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Athènes

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LA CULTURE HISTORIENNE DANS ET HORS
L'ÉDUCATION EN HISTOIRE

EXPLORATORY STUDY ON THE IBERIAN UNION IN SECONDARY TEXTBOOKS OF PORTUGAL AND SPAIN: STUDENTS' IDEAS ABOUT THIS HISTORICAL PROCESS FROM THEIR USE

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INTRODUCTION

This exploratory study is part of Research project EDU2015-65621-C3-2-R "The evaluation of competences and the development of cognitive abilities on history in Compulsory Secondary Education".

- Comparative analysis of curriculum, History textbooks, historical learning.
- Perception on the evaluation of historical competences by students.
- Analysis of historical narratives.

INTRODUCTION

This issue (Iberian Union) is common to both countries (Portugal and Spain). Iberian Union is the historical period that goes from 1580 to 1640 in which Portugal was governed by the kings of Spain (Philip I, Philip II and Philip II- a king for two countries), giving rise to the Philippine dynasty in Portugal.

Mains goals:

Understand how this historical process is covered in textbooks in Portugal and Spain, and how these influence the historical ideas of Portuguese and Spanish students.

As the students think the possibility of not having been given the Restoration of Independence (separation of the two crowns in 1640, Spain and Portugal) as would be the History of Portugal and Spain today (counterfactual).

Theoretical Background

Usually textbooks play a transmitting function of knowledge and sense of hegemonic reality by the authorities or power. Foster (2011) suggests it is a powerful cultural artifact that contains ideas and values that influential sectors of society expect that students learn.

Is key to analyze the construction of that narrative in the approach proposed by Chartier (2007), but remembering authors as Apple & Christian-Smith, 1991; Paxton, 1999; or Porat, 2004. They indicate that the content shown by the textbooks are not literally reproduced by teachers or students without processing with his previous knowledge of the subject (Létourneau, 2014; Pla, 2012).

Theorycal Background

The analysis of the construction of collective identities through textbooks has produced a large bibliography: example of special issue of International Journal of Historical Learning (2002), special issue of Educational Inquiry (2012), book coordinated by Foster and Crawford (2006).

George Eckert Institute is a reference for the large library and mobilizing funds of international projects.

In Europe the analysis of textbooks has focused on the tensions between the teaching of history and its relationship to power, curricula, building identities and the historical, social and cultural context: Aubin (2000), Cajani (2006), Estivalèzes (2011), Höpken (1996), Pingel (2000), Stöber (2013), Solé (2014); Wilschut (2011) and Zachos & Michailidou (2014).

RESEARCH QUESTIONS

- How the historical process of the Iberian Union is constructed in textbooks in Portugal and Spain?
- What ideas do students construct about the concept of Iberian Union based on textbooks?
- How do students interpret the textbook sources (about this historical process)?
- What consequences of Union Iberian do students envisage for Portugal and Spain if the independence of the restoration had not taken place in 1640?

First step- Analysis of the textbooks

The sample- 3 Portuguese textbooks

3 Spain textbooks

Data analysis- Content Analysis (Bardin, 2004); Inductive analysis (inspired by Grounded Theory, Corbin & Strauss, 2008).

METHODOLOGY

The empirical study- study of an essentially qualitative nature (with an additional quantitative approach).

The sample- 22 students (9 girls and 13 boys, 13-14 year olders) attending 8th grade) in a Portuguese urban school.

Instrument- individual questionnaire (paper and pencil task).

Data analysis- Inductive analysis (inspired by Grounded Theory, Corbin & Strauss, 2008).

How the historical process of the Iberian Union is constructed in textbooks in Portugal and Spain?

Portugal

- Iberian Union appears in the theme of Union of peninsular empires and restoration of independence.
- Succession problem - dynastic crisis (Death of the king d. Sebastião (young) and King Cardinal D. Henrique).
- Various candidates- (genealogy).
- Support for Philip II of Spain by the nobility and clergy (Iberian Union-1581).
- The successors of Philip II did not fulfill the sworn promises in the court of Tomar (taxes, military service, War of 30 years, political office delivered the Spanish, did not defend our conquests from other empires ... financial and political crisis).
- 1640 - Portuguese revolt and acclamation of King João IV of Portugal (Restoration of Independence).

O apogeu do Império Espanhol

Na segunda metade do século XVI, a Espanha já se tinha transformado na maior potência colonial europeia. A sua prosperidade assentava nas grandes remessas de ouro e prata que chegavam a Sevilha, provenientes da América.

Em 1556, subiu ao trono de Espanha Filipe II, que herdou um extenso império, composto por possessões na Europa e por domínios ultramarinos (mapa da pág. 33). O comércio marítimo entre as várias regiões espanholas era próspero e controlado por poderosas armadas, que fiscalizavam o transporte das valiosas mercadorias. Depois de 1580, a Espanha passou a dispor, ainda, do território de Portugal e das suas colónias ultramarinas. Vejamos como isso aconteceu.

A união ibérica

Quando D. Sebastião assumiu o poder, em 1568, Portugal já se debatia com uma grave crise económica. Sem experiência governativa e a sonhar com a glória de combater os muçulmanos e melhorar a economia, o jovem rei deixou-se influenciar por alguns nobres interessados em prosseguir as campanhas de conquistas no Norte de África.

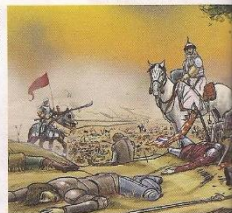
Assim, em 1578, D. Sebastião e o seu exército tentaram conquistar Alcácer Quibir, mas encontraram resistência. Quase todos os que participaram nesta expedição acabaram por morrer, incluindo o próprio rei.

Sem sucessores diretos, a morte de D. Sebastião mergulhou Portugal numa grave crise política. Durante dois anos o reino ficou entregue ao cardeal D. Henrique, tio-avô de D. Sebastião, já com muita idade e doente. Quando o Cardeal morreu o problema de sucessão ao trono continuava por resolver e sem solução pacífica à vista. Os principais candidatos eram todos netos de D. Manuel I:

- D. Catarina, duquesa de Bragança, que, apesar de todas as tentativas jurídicas que realizou para fazer valer a sua posição, não reuniu apoios suficientes;
- D. António, prior do Crato, filho ilegítimo do infante D. Luís, foi apoiado principalmente pelo povo, que o chegou a aclamar rei em Santarém;
- Filipe II de Espanha apoiado pela nobreza e pela burguesia, atraída pela possibilidade de virem a obter novos cargos e aumentar os seus lucros ao participarem nos negócios do vastíssimo Império Espanhol (DOC. 1 e 2);

Em 1580 Filipe II invadiu Portugal sem encontrar grande resistência. Foi aclamado rei nas Cortes de Tomar, onde se comprometeu a manter a autonomia do país e a respeitar os seus usos e costumes, não alterando a língua, a moeda nem a administração (DOC. 3).

Filipe II honrou a sua palavra, cumprindo as promessas que fez, o que não aconteceu, mais tarde, com os seus sucessores.



Batalha de Alcácer Quibir.

DOC. 2

O problema da sucessão ao trono

A

Porém, chegando a notícia ao povo de que ele (cardeal rei D. Henrique) intendia nomear por sucessor do Reino el-rei D. Filipe, clamavam todos furiosos contra esta resolução e quiseram arrogar a si o direito de eleger príncipe.

D. Luís de Menezes, *História de Portugal Restaurado* (século XVII).

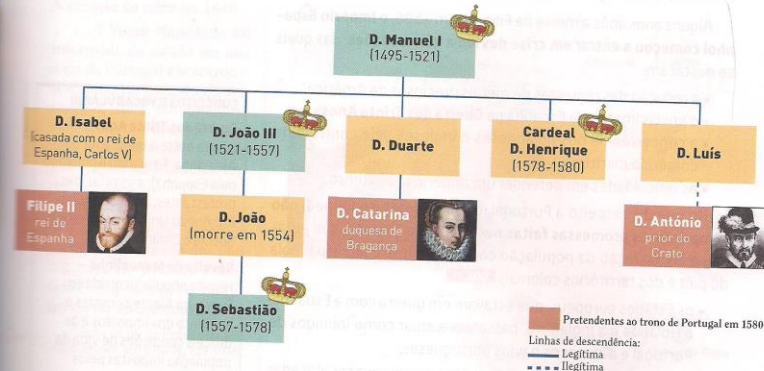
B

Assim a nobreza e o alto clero (...) solicitam a união, tanto mais que o medo da ação popular os lança nos braços dos estrangeiros (...).

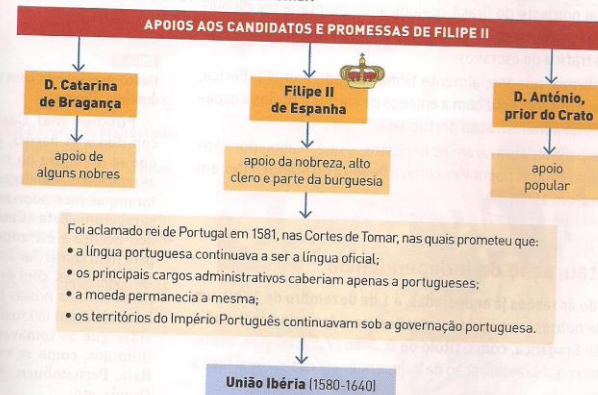
A alta burguesia pretende, com a união, o reforço financeiro do Estado que permite defesa mais eficaz (...).

Vitorino Magalhães Godinho, *Ensaio II*, Lisboa, Ed. Sá da Costa, 1969.

DOC. 1 Os principais pretendentes ao trono de Portugal, em 1580.



DOC. 3 Promessas de Filipe II nas Cortes de Tomar.



QUE DIZEM OS DOCUMENTOS

Interpreta e Compreende

1. Refere as razões que levaram D. Sebastião a atacar os muçulmanos no Norte de África e as consequências da Batalha de Alcácer Quibir.
2. Indica os pretendentes ao trono após a morte do cardeal D. Henrique (Doc. 1).
3. Justifica o apoio dado à sucessão de Filipe II de Espanha, pela burguesia e pela nobreza (Doc. 2).
4. Refere em que condições Filipe II foi aclamado rei de Portugal (Doc. 3).

How the historical process of the Iberian Union is constructed in textbooks in Portugal and Spain?

Spain

- Iberian Union appears in the theme of the Iberian Monarchy.
- Politics of Catholic Kings: external politics- agreements and political alliances through marriage (D. Manuel marriage with Isabel the Aragón and Maria the Aragón. (source genealogy); Philip II inherited the Portuguese crown.
- The Hispanic monarchy (Carlos V; Philip II; III and IV).
- In 1580 the king of Portugal died without heirs. Annexation of Portugal. Philip II claims the right to the crown as the son of Isabel of Portugal.
- Internal Problems- Wars, Bankruptcy and internal wear - War of 30 years; union of arms (1626- all the kingdoms of the Spanish monarchy had to contribute to the wars in Europe).
- Rebellions- Appointment of a King in Portugal.
- Defense of the Iberian Monarchy against other powers (Holland, France and England).

2 La Monarquía Hispánica de Felipe II



Alonso Sánchez Coello: Felipe II.

Felipe II, que reinó entre 1556 y 1598, heredó de su padre Carlos los territorios de la casa de Borgoña y las coronas de Aragón y Castilla, con sus posesiones en Europa y América. Con la incorporación del reino de Portugal y sus dominios en todo el mundo, se convirtió en el primer imperio mundial, con territorios en todos los continentes.

A pesar de su gran extensión, se suele hablar de la **Monarquía Hispánica**, ya que Felipe II gobernó desde la península Ibérica, creando nuevos centros de poder en Madrid y San Lorenzo del Escorial, y apoyándose básicamente en la corona de Castilla.

El gobierno interior de Felipe II

Felipe II potenció la política que se venía desarrollando desde los Reyes Católicos, y que se basaba en el **aumento del poder del monarca** y en la **defensa del catolicismo**.

Para conseguir estos objetivos, Felipe desarrolló una **burocracia** más compleja y un **sistema de consejos** que le apoyaban en diferentes áreas de gobierno. Además concedió más peso a los **virreyes** y **gobernadores**, que regían en su nombre fuera de Castilla, así como a los **corregidores**, en provincias y municipios. Por otra parte, apenas convocó Cortes en los reinos españoles.

En el terreno religioso, potenció el papel de la **Inquisición**, que perseguía cualquier desviación religiosa y que intentó evitar la entrada de los idios protestantes en España.

Surgieron algunas **resistencias** a estas políticas:

- La **revuelta de los moriscos** en las Alpujarras (1567) se inició por la prohibición de algunas costumbres culturales de estos antiguos musulmanes, que habían sido forzados a convertirse al cristianismo. Fue sofocada por Juan de Austria, hermanostra del rey, y muchos de los vencidos fueron deportados a otros lugares de sus reinos.

- Las **alteraciones de Aragón** (1591) se produjeron después de unos incidentes en la corte. Antonio Pérez, secretario del rey, fue acusado de asesinato y se refugió en Aragón, donde pidió la protección del **justicia mayor**, juez supremo y defensor de los fueros aragoneses. Tras la exigencia real de que se entregase a Pérez, hubo una revuelta, las tropas reales entraron en Aragón, y aunque Pérez huyó, la victoria del rey le permitió limitar algunos fueros aragoneses.

- En los **Países Bajos** parte de la población no aceptó a Felipe II, al que consideraban extranjero y autoritario. La oposición al rey vino, sobre todo, de los **calvinistas**, pues Felipe, como defensor del catolicismo, era contrario a las posturas de los protestantes en sus posesiones. Finalmente, las provincias del norte, de mayoría protestante, se declararon independientes con el nombre de **Provincias Unidas**, en las que se incluía a Holanda. Felipe no estaba de acuerdo con esta situación y trató de reconquistarlas en una larga guerra que duró hasta mediados del siglo XVII, ya en el reinado de su nieto, Felipe IV.

Para saber más

En 1559 Felipe II promulga la orden que prohíbe estudiar en el extranjero:

Mandamos [...] que de aquí adelante ninguno de los nuestros súbditos y naturales, eclesiásticos y seculares, frailes y clérigos ni otros algunos, no puedan ir ni salir de estos reinos a estudiar ni enseñar ni aprender, ni estar ni residir, en Universidades, estudios ni colegios fuera de estos reinos.

Pragmática de Aragón, 1559.

- ¿A qué política del rey respondía esta medida?
- ¿Qué consecuencias tendría esta decisión sobre la ciencia y cultura españolas?

La política exterior

La **defensa y ampliación de sus posesiones** y la **protección del catolicismo** fueron los ejes básicos de la política exterior de Felipe II. Esto le llevó a una serie de conflictos:

- La **lucha por el control del Mediterráneo** condujo a un nuevo enfrentamiento con los turcos. Para ello se creó la **Liga Santa**, una coalición de los Austrias con el Papado, Venecia y otros Estados italianos, que derrotaron al Imperio otomano en la **batalla naval de Lepanto** (1571).

- Ante **Francia**, la gran rival de Carlos V, Felipe logró una importante victoria en **San Quintín** (1557) al comienzo de su reinado. Luego, Francia se vio inmersa en graves conflictos internos (luchas sucesorias y guerras de religión) en los que Felipe no dejó de intervenir.

- Cuando el último rey de **Portugal** murió sin descendencia, Felipe reclamó el trono de este país como hijo de Isabel de Portugal. Aunque hubo resistencias, las tropas de Felipe presionaron para que las **Cortes de Tomar** (1581) lo aceptasen como su rey. Así incorporó el reino vecino y sus numerosas posesiones de ultramar, en Brasil, la costa africana y en Asia.

- **Ingllaterra**, bajo el reinado de Isabel I, surgió como rival por el control de los mares y de las colonias americanas, y además apoyó a los rebeldes holandeses. Por eso Felipe II decidió invadirla, pero la expedición de la **Armada Invencible** (1588) fue un gran fracaso.

Todas estas guerras supusieron enormes gastos, que obligaron a contraer cada vez más **deuda**. En tres ocasiones, la Hacienda Real fue incapaz de pagarla y se tuvo que declarar en **bancarrota**.

Las guerras de Felipe II



La guerra en los Países Bajos obligó a crear una ruta para transportar soldados, dinero y armas. Al ser los rutas marítimas más inseguras por la enemistad con Francia e Inglaterra, se diseñó una ruta terrestre entre Milán y Bruselas a través de territorios propios o amigos, conocida como el "Camino español".

Actividades

Síntesis

1. ¿Qué acciones políticas buscaban la defensa del catolicismo y cuáles pretendían mantener o ampliar el Imperio?
2. Señala una victoria y una derrota de la política exterior de Felipe II.

Razona

3. ¿Qué podría hacer Felipe II para superar sus apuros económicos?

Trabaja con el mapa

4. Observa el mapa e indica por qué países acurales pasaba el Camino español.

The students were asked about the meaning of Iberian Union and its possible consequences for Portugal and Spain if it had not happened the independence of the Restoration in 1640, using the interpretation their textbooks sources. Examples:

1- What do you know about what was the Iberian Union from the history lesson?

2 - Observe your textbook historical sources 1 and 2:

2.1- What events led to the Iberian Union?

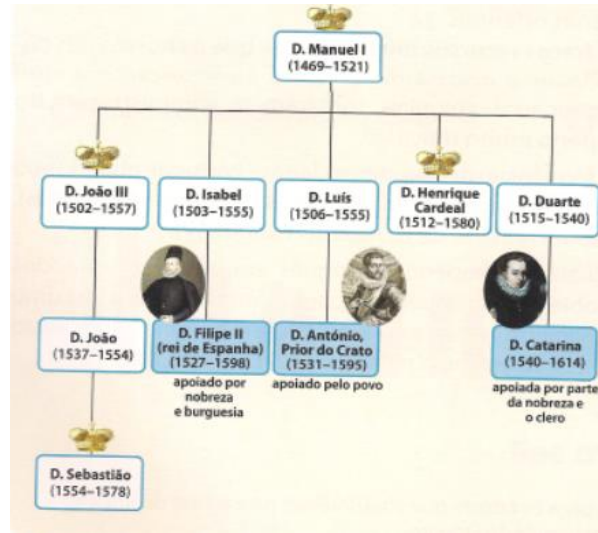
3 - Observe your textbook historical sources 3 and 4:

3.1- What will have led to the Restoration of the Independence of Portugal?

4- If the Restoration of Independence had not happened in Portugal what do you think would be different and what would remain in the History of Portugal and Spain? (a hypothetical question about the past).

5. Imagine that you had to tell a foreigner what the Philip Domain in Portugal was, what would you tell him?

METHODOLOGY – TEXTBOOK SOURCES DISPLAYED IN THE QUESTIONNAIRE



Source 1- Candidates for the Portuguese throne in 1580

Não acudia Filipe IV [de Espanha] à defesa e recuperação das nossas conquistas que eram tomadas pelos inimigos de Castela. Afligia e vexava os povos com tributos insuportáveis, sem serem impostos em Cortes. Gastava as rendas comuns em guerras alheias, vendia por dinheiro os ofícios da Justiça e da Fazenda e provia neles pessoas indignas e incapazes.

Francisco Velasco de Góvêa, *Justa aclamação do Sereníssimo Rey de Portugal, D. João o IV*, 1848

- 1578 – Derrota de Alcácer-Quibir e morte de D. Sebastião
- 1580 – O exército espanhol invade Portugal e derrota as tropas do Prior do Crato
- 1581 – Juramento de Filipe II (I de Portugal) nas Cortes de Tomar
- 1583 – Os ingleses atacam povoações costeiras do Brasil
- 1598 – Os holandeses estabelecem-se no Oriente
- 1622 – Os ingleses conquistam Ormuz
- 1628 – Motim popular no Porto
- 1630 – Os holandeses conquistam Pernambuco
- 1637 – Revoltas populares em Évora, Alentejo, Algarve e Ribatejo
- 1637-1638 – Os holandeses ocupam Arguim e S. Jorge da Mina
- 1640 – Restauração da independência
- 1654 – Expulsão definitiva dos holandeses do Brasil
- 1668 – Paz com a Espanha

Source 2-Chronology - Dynastic Union and the Restoration

Source 3-The Philip Domain



Source 4-The battles of the Restoration War

1- What do you know about what was the Iberian Union from the history lesson?

Table 1- Students' ideas on the concept of Iberian Union

Categories	Descriptors	Example- Students' responses	Number of occurrences
Alternative answer	Answers that express alternative ideas to the substantive concept.	The Iberian Union is Portugal and Spain together separated by the Pyrenees. (A5)	3
Subjectivized answer	Answers that simply repeat the concept of union between Portugal and Spain.	What I know about the Iberian Union was that Spain wanted to stay with Portugal, so they could stay with Portugal, which would be bad. (A4)	1
Tautological answer	Answers that simply repeat the concept of union between Portugal and Spain.	The Iberian Union was the union between Portugal and Spain. (A7)	8
Approximate answer	Answers that point to an approximate substantive knowledge of the substantive concept.	The Iberian Union was the Union between the kingdoms of Portugal and Castile in which we were ruled for 60 years by Spanish kings. (A19)	4
Contextualized answer	Answers that explain and contextualize the historical process.	After the crisis of Succession due to the death of D. Sebastião Portugal began to be governed by the Spanish kings. The Spanish kings did not conform to what they had said when D. Philip I was elected. That is why the Portuguese revolted and there were some wars. After the wars they wrote a peace treaty that they call the Iberian Union. (A6).	5
No answer			1
Total			22

2-What events led to the Iberian Union?

Table 2- Students' ideas on causality of the historical process of Iberian Union

Categories	Descriptors	Example- Students' responses	Number of occurrences
Alternative	Confuse causes with consequences.	The Spanish army invades Portugal and defeats the troops of the Prior of the Crato, Restoration of the independence, Peace with Castle. (A5)	7
Single event	Focus on the crisis Dynastic with the death of D. Sebastião.	The events are the crisis of succession (A14)	5
Two or more events	Ex. Dynastic Crisis and support of the nobility and the Clergy to the Iberian Union.	What led to the Iberian Union was, first the death of D. Sebastião, the invasions of the Spanish armies and later the death of the king, Cardinal D. Henrique. (A3)	7
Contextualized Causality	Multiple interconnected events.	The death of D. Sebastião led to a dynastic crisis between D. Filipe II, D. António Prior do Crato and D. Catarina. Who won was D. Philip II having thus united Portugal to Spain. (A22)	2
No answer			1
Total			22

3- What will have led to the Respect of Portugal's Independence?

Table 3- Students' ideas on causality of the historical process of Portugal's Independence

Categories	Descriptors	Example- Students' responses	Number of occurrences
Single event	They just indicate a cause.	What has led to the Restoration of the Independence of Portugal was the discontent of the Portuguese with the actions of the Philips of Spain. (A14)	5
Causality based on mere reproduction of information	They list various causes by simply stating them without any explanation or simply copying the information from the documents.	King Philip IV did not come to the defense and recovery of our conquests, he afflicted and vexed peoples with unbearable tributes, spent common incomes in foreign wars, sold for money the offices of justice and the Treasury, and provided for unworthy and incapable persons. (A9)	6
Contextualized Causality	They contextualize some of the causes by relating and explaining them.	IT was the unfulfilled promises of the Spanish kings, important posts of Portugal were handed over to Spanish, increased taxes. (A3)	6
Causalidade multiperspetividade	Causality of multiperspectivity	The Restoration of Independence happened, the people were unhappy because they were being nominated Spanish instead of Portuguese for the most important positions. Spain was having more benefits and the monarch was spending the Portuguese money. (A10)	4
No answer			1
Total			22

DATA ANALYSIS

4. If the Restoration of Independence had not happened in Portugal what do you think would be different in the History of Portugal and Spain?

Table 4 - Substantive concepts presented by Portuguese students

Portugal and Spain would continue their conflicts.

The Portuguese would react and resist regardless of the restoration of 1640.

The countries would be together, they would be one country.

It was still a monarchy.

Portuguese wealth and colonies would be from Spain.

Loss of cultural identity (language, customs, traditions, etc.)

4. If the Restoration of Independence had not happened in Portugal what do you think would be different in the History of Portugal and Spain?

Table 5 - Metahistorical ideas suggested in substantive answers-contourfactual exercise

Categories	Descriptors	N.º
Fixed past- absence of alternative scenarios	Students indicate the restoration of independence as certain regardless of when it will have taken place. Like something that would inevitably happen. Projecting the idea of resistance.	6
Alternative scenarios - one country	Students integrate Portugal into the Kingdom of Spain as a possible scenario of the formation of a single country.	8
Alternative scenarios - changes at the political level	Student's present alternative scenarios at the political level, recognizing that it might be possible to be a single country today, but they have political consequences and express negative ideas for this scenario associated with the usurpation of territory and wealth on the part of the Spanish.	5
Alternative scenarios - cultural and identity changes	The students present alternative scenarios, recognizing that it might be possible to be a single country today, but they express ideas of loss of identity (culture, language, traditions).	3
Total		22

5. Imagine you had to tell a stranger what was the Philip Domain in Portugal, what would you say to him? **Table 6 - Metahistorical ideas suggested in historical narratives (Rüssen, 2012)**

Categories	Descriptors	Example- Students' narratives	N=
Traditional Narrative	Narratives that value traditions, origins as indispensable elements in the orientation of practical life. A static view of history emerges, of traditional legitimization of what was the Philippine Domain.	The Philip Domain was the period when Portugal was dominated by the kings Philip II, Philip III and Philip IV of Spain. (A 1)	8
Exemplary Narrative	Narratives as a reminder of the past, which gives us lessons for the present. That point to an approximate substantive knowledge of the substantive concept, integrating the multiplicity of external actions.	The Philip Domain happened on the death of and D. Sebastião who had no children. As there was no king invaded Portugal and then remained as a single country. After 3 Philip kings passed and they did not obey what King D. Philip I said the Portuguese managed to win in the restoration of Independence. (A20)	3
Critical Narrative	Narratives that integrate opinions. The notion of rupture in continuity prevails, presenting contradictory experiences of the past.	That Spain wanted to stay with Portugal to keep the expenses of the war and that it would be bad for us. (A4)	5
Genetic Narrative	Narratives that explain and contextualize the historical process. In this narrative structure, the change that occurs after the restoration of independence emerges as rupture, with a dynamic view of time.	I would say that the Philip Domain in Portugal was that, our king died, we were ruled by Philip II of Spain who came to rule Portugal and Spain, he had promised several things but throughout the third Philippine reign they failed to fulfil the various things promised, and then there was a revolt and has ended the Philip reign. (A7)	3
No answer			3
Total			22

PROVISIONAL REFLECTIONS ON RESULTS

- Students use some previous knowledge when answering to question 1.
- Those initial expressions of ideas about the Iberian Union (1 and 5) appear to be enlarged and refined when looking at textbook sources (from generic or tautological ideas to more detailed ones and contextualized).
- Many students confuse causes with consequences relate with the historical process of Iberian Union or list more than two causes by reproducing information from sources.
- Sources interpretation appears too simplistic in many cases (descriptive or just focused in a single idea).

PROVISIONAL REFLECTIONS ON RESULTS

- Concerning past and present relationships students gave counterfactual pictures which pose some perplexities in terms of historical plausibility (question 5).
- A significant number of students do not present alternative scenarios and those who present express ideas of loss at the political and identity level.
- The conceptual categorisation of those answers will be carried on with add of follow-up interviews if possible.
- Although most of the students present a traditional narrative about this historical process there are others that reveal a critical narrative, prevailing the idea of rupture with this traumatic past for the Portuguese.
- The data of the Spanish students could give another vision on the construction of this historical process common to both countries.

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