historical writing and therefore²¹ mentions that it is necessary to go beyond the narrative of the event and focus on the analysis of events within the content of the present, i.e. according to his expression "the role of the past in understanding the present and the role of the present in understanding the past" and therefore no longer focuses the attention of the historian on certain facts such as the establishment of a state or military defeat or the construction of a palace or a wedding feast ... etc., as he put it, but the expansion of the topics of the historical event in itself and has summarized the renewal of history in the point of analysis by mentioning "the historian is no longer interested in the novel as much as he became interested in analysis, so he moved away from his literary colleagues to approach sociologists, ... He did not keep the history of people and families, but became the history of structures and organizations, so he went out of the humanities trying to belong to nature."
- Authorship (i.e. combination and composition) that compared 03 models:
 - Arab-Islamic authorship, which is one of its most important features is the incident that resorts to the document witness, whether written or unwritten, and deals with it with limited criticism to become sacred to people and thus be closer to the myth
 - Colonial authorship that expanded the treatment of the document within excavations, oral accounts and official documents
 - He also expanded to deal with the incident, so he came out of the time period associated with the establishment and fall of the state and linked it to the historical event and time, but it is one of its negatives, and although it contributed to the renewal of the Maghreb history curriculum, it was full of negatives and negative judgments based on the superiority of European colonial superiority.
 - Maghreb authorship: It is noteworthy that he took his material from the old Arabic authorship and opposed colonial authorship in its results and rulings, but he agreed with it in its methodology. (Development in dealing with the document, the event and the historical time) Therefore, the product of Maghreb authorship came as opposed to the product of colonial authorship, the first confirms the existence of success in establishing Maghreb countries with strong institutions that faltered due to the continuation of the crusades on the Maghreb region until the colonial period, while the colonial damage contradicts this view and confirms that they were not Maghreb political countries in the Western sense due to the weakness of the social structure and a lack of political thought whose purpose is to combine in the frameworks limits. Political .
- History themes: "As the center of history shifts from one level to another²²: from individuals to institutions, from war to culture, from politics to

²¹ - Same, p. 14

²² - Abdallah Laroui, The Entirety of the History of Morocco, p. 19

technology... etc., so the view of the process changes, and this is by finding auxiliary sciences that are within the new history curriculum.

- Changing the mentality of the historian²³: The renewal of Maghreb history is not only through the method of excavating documents and reinterpreting facts, but through the following:

- 1) Creating a contemporary mentality among Moroccan historians,
- 2) Establishing a national school of paleontology,
- 3) Studying dialects,
- 4) Deepening the level of knowledge of electronics and knowledge of computer programming.

- Overcoming falling into what he put as "excessive imagination or absolute relativism" and states that "traditional history is an ancient construction from which many aspects have collapsed. The rubble must be swept away before embarking on a new building to succeed it, "and therefore the new historical composition is a collective work in which researchers from all disciplines have come together,²⁴" but this does not mean that they have reached the absolute truth, relativity is always present even in the exact sciences, according to Einstein's theory.

Thus, in the words of Abdel Laroui, we should not move from the traditional vision with the phrase "Once upon a time...."

who wrote the renewal view with the phrase "I must"

Conclusion:

"New history" or "New History Method" is a term that refers to several concepts on several levels associated with the field of history that emerged in the latter periods of the nineteenth and early twentieth centuries. This approach influences the importance of social, economic, and cultural factors in shaping historical events, and emphasizes the role of ordinary people in shaping history.

This approach is also concerned with the structures and systems that influence the formation of society, such as social relations and economic systems, and how they affect the lives of people and communities.

The new history curriculum is a curriculum in the science of history, which focuses on the qualitative, social, economic and political analysis of historical events, and is considered an indication of a new era in the sciences of history, as this approach calls for emphasizing the importance of studying history as an integral part of the human sciences, as well as emphasizing the importance of studying historical events and external influences on them. for events, which is formulated in a tabular manner and an organized historical ladder. It also emphasizes the tripartite division of the new history in terms of structure, circumstance and events in the words of Jacques Le Goff.

²³ - Same, p. 25

²⁴ - Same,26

All this illustrates the importance of the new approach to history by renewing the view of history and strengthening the emphasis on the importance of its analysis and its impact on society using free thinking, mainly to reach the historical truth away from ideology, i.e. subjectivity.

The new history curriculum calls for a renewal of the way history is presented and studied. Where he emphasizes the importance of studying history from several aspects and thus the diversity of opinions and methods in the study process to become comprehensive, unlike what was previously taught of political and military aspects only, and thus differed from the traditional history method, which focuses on the analysis of political and military historical events, as mentioned above, and often the traditional approach focuses on one angle of history, i.e. since it was a military-political history, it was a unilateral view through the victor's view, Hegel mentions that History is written by the victor, and thus we find a monolithic historical view.

Thus, the new approach is a shift in the science of history and how it thinks and analyzes historical events and topics. The new approach suggests that history should be an accurate scientific science based on correct evidence in terms of documents or any information that helps to study the historical phenomenon, not a science in the style of focusing on one angle of the historical phenomenon using multiple disciplines, such as anthropology, social and economic, to obtain a greater understanding of the historical phenomenon.

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