

Braudel's model of historical structures and interpretative significance to teach church history in the Slovak school system

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Abstract

This thesis presents the theory of temporalities of F. Braudel as method of new interpretation of historical time. It also applies a new interpretation of historical time of space and events to the reading History of Church within the subject religious education. Within the meaning of Braudel model structuring of time and events in history it demonstrates the possibilities of a new way of interpretation church-historical subject matter. Braudel's modification of structuring time for educational purposes proves by concrete proposal of interactive didactic tool called timeline „Longue durée“ as well as it supports application of Braudel's of temporalities into the teaching of Religious education.

Keywords History of Church. Historical time. Longue durée. Religious education. Fernand Braudel.

1. Introduction

Accounts of the important French historian and historiographer Fernand Braudel (1927-1984) on various dimensions of historical time, have led many historians to realize that time is a structure on which can to build their own accounts (1999:75),¹ and it is a method which helps organize thoughts about past storylines and interpret them in the same chronological order.

2. Historical time of Fernand Braudel

As is integrated the concept of historical time of Braudel into the present context means of the time? Braudel wanted sciences of man such as sociology and geography and other to connect with the history and historical time in the spirit of new modern visions journal *Annales d'histoire sociale et économique* (2008b:3).² In the footsteps of the French geographer Paul Vidal de la Brache (1845-1918) and Marc Bloch (1886-1944) and Lucien

¹ Fernand Braudel important French historian, a representative of the second generation of the *Annales* school. Professor College de France, Director of the Centre des Recherches Historiques at the École Pratique des Hautes Études in Paris, director of the journal *Annales: Economy - Sociétés - Civilisations*.

² The magazine with the same name variations as a break during WW2, published since 1929 until today.

Febvre (1878-1956) (founders of the *School Annales*), applied to own concept of historical time also his geographic concept that expands the dimension of historical time understanding of other historical dimension (2009:230) - social time, time populated by country, usiness, economic life, the life of morals, traditions and laws (1997:140-147). Similarly, a love inspired him for his region and its geographical designation (2005:20). Braudel observed that geographical conditions have their own history, resp. they are part of history (1958:51), without which it is impossible to understand historical events and the history of general trends (booms) and traditions.

Braudel responds to the fact that the time of history does not allow us to imagine life as a mechanism that we can be freely stop and again to set in motion, as scientists in their social research do (1958:726;2005:7). As he understands the problem of scientific perception of time, he presented in the introduction to his dissertation *Mediterranean and the World of Mediterranean in the period of Philip II.* (1946). He wanted to draw attention to the relativity of time (physics) and its Interiorization (psychoanalysis) (2005:43-45) and also to approach highlights the usefulness of the historical time.³

2.1 Braudel's dialectic of long and short duration

The most famous and typical character issues of Braudel historical time, is the decomposition of historical time for several temporalities (fr. temporalité).⁴ Methodical processing of referred knowledges leads Braudel to the classification temporalities presented in the study *History and social sciences: long duration in 1958.*

The structured approach to the issue of the time of history, strictly distinguishes between short time (fr. temps court) and long time (fr. temps long)(2009:235). He characterizes short time as a time of traditional history event (fr. histoire événementielle) (1958:730), time of a moment, which "impresses and scares up" (2009:236), "stirs up the blood"(2005a:30) and disappears. It's time of single traveler, time of "breathless narrative" (2005a:59), time of "the chronicler, journalist is rushing through for the current sensationalism today" (2005b:23). Braudel generally understood "historic event" as the voice of news (fr. nouvelle sonnante). Just like this term is replaced by a short time (fr. temps court) (2005b:24).

For historical temporality to be worthy of the historian and his work and which has arouse his interest in historical research, Braudel considers long time. Braudel presented it as a time of historian. It is the long time, almost motionless, flowing slowly, almost as if standing outside real time (2009:236). The time that is profound, "moving to the rhythm of generations and centuries, so people can it barely recognize" (2004:34). Braudel called it a "geographic time", History is incorporated directly into it, it's a time of great undercurrent, "time of depths"

³ Several points of it delivered at the College de France in 1950, the inaugural lecture *Écrits sur L'histoire.* Submitted his thesis on the historical time elaborated in the *Annales* article. *Economy - Sociétés - Civilisations* in 1958 in a study *Histoire et sciences sociales: la longue durée.* They were later confirmed in the expanded edition of the doctoral thesis in 1966 and in the preface to the three beam works *Civilisation matérielle, economy and capitalism, XVe-XVIIIe siècles* from 1967 - 1979.

⁴ The translation of "temporality". Methodically we remain with the notion of temporality, as it is generally recognized in other sciences and, moreover, indicate the specific temporality Braudel, while temporality is a term generally understood as a standard passage of time.

2005b:25). A long time (fr. temps long) is therefore the time of historian. It is a slow, deep, non-real-time, time of generations, of century. It's anthropological time⁵ (historical structural speech) forming structures and models (2005a:202).

Braudel does not forget out for the time between short and long duration. In the preface of his dissertation he speaks of "social time", which is located between the time of "an individual" and the time of "a man". In general this time is the same with temporality own group (2005b:27). This concept further specifies in the article for the journal *Annales* in which he called for the first time "recitative boom" (fr. recitatif de la conjoncture), "cyclical fluctuation" (1958:731). This time of the conjuncture - the interim period between the time of an individual and of a man - social time, custom groups, according to Braudel gives the rhythm of history, clues. It specifies cycles, falling prices, which in various long cycles rise or fall. Braudel's it inspired to it, that he applied the economic aspect of the passage of time to structures of historical temporality (2004:98).⁶

Braudel attributed exceptional value just a long time. He was convinced that only such a long time is a time dimension in which they sense both conceptual tools used by social sciences: structures and models (1958:727).

2.2 Braudel's model of historic structures

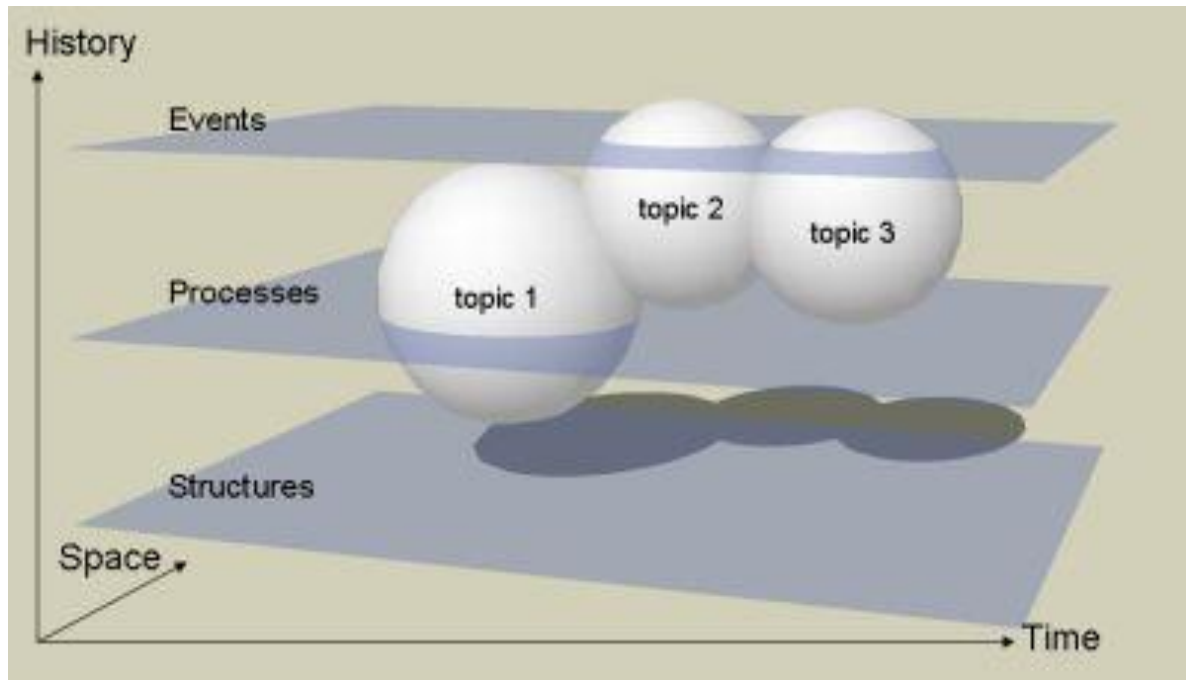
For historians is particularly valuable scientific file the time structure. Braudel says structure disposes with problems of long and short duration. "Different areas of history exist in isolation, but merge into one unit mutually of precondition structure, while each structure is the architecture of the whole" (1958:731; 2005a:10). Some "structures live a very long time and become part of history for many generations flooding and impede its flow, while others disintegrate faster. All are also mainstays also obstacles" (1958:730). Therefore, the structures of time are understood as the time of "geohistory", describing the history of man (2004:35). Braudel insists that not only sociologists, but also historians have to work with the structures. All structures in fact subject to changes and also very small, but still. Furthermore from their duration, which implies, it depends their meaning and the value of explication.

Braudel for this purpose creates a kind of model, in which takes into account the geostructures, highlights the differences in historical time.

Fig.1 Integrated information in a cultural landscape portal (2008a)

⁵ Braudel particularly affected Anthropology and Sociology Marcel Mauss.

⁶ Boom time practice in the *Annales* school, was often used as opposed to "structure" Thus, the duration, the term referred to a short or medium-long duration and does not involve structural and mutual respect, hence the coherence and correlation of historical events. Braudel but it uses this term to express the same connections between different, but it simultaneously existing phenomena.



He just wanted to provide some system of geographic and temporal structures (2008a) in which it would be possible to handle what can be the most objective history (2008b:2).

Braudel elevates the importance of these apparently non-essential chronological intervals (2014:7),⁷ on the level of interpretation of history in which "history can be broken down by previously unknown clues, curves or rhythm"(1958:730). It is not a purely chronological passage of time, or its rhythmic repetition, but the intensity and duration of impact on society (2008:7)⁸.

Between the three Braudel's temporalities there are a kind dialectic of duration. Braudel likens it to architecture of buildings, which parts themselves "exactly fit" and "mutually enabling". They intertwine themselves in the horizontal and vertical level, and clearly identify the various areas of history (economic, social, political or cultural) (2004:98). Braudel does not understand globality as written entirely in terms of human history, but *histoire globale* understands and presents under the principle according to which the historian systematically to cross the border issue, which he determined. In this sense, they are using the term total or integral the anthropologist M. Mauss and historian L. Febvre (2008b:5).

If we look at the Braudel's temporalities complex, they are nothing more than "intellectual structures" (2009:256), the means of interpretation (2005b:30).

Braudel his own temporality as certain structural model, which does not challenges the traditional concept of time (2008b:2) and nevertheless provides new insights for research into the history and methodology of interpretation of historical facts (2008:6).

⁷ It should be noted that this is not about some chronological long or short cuts of history, but the rhythm of the revolution. Braudel understand the evolution of history just combined different rhythms events. It is for these combinations and then follows their actual duration.

⁸ Many historical works still based on the assumption that the entire human society is developing in different rhythms and that all elements of every human situation communicate with each other. Breure points out that this objective takes three leading historian of optics through which the watch historical events.

3. Braudel's model of historic structures in pedagogy and didactics

Church history, like the general world history, belongs among the historical sciences. Both in themselves they correlate all past and done their description. They have the same scientific methodology, and similar, complementary content. Although they have different subject of interest, but both have a common goal - better knowledge of human society.

Teaching church history in Slovakia, like teaching the history of world or national, it takes place in primary and secondary schools within the particular subject. The first takes place within a school subject Catholic religion/religious education and the other within the subject of history published as *Design new curricula school subject teaching the Catholic religion* (2011). But significantly they differ in content, scope and methodology of the interpretation curriculum of history.

So far, church history taught within the scope of religious education periodically in a linear structure and curriculum areas. Thanks to the curriculum areas of religious education/religion has undergone future reform of Education from 2008-2012 linear approach to the concept of the spiral, the topic of church history (as well as other topics of theological disciplines) plotted in NBK thematically rather than chronologically. With that significantly they suffered on the quality and efficiency of their teaching (2015).⁹ Today, spiral-designed content that is significantly reduced in comparison with the previous content standards are often indirectly relies on a system of relations between the said project based on the *National Program of Education and Training Slovakia republic* (2016). Thematic teaching history automatically excludes chronological teaching of the history of the concept, thus usurping the Church History qualify for systematic and clear chronological teaching.

Whereas the new structure and curriculum areas the teaching of religion and therefore the history of the Church makes the methodological regulations ŠPÚ (*State pedagogical institute Slovak republic*) must remain within the history of religious education/religion taught thematically. Systematize teaching church history in accordance *State education program* (2011), and preserve the historical development of teaching in the integration with other theological disciplines is therefore extremely difficult. We must particularly thoughtfully and consistently presented to students at church history into context so that we may always advocated even the most chronologically. Therefore, a space for application of the idea of teaching within the meaning of temporality Braudel's long and very long duration without any risk that is destroyed conventional periodization breakdown history. Indeed spiral curriculum areas is not able to maintain a strict chronology in pure form, but in terms of thematic teaching Braudel's model provides historical structures such methodological, which in itself synthesizes the teaching chronological concept and process- history events and thematic short and long term. This is then also possible to create didactic historical structures that are simple, clear and describe the basics of historical events and processes of church history so that pupils understand and understandable.

⁹ Research Content analysis of curricular documents pointed to the fact that the incidence of subjects of church history at the current minimum content standards is incomplete and unsystematic not given topic of church history in historical context.

Application of Braudel's theory of temporalities into teaching Catholic religion/religious is therefore not only an austere selection of scientific material, but always takes into account the process of teaching and learning, teaching conditions, principles, objectives, forms and strategies of teaching and especially to specify the content of church history. The only way it is possible to determine the content of teaching and properly prepare its tactics. Especially because the concept ever to the teaching of church history has not been applied, we have worked hard on making the learning context using Braudel's theory of temporalities meet these requirements. Attempts to apply this unconventional concept have so far been recorded only in teaching at universities as this unconventional approach to the interpretation of history required a demanding potential systematic and critical thinking of students.

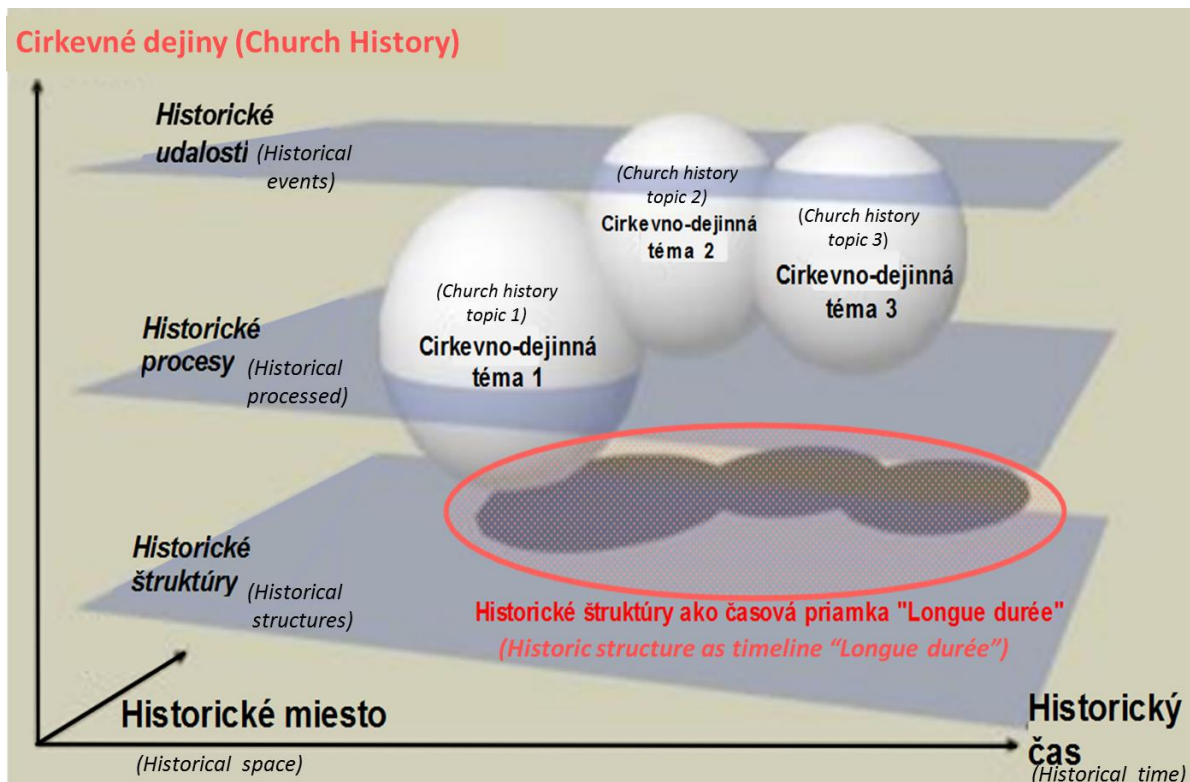
Another obstacle was the non-standard approach to Braudel's periodization. Braudel's concept, while respecting the chronology, but ranged in their own rhythms periodization. The unconventionality same way further restricts other applications in Educational Sciences because it seemed inconsistent and too complicated for standard teaching of history (2005b:102).¹⁰

Present for historical chronological threading in itself can hardly apply the idea of thematic education in the context of very long duration, but in Slovakia has not occurred during the last *Education reform in Slovakia* (2008-2012) strange coincidence, which offers the possibility of unconventional Braudel's concept of temporality and periodization applied to teaching religious education. The discovery of this possibility motivates us to find a way to the concept apply to make it simple for teaching didactically functional, easily sustainable to it was easy to handle, preserve the transparency in the system of historical events and promoted the correlation of Church history a of general history. And in addition to these requirements that we have used as effectively as possible non- standard potential Braudel's theory of long duration. Braudel, paradoxically supports thematic teaching history. It underlines the need for each plant studied, presented, interpreted historical phenomenon into "his own term," respecting the chronology, correlation and intensity of individual historical phenomena and events.

In this Braudel's context, it is important the present historical topics had of their own temporality, not only had sternly imagine and describe.

Fig.2 Historic structure as timeline "Longue durée"

¹⁰ The research was conducted on French universities, where they analyzed the temporality of historical texts doctoral thesis, curriculum and university textbooks of world history. The research was conducted in the period from 1989 to 1998. He showed superficial and inconsistent application Braudel theory. Shortcomings in the methodology and content of the submitted materials. Unwillingness of teachers to change and improper concept of the subject matter. Many historians and history teachers in the French universities of the 21st century, it is nevertheless inclined to the idea of canonical overlap period, but paradoxically unison agree on the opinion that no "serious risk the department will not be anything like that." Basically, that canonical breakdown of the history curriculum to the framework of higher education set by the State and also dissertations, oral exams and other educational standards.



In practice it appears that two separate events or historical events, can co-exist at the same time, and even a calendar nevertheless a different time scale and intensity. They may be, but need not be, each other synchronously.

This aspect can be in the context of the theory of temporalities of Braudel to express in terms of Braudel structures. Intersections of the topics, reflect the historical events and processes, creating a historic structure in the context of the theory of temporality, which can be further processed didactically and to students to present the results appropriately.

Principle Braudel's historical structures can therefore be used also within the teaching of the history and thus apply them to the didactics of historical objects and for pedagogy at all. Thanks to their chronological dimension can be practically applied to these structures a timeline. It is more natural for school teaching for its simple construction and structure, uncomplicated handling and easy orientation in the subject. While in themselves and accumulates all positive Braudel's structures and therefore the theory of temporalities. The selected topics of ecclesiastical history we have implemented to timeline, accepting the traditional designations of time line (periods and chronology).

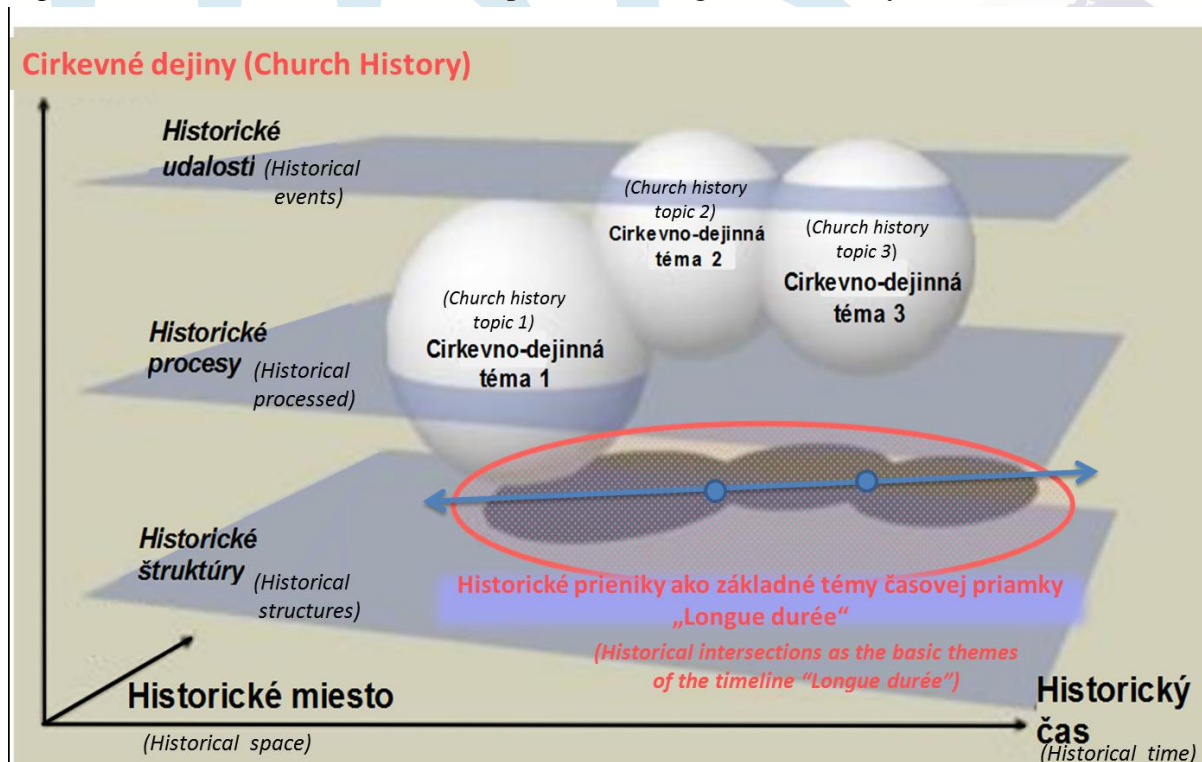
Because of inspiration Braudel's theory of temporalities we called it the timeline "Longue durée". Since these timelines can create an unlimited amount, depending on specified topics for the needs of teaching church history we are limited to 10 topics, namely the structures of temporality, which means 10 parts of timeline "Longue durée". Historic structures, of F. Braudel we used in the form of timeline "Longue durée", which is understood as a unique advantage of Braudel's theory of temporalities in educational sciences and didactics of teaching history.

4. Application the Braudel's theory of temporalities into teaching through timelines "Longue durée"

Principle of timeline has with its chronological, systematic and transparent schematic nature of the preconditions can guide teachers in interpreting the temporal and spatial information students. Through timeline teacher can appropriately manage and organize the educational process and so clearly and systematically convey historical information in the form of historical events and processes. Timeline creates structures that are easier for teachers to grasp and therefore easier to interpret to pupils. Timeline "Longue durée" is designed to ensure adequate preparedness of teacher at specific hour without special and time-consuming preparation of interactive material, but not without the theological and pedagogical knowledge of the teacher.

Specifically, the timeline "Longue durée", within the meaning Braudel historic structures represented graphically, which points as certain historical intersections, determine the location of specific events in the history of this and point to the important historical context.

Fig.3 Historical intersections related topics as teaching church history

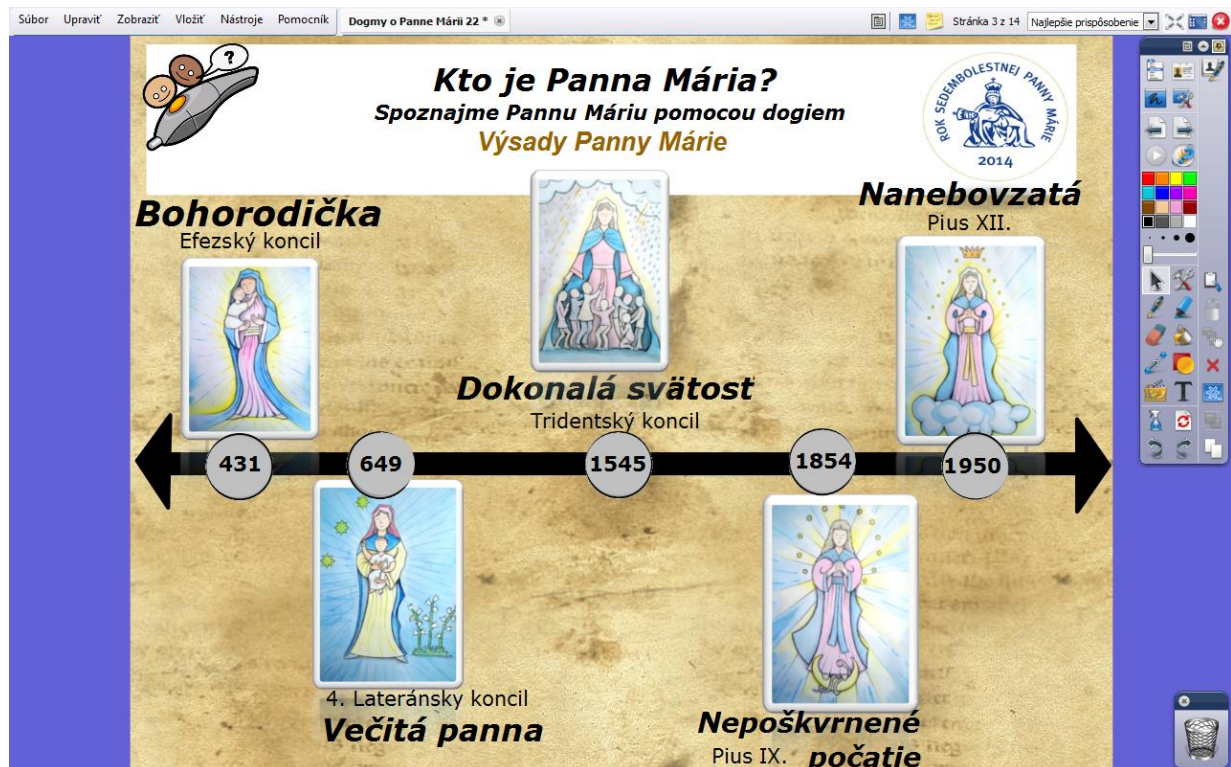


There can be of these intersections an infinite amount. It depends on the thought and intent of teacher who chooses to support his interpretation (which incorporates, while making time line into its individual parts, ie topics). Usually, this would be reflected in the content themes normally the subject of religious education, but due to their lack of appearance in the proposal of specific teaching aids propose other topics, supporting the interpretation of the integral context. But always remains the free choice of teacher who uses them in teaching. Their

appropriate linking develop and promote the concept of "Longue durée".

Practically, our design of timeline has five topics that some may go beyond the area of historical events and date back to the historical processes, others not. But together they make a "shadow" reproduce their mutual structure. Intersections are together can create different mix of historic structures that can be easily grasped and didactically to pupils interpret the desired chronological and thematic context.

Fig.4 Interactive timeline "Longue durée" - hypertext and hypermedium link (education games and activity). Softver in Active inspire.



5. Conclusion

In addition, we have confirmed our belief that Braudel's theory of temporalities can also be used in educational sciences because of its historic structures and therefore is also applicable to the teaching of history mainly oriented subjects. We have shown for our claims shall be to support the creation of their own teaching aids in the form of time line "Longue durée". It specifically in its individual parts supports historical connection between events similarly to us new concept of education respects the integral teaching of religious facts and historical promotes learning in a historical link. By applying our new theory of teaching, in which it enjoys certain advantages Braudel's theory of temporalities, virtually creating a new concept of education whose efficiency can be further pursued and experimentally tested.

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