



Project no.

006164



Project acronym

CLIOHRES.net

Project title:

“Creating Links and Innovative Overviews for a New History Research Agenda for the Citizens of a Growing Europe”

Instrument: **Network of Excellence**

Thematic Priority: “**Citizenship and Governance in a Knowledge-Based Society**”
[Priority 7 of FP6; particularly objective 7.1.3 (aspects of 7.1.1, 7.1.2)]

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FINAL ACTIVITY REPORT

CLIOHRES.net

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CLIOHRES.net



1. Project execution

1.1 Project Objectives

The CLIOHRES.net Network of Excellence was specifically designed to address the novel historical challenges, needs and research opportunities emerging from today's context of a growing and expanding Europe. In the view of the partners, this was and is a vital area of endeavour, perhaps

the most important and urgent task for building and strengthening the foundations of a peaceful, productive European community of citizens. Basic and unquestioned attitudes about ourselves and others are rooted in the ways that the scientific community in each country defines its research agenda. Historians create and cultivate selective views of the national or local past, which in turn underpin pervasive ideas about identities and stereotypes: national, religious, gender, political, etc. National historiographies today are still largely shaped by problems and preoccupations reflecting previous political and cultural contexts. CLIOHRES.net was created to generate and test a new structure and agenda for the community of historical research, redirecting its critical efforts along more fruitful lines. With its links with other important European projects and networks it has attempted to make a difference in the future structure of historical research, both popular and academic.

1.1.1 Eight overarching objectives

In the Description of Work agreed at the beginning of the Network of Excellence, we formulated eight overarching objectives. We summarise here what we have done in order to accomplish them. The eight objectives are:

1.1.1.1. Increase integration of the European historiographical communities on a new critical basis, utilizing fully the potential created by the encounter of the existing national historiographical communities

Before we began our activities, we were aware that historians normally select what to look for in the human past, and that choice dictates, quite naturally, what they find. Because history is an activity, a profession, a practice, which is carried out socially, the individual may do research alone in libraries and archives, but if he or she wants to interact as part of the scientific community, he or she will work to gather data and address problems that are perceived as important in the historical debate. As we well knew, the most common frame of reference is still national. Although important and internationally well-known works may be cited by researchers in all countries, it is the national history and the national historiographical community of each researcher that forms his or her usual context of reference. Even when the same works are read (which

is definitely not always the case), they are read and understood in different ways and praised or criticised for different aspects in each national historiographical community. Of course there are other divisions besides the national: historians are also divided into thematic communities, for example those built around economic history, social history, history of science, labour history, gender history and so forth; as well as in other ways, e.g. according to periods studied, methodological schools, political orientation and personal interests.

The basic idea behind CLIOHRES.net was to develop awareness among historical researchers that the situation described above is unsatisfactory, but that it allows fruitful interaction: that a new dimension of critical awareness can be built when the historian gains active knowledge of other national histories and other national approaches.



CLIOHRES created a framework to test and develop these ideas in a research context. Not only was each of the six Network research groups (the Thematic Work Groups or TWGs) designed to comprise historians and experts in other disciplines from many different countries. The researchers in each group also included men, women, senior staff and doctoral students. Their collaboration over the five year period

of the project was structured so as to produce new knowledge and new understanding of what history is and what it can/should be.

At the simplest level, this meant encouraging researchers, both established and at the beginning of their careers, to choose their research topics, sources and approaches while keeping in mind the contributions and perspectives of other countries. It meant encouraging them to undertake comparative or connected research on European countries other than their own or to address 'transversal' themes which can be investigated in the context of any country in a collaborative way.

We are aware that the tendency today for many reasons is in the opposite direction. Very frequently – too often – pressured to obtain results rapidly and to utilize the most easily available documentary sources, researchers choose topics of interest only for local or national history.

In the Network even such researchers – by working in a pan-European context – could see their findings in a new and broader context.

All researchers benefited by expanding their research horizons. Often they looked at broad topics and proposed new syntheses which were then discussed and debated in their research groups. In the final published formulation they made use of the observa-

tions and specialised knowledge of their colleagues. Particularly in the later years of the Network, collaborative chapters were written by people coming from many countries and normally doing research on very different subject matter. The results of this ‘cross fertilisation’ can be shared and discussed with researchers and students outside the Network because they appear in our publications.

1.1.1.2. *Involve related disciplinary fields*

In order to achieve the kind of results desired, and to address the central task of broadening the theoretical and practical premises and level of critical awareness with which historical research is carried out, CLIOHRES included researchers (both ‘junior’ and ‘senior’) specialised in a number of separate but related fields. The majority of the researchers were historians, though normally engaged in teaching and/or research on various countries



and epochs, from ancient times to the present. Their fields comprise different directions of research, from legal, political and economic, to social and cultural history. The particular expertise of historians – providing the general structure and cohesiveness of the Network – lies in their ability to clarify the political and cultural context in which various developments, events and processes occurred. However, the specific understanding and knowledge of researchers whose formation and activities regard other areas of human endeavour were also needed. In addition to the official members of CLIOHRES (which included philologists, philosophers, archaeologists and sociologists as well as specialists in gender studies, the history of art, architecture and literature), historians of law and human and humanistic geographers were invited to join the research groups according to the requirements of the domain. For instance, Thematic Work Group 1 on “States, Institutions, Legislation”, largely formed of historians working on political and social issues from ancient times to the present, was able to benefit from the participation of legal historians, a legal philosopher and an Ottomanist from the ‘Outer Circle’.

Collaboration across the humanities and social sciences is not difficult within such a framework: often such ‘non-historians’ in practice apply historical perspectives to their research area, placing the development of their discipline and its object in a diachronic context. Collaboration and synergy between experts in all the above-mentioned disciplines would seem to be a priority, but in practice there is a long term tendency, across Europe, towards isolation. As a result, each of the above disciplines and research communities tends to become more and more self-contained, specialised and self-referential. We verified that such transdisciplinary collaboration is very valuable and needs to be encouraged.

1.1.1.3. Carry out 6 coordinated macro-research projects on aspects of the formation and self-representation of European peoples, new perspectives, methodologies and sources

This objective was pursued on two levels: the coordinated workplan of the entire Network ensured a multidisciplinary input on the general questions approached; and the activities of the six Thematic Work Groups (TWGs) in which staff and doctoral students, engaged in high level research, organised their work and compared and confronted their own views and methodologies with those of their colleagues provided in depth understanding and examples of research organised thematically.



The Thematic Work Groups were designed to allow all the graduate students and all staff members participating in the consortium to contribute to the general research project by using their personal research experience and knowledge. The overall design ensured co-ordination of efforts and effectiveness of results within and between the Groups. The TWGs shared an agenda

which acted as a guideline for development of the research. One of the tasks of each group was to develop the general project guidelines into a specific roadmap, adapted to its own Thematic area. The general guidelines, which applied to all six Thematic Work Groups, foresaw a progression through the five years, leading to greater integration in the elaboration and execution of the research plan. The first phase, which took place in the first year (2005-2006), was reconnaissance, or mapping, of how the questions perceived as important for the Thematic area appear in the different national historiographies. This meant indicating the aspects of the Thematic domain which appear important in each country and contextualising them in relation to the development of the national narrative or narratives. This phase is reported upon in the first cycle of TWG volumes, volumes 1-6. The second phase, which coincided with the second year of the project (2006-2007), entailed singling out 'connecting themes' which are more relevant in a general context than the specific national ones, investigating the relation between the national and the pan-European or world levels. The reports on this phase constitute the second year volumes (volumes 8-13). The third phase (2007-2008) concentrated on comparing and reviewing sources and methodologies. The research groups' remit was to show what sources are typically used by historians (or archaeologists, art historians etc.) in specific countries, and with which methodological premises, and to look at how and whether similar sources are available in other countries, and whether new methodologies might be elaborated. The results of this work form the third year TWG publications (volumes 15-20). The fourth phase, corresponding to the fourth year (2008-2009), attempted 'cross-fertilisation', that is it elaborated over-

arching research themes showing how problems defined in certain historiographies can be developed in new contexts. The results are published in volumes 22 to 27. The last phase, corresponding to the final year and a half (2009-2010), looked back at everything that had been accomplished, evaluating and discussing the results and formulating new and relevant research directions for the future. The results of this work are published in the fifth year TWG volumes (volumes 29-34).

The six Thematic areas were formulated so as to ensure that every researcher would be able to find at least one TWG which corresponded to his or her research interests. The researchers, both staff members and doctoral candidates, expressed their preferences. Taking these into account to the extent possible, the Thematic Work Groups were formed, taking care that the groups were more or less of the same size (around thirty members each), that different countries and parts of Europe (east, west, north, south, centre) were represented and that there were both men and women, as well as staff and students in each group.

The thematic areas were:

1. States, Legislation, Institutions
2. Power and Culture, including Language, Art and Architecture
3. Religious and Philosophical Concepts
4. Work, Gender and Society
5. Frontiers and Identities
6. Europe and the World

The findings and publications of the six TWGs are summarized elsewhere in this report, under point 1.4.1.

Each Thematic Workgroup had a leader along with a reference person in the central management structure; these two persons from each group, with the Co-coordinators and the representatives of the doctoral students, formed the Coordinating Committee or CC. The CC ensured the coordination and connection of the work across the network in a continuous feed-back and feed-forward process. Each work group held two independent working meetings each year, in different parts of Europe; each group also had held a third working meeting in conjunction with the annual Plenary Conference and working meeting of the entire network.



1.1.1.4. Carry out 6 coordinated transversal research projects (on ‘citizenship’, ‘identity’, ‘gender’, ‘migration’, ‘discrimination’, ‘tolerance’)

In addition to the work of Thematic Work Groups on their broad domains, the Network undertook ‘transversal’ research projects on key themes that involved all researchers. These were chosen both for their relevance to the general concerns of European (and non-European) citizens and because working on them could link the efforts, theoretical, methodological and practical, of all the research groups. Direct interaction and debate on these themes involving all TWGs took place at the Plenary meetings. We foresaw – and experience confirmed – that working together in the Thematic Work Groups could throw new light on the transversal themes from various perspectives.



We originally foresaw that there would be six separate ‘transversal themes’ (Citizenship, Gender, Identity, Migration, Discrimination, and Tolerance). The first we addressed was Citizenship; our work resulted in the volume *Citizenship in Historical Perspective* (2006). Because of the novelty and the interest of the work, we decided to address the theme ‘Citizenship’ again, in the final year of the Network. To allow this, we decided to take up the ‘transversal’ themes in a different order. The second year was dedicated to ‘migration’, and the results were published in *Immigration/Emigration in Historical Perspective* (2007). Emphasis was placed on the universal and pervasive nature of migration, permanent or transitory, over long or short distances, and on the specular characteristics of immigration/emigration, concepts which refer to the same phenom-

ena, seen from opposing points of view. The third year we addressed together, as aspects of related concepts, 'discrimination' and tolerance'. The results are published in *Discrimination and Tolerance in Historical Perspective* (2008). They highlight the changing understandings, through the millennia, of the two linked concepts, while looking forward to the likelihood/certitude that new meanings must be elaborated insofar as the present day 'human rights' conception has shown its great power, but also its inadequacy to ensure a decent level of existence for all or even a substantial part of humankind. The fourth theme, coordinated by TWG4 (dedicated to Work, Gender, Society), involved the entire Network, including researchers expert in gender studies alongside others with no research experience in the field, and many who were actually hostile to a gender perspective. The results of this collaborative effort, published in *Paths to Gender. European Perspectives on Women and Men* (2009), show convincingly that the tools of gender history and feminist studies can be used in novel and insightful ways by 'mainstream' historians, to the benefit not only of gender history, but also of historiography in general. The last and most challenging task was to address Citizenship for the second time, on this occasion linked with 'identity'. In order to do this the Network undertook a complex process of consultation and debate, eventually deciding to reformulate the theme in the plural. The results, elaborated by the six research groups over the last two years of the project, and discussed and debated repeatedly in Network meetings, are published in the final 'transversal theme volume, *Citizenships and Identities. Inclusion, Exclusion, Participation* (2010).

The transversal volumes are illustrated further under point 1.4.1.2.

1.1.1.5. Promote the use of categories based on connections and plurality as well as those based on division and uniqueness

Comparative approaches to historiographical research are frequently lauded; and such approaches have long been part of the historian's 'outillage', his or her tools of the trade, used with greater or lesser degrees of methodological awareness. Comparison constitutes an important path towards breaking out of nationally defined problems, gaining insight through comparison of one area, country, institution or phenomenon with another, in order to make visible similarities



and differences and create entrées into new research areas. We often use expressions such as 'comparative history' or 'a comparative approach' in a loose way, as a sort of shorthand to indicate that we wish to investigate a certain aspect or issue as it appears in different periods or in different countries. Very roughly one can say that comparison is based on the premise that two or more discrete units (a country, a language, an

institutional typology, a social phenomenon) can be identified and compared in order to gain useful insight. Such an approach is useful in highlighting areas of interest, in posing questions which should be investigated, and in questioning conventional interpretations. It has thus been one of the foundations of productive interaction and collaboration in the CLIOHRES Network of Excellence.

Going one step further, in designing the Network we foresaw that today's expanding awareness of the connections and differences that cut across national and other lines would encourage the elaboration of new tools, as well as the re-mapping of historical processes and events in a connected way, in order to produce a more realistic, more critical, and hence more useful picture of the past. Human society, with its ideas, ideals and practices, has in the long run not developed in separate units, but through processes of migration, settlement, conquest and re-conquest,



competition, interaction, communication, imitation, reception, re-elaboration and so forth. The normal defining unit today, the national unit, is a recent development which, while establishing the historical agenda, often interferes with understanding what went before it, obscuring the connections with other areas and the differences within what would eventually become the 'national' society.

"Connected" history has attracted much interest in recent times, indeed while CLIOHRES was working in this direction. Such movements as those towards 'trans-border' history or *histoire croisée* are forms of connected history, and they have been brought to the public attention by the media, thanks to some significant projects.

CLIOHRES, however, because of its structure, aims and modus operandi has been able to explore much broader and more nuanced models of 'connection'. Amongst these are connections across time, across borders, and between different thematic and disciplinary spheres. A connected approach can entail the demonstration of likeness across time and place; it can also be associated with differences produced in response to similar situations. Amongst the many examples we may take the findings of our TWG1, on States, Legislation, Institutions, which has elaborated over the five years a model of institutional and legislative changes based on that of layered communities associated with jurisdictional layers. TWG2 has focused on the connections (positive and negative, of support and contestation) between power and culture. TWG3, considering the social function of religion in societies from prehistory to today, has elaborated its conclusions on the basis of comparison, contrast and underlying connection between all the places and epochs addressed. TWG4 and TWG5 have both been highly transdisciplinary in

their approaches. The former used the resources of gender, labour and social history to illustrate a succession of connecting themes, while the latter connected – in a transdisciplinary transnational perspective – two complex and connected concepts, that of frontiers and that of identity. Finally, TWG6, dedicated to elucidating the variety of connections between Europe and the ‘Wider World’, had connections, of different kinds and on different levels, as its direct and explicit object of study.

In addressing the ‘transversal themes’, as explained above (under point 1.1.1.4), the Network worked as a whole, mobilizing its transdisciplinary, transgenerational and transnational resources, to bring out connections as well as differences in approaches and findings.

Obviously there are powerful, historically formed, barriers to practicing ‘connected’ history. This is the reason that when it is done even on a much smaller scale than that which CLIOHRES was designed to address (e.g. Franco-German *histoire croisée*) it seems so novel and incisive. One of the basic challenges that the Network wanted to face was that of analysing and placing in context the layers of perceptions about the past that all present European societies carry with them. In many cases the efforts of generations have gone into creating a feeling of national unity, of creating symbols and memories, sifting out historical experiences deemed to be worthy of being remembered or to be forgotten. There have been similar attempts to define and organise national languages, often using



particular graphic conventions or expunging ‘foreign’ words to enhance the separateness and distinctiveness of each ‘people’. This is such an important level in European consciousness today that it can in no way be ignored: separateness has been created mentally and physically between our countries at enormous human expense. The process and the results of the creation of such separateness

has naturally constituted, in its various manifestations, a central object of analysis for all the CLIOHRES Thematic Work Groups. In its collaborative studies the Network has moreover been able to illuminate a different history of the societies present in each geographical area, great and small, empires, kingdoms, cities and villages. Such histories often wield greater explicative power than the accepted linear national narratives, including as they do change, immigration, expulsion, co-habitation, and a plurality of co-existing and competing languages, cultures, religions and political positions.

This dimension of plurality and connection is present in all the Network’s efforts, and we consider this an important step towards accepting national narratives as themselves

powerful historical facts, but ones which tend to obscure rather than illumine the past of the people and territories in question.

1.1.1.6. Bring the results of the Network of Excellence to bear directly on educational and research policy, particularly on the relationship between research and teaching/learning; on the actual structure of higher education teaching and learning and support for basic research and humanistic research

CLIOHRES.net has been in a particularly favourable position to be able to ensure that the results of its work could be taken up in actual teaching/learning situations at three higher educational levels (that is, first, second and third cycles) and in research. At the beginning of the Network's existence this was possible especially because of the tight theoretical and operational link with its sister Networks, the Erasmus Thematic Network for History, CLIOHnet, and the Tuning Educational Structures in Europe network, in which History was a pilot subject area. In CLIOHnet, a specific working group, Task Force D, was devoted to creating learning/teaching materials and bringing the CLIOHnet approach to higher education learning/teaching. The sister Networks, like CLIOHRES, were able to build on work already accomplished in previous years by the Culture 2000 projects Clieh's Workshop I and II, to the original CLIOH (Creating Links and Overviews for a New History Agenda) Curriculum development project, which had created a series of on- and off-line materials useful in schools and Universities; and to the eHLEE e-learning project coordinated by the University of Turku and run by various CLIOHRES partners. Especially significant was the participation of CLIOHRES and CLIOHnet members in what was originally the Tuning project (Tuning Educational Structures in Europe) and which has now become the "Tuning Process", carried out in Europe (including the Russian Federation and Georgia); Latin America (19 countries, and now ready to enter phase 3 [May 2011]); the USA and Canada. Tuning is now in negotiation in Australia, and at the feasibility study stage in Africa. In all these countries CLIOHRES members have participated in or coordinated the elaboration of Tuning Guidelines and Reference points for history, including guidelines for the formation of research competences.

History, as a pilot subject area, has been able to make a strong contribution to the models and paradigms used more broadly in the sector of the Humanities, the Arts and the Social Sciences. A recent example is the CoRe2 project, carried out by the Tuning management and a number of im-



portant academic recognition agencies. Coordinated by the Dutch Naric, in partnership with the Estonian, Czech, French and UK Narics and the Netherlands Flemish Accreditation Organisation [NVAO]), the CLIOHRES coordinator chaired the history group, and CLIOHRES members participated as test partners. The recently published *Guide to Formulating Degree Programme Profiles* (Bilbao, Groningen, The Hague 2010), in which one third of the examples are based on the work of the History Networks, will serve as a model for all higher education institutions, not only in Europe. The Degree Profiles will be inserted in the Diploma Supplement, used nearly worldwide. Another example, still in progress, is HUMART, where the History group consists of 5 CLIOHRES members including both Co-coordinators. This project will yield the Sectoral Qualifications Framework for the Humanities and the Creative and Performing Arts. It is a further example of how there has been and continues to be constant and positive feed-back and feed forward between CLIOHRES and various other projects and activities which have had and will have great impact on higher education in Europe and beyond.

Mid-way through CLIOHRES, a new Erasmus Academic Network, based on the findings of the Network of Excellence (NoE), was successfully designed and proposed: this is CLIOHWORLD (financed for three years by DG EAC, still running). This Network has among its main objectives those of disseminating CLIOHRES findings, including the publications, showing how they can be used in higher education, as well as formulating Tuning-style Guidelines and Reference points for a number of specific areas of historical study. These are EU history and EU integration; world and global history; ICT in history learning, teaching and research; developing EU-Turkey dialogue (by encouraging the study of the Ottoman empire and in general enlarging the historiographical space normally taken into account by European and Turkish historians); and regional/transnational history. Through its Quality Initiative, CLIOHWORLD assists universities in developing a quality culture, through a non-invasive, non-prescriptive self-evaluation process, in which however CLIOHRES orientations provide the basis for the award of Quality Labels.

CLIOHRES has been presented on a number of occasions as a model of excellence for European research, with what we hope has been positive impact on the thinking of the persons involved. CLIOHRES was presented to the Social Sciences and Humanities (SSH) Expert Group as an example of good practice in June 2006; it was presented to the SSH programme committee, again as an example of good practice in Berlin in



March 2007: and the French Ministry of Research chose it to occupy the central position in the high profile ‘Ville Européenne des Sciences’ event (October 2008) as the best example of the ‘European dimension’ in research. It was also presented at the conference of the ESF projects, “Inventing Europe” and “Tensions in Europe” (Rotterdam, June 2007), again as an example of a productive large scale European Network.

CLIOHRES is connected directly with the elaboration of research and educational policy through the persons who participate in it. Many CLIOHRES members, including the Coordinator, are Bologna experts, members of ministerial task forces and advisors to ministers in their countries and, as Tuning members, many exert a strong influence on educational policy at the European level as well as in their own and other countries.

1.1.1.7. Disseminate the results both within the academic community and to a broad public



CLIOHRES considers the visibility of its work to be an important aspect of achieving its more general goals of proposing new reference points for research in Europe and beyond in the directions indicated. To achieve this objective it has given particular visibility to the research carried out in the Network and the

approaches on which it is based through national, regional and European events and conferences; it has published all its results and made them available on paper and on line; and it has contributed to making visible the research carried out by the young researchers participating in the NoE by publishing their dissertations and their contributions to its books.

All conferences and working meetings (13 per year, for a total of 65, in different European universities, over the five year period) have had a part open to the public. Dissemination has also taken place through the partner Networks CLIOHnet2, CLIOHWORLD, Tuning and ISHA (International Students of History Association) and through the Network of Networks, HUMAN PLUS, and at major events, book fairs and presentations and scientific conferences as discussed further below.

1.1.1.8. Create the premises for on-going development of the NoE and its activities after the funding period.

The CLIOHRES Network of Excellence has not come to a stop at the end of the funding period. The ties, scientific, institutional and personal, created in five and a half years of intense activity continue to exist and to be vital. These are valuable bonds of experience, shared understanding and loyalty. The learning process that each participant has gone through has changed his or her way of looking at history, 'our' history and that of others, in a permanent way. This process involves not only the more than 200 CLIOHRES researchers but also the members of the 'Outer Circle' who have collaborated with the TWGs. Aside from these so-called intangible (but actually very tangible facts) there are structural reasons which explain why the Network will continue to exist. The Erasmus Academic Network, CLIOHWORLD, as explained above, is closely related to CLIOHRES. It was designed taking into account the findings of CLIOHRES, and its remit is to develop those findings by preparing tools that can bring them to the attention of universities and research institutions, and make them available to both the broad public and specific groups outside higher education.

The younger Network is supported by DG Education and Culture, with a grant of 600.000€ and comprising 60 full member universities plus 9 Associate members from third countries. The themes it addresses were indicated as fundamental by the Network of Excellence: the history of European Integration



and of the European Union, World and Global History, ICT in history, EU-Turkey Dialogue and Regional Transnational History. It is publishing reference points and guidelines to assist universities and other providers in implementing programmes which can convey the new dimensions of historical research and form new generations of researchers in the directions explored by CLIOHRES. It also has the explicit role of preparing Readers and on-line course units, based on CLIOHRES results and products, for use in learning and teaching.

CLIOHRES members, during the contractual period, have contributed to other key projects which have had and will continue to influence the organisation of higher education and research in all fields, as well as in the area of the humanistic and social sciences and that of History itself.

For example, in the above mentioned CoRe2 (“Competences for Recognition”) project, CLIOHRES partners worked together with key recognition agencies to produce, test and perfect a Template and Guidelines for designing Degree Profiles: the results of their work have now been published and we expect will be widely used not only in the European Higher Education Area, but also in many other countries, as the Degree Profiles are designed to be inserted in the Diploma Supplement, given to all students who receive a qualification. The examples of first, second and third cycle degrees in History which are strongly linked to CLIOHRES orientations, provide the model for all the human and social sciences. A new CoRe3 project to train academics across Europe to use the Guide will again draw on CLIOHRES members.

A further important project in which CLIOHRES members are now participating is HUMART, where the “Sectoral Qualifications Framework” for the Humanities (including History) and the Creative and Performing Arts is being prepared.

The ENLGOBE Marie-Curie Network, created with reference to CLIOHRES findings and run by the University of Potsdam, also brings together CLIOHRES members (Galway, Pisa, Coimbra, Ankara) to collaborate in the high level international training (with Chinese, African and South American partners) of 14 doctoral students.

The members of the CLIOH Nets, including the research Network CLIOHRES, and the higher education Networks CLIOHnet and CLIOHWORLD, have also formed an Association, named “HEKLA” (European Association for Enhancing Historical Perspective in Culture and Learning), which provides a solid basis for the future coordination of activities and exchanges of information.

1.2 The Consortium



To accomplish its ambitious goals, the CLIOHRES Network of Excellence had to be very broad, both in geographic and thematic scope, in order truly to represent the diversity of European scholarship. The Network includes members from 45 universities in 31 countries, mostly in EU and EFTA countries, but also Turkey, Serbia, South Africa, and the Russian Federation. Each university is represented by two senior scholars and two doctoral students, so that the network in all comprises 180 official members. In addition

participants in its sister Networks and back-up teams in the partner universities have contributed to its work. Most members are historians, but as was noted above, art historians, archaeologists, philologists, linguists, sociologists, philosophers, historians of

architecture and geographers are also included. The consortium was built on the basis of a partnership formed during the previous 15 years; along with its 'Outer Circle' it includes almost all member states, as well as neighbouring and third countries.

1.2.1 Consortium members and contact persons

Partner 1. Università di Pisa	Ann Katherine Isaacs
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Partner 3. Universität Graz	Siegfried Beer
Partner 4. Universiteit Gent	Luc François
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Partner 6. National University of Ireland, Galway	Steven G. Ellis
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Partner 10. Universidad Autonoma de Madrid	Juan Pan Montojo
Partner 11. Debreceni Egyetem	Csaba Lévai
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Partner 23. Ethniko kai Kapodistriako Panepistimio Athinon	Antonis Liakos
Partner 24. Università degli Studi di Milano	Elena Brambilla
Partner 25. Università di Padova	Giovanni Silvano
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Partner 36. Universität Bamberg	Klaus van Eickels
Partner 37. Universidad de Alcalá	Maria Dolores Cabañas
Partner 38. Aristotelio Panepistimio Thessalonikis	Iakovos Michailidis
Partner 39. Miskolci Egyetem	Emőke Horváth
Partner 40. Universitetet i Oslo	Jón Viðar Sigurðsson
Partner 41. Universidade Aberta	Ana Paula Avelar

Partner 42. Universitatea Ștefan cel Mare Suceava	Stefan Purici
Partner 43. Moskovskij Gosudarstvennyj Oblastnoj Universitet	Victor N. Zakharov
Partner 44. Turun Yliopisto	Anu Lahtinen
Partner 45. University of KwaZulu-Natal	Donal McCracken

1.3 Methodologies and approaches

1.3.1 Organisation



CLIOHRES is a unique transnational, transgenerational Network. It is a ‘flat’ network: articulated, but strongly co-ordinated and connected. It is structured in six thematic groups organised to conduct research in six interlocking areas, promoting cooperation and synergy between historians and other human scientists of different national backgrounds so as to deconstruct and redefine approaches.

The six Thematic Work Groups (TWGs) are designed to allow all the members of the consortium to contribute their personal research experience to the general project. Each Thematic Work Group has a leader and a reference person in the central management structure; the logistics of the activities and the primary scientific responsibility for the project lie with the theme leader and his/her institution, with the reference person in the central management group, and with other partner institutions which assist in organising conferences and promoting research on the thematic domain in various ways.

The six thematic areas and coordinating institutions are defined as follows:

1. States, Legislation, Institutions

Coordinated by the Autonomous University of Madrid (thematic leader), and University of Graz

2. Power and Culture

Coordinated by the University of Latvia, Riga (thematic leader), and the University of Cardiff

3. Religion and Philosophy

Coordinated by the University of Coimbra (thematic leader), and St Kliment University of Sofia

4. Work, Gender and Society

Coordinated by the University of Utrecht (thematic leader), and the University of Bologna

5. Frontiers and Identities

Coordinated by the Charles University of Prague (thematic leader), and the National University of Ireland, Galway

6. Europe and the Wider World: Coordinated by the University of Debrecen (thematic leader), and the National University of Ireland, Galway

Participation in the Work Groups was open to other researchers in the “Outer circle” of the partnership. The events and activities designed by the Thematic Work Groups are coordinated at a central level to ensure that the results of each feed into the work of the others.

In addition to the themes of the Thematic Work Group, the entire Network works together on coordinated “transversal” research projects that cut across and link the work of the six groups. Each year, one such transversal theme was discussed, debated and investigated, both within the groups and by everyone together at the annual plenary meetings. The transversal themes, ‘citizenship’, ‘identity’, ‘gender’, ‘migration’, ‘discrimination’, and ‘tolerance’, have been chosen for their importance for European citizens today.

The overall plan for the five years of the Network was to progress gradually from a critical awareness of the diversity in European scholarship towards developing new paradigms in European historical research. The work of the network has been designed in five phases, each corresponding to one year in the life of the project. These are described more fully above under point 1.1.1.3. The first phase was dedicated to reconnaissance, or mapping, of how the questions perceived as important for the thematic area of each workgroup appear in the different national historiographies. During the second phase the workgroups defined transversal problems relevant in a more general context, investigating and illuminating the relation between the two levels. In the third phase, the workgroups concentrated on comparing and reviewing sources and methodologies, and in the fourth on cross-fertilisation, that is, on showing how problems considered significant in specific historiographical communities could be developed in new contexts. In the final year, the Work Groups looked both forward and backward, assessing their findings and defining new and relevant projects, in the broadest sense, for future research in the sector.

1.3.2 Methodology: a new way of ‘doing’ History

Our title and its acronym indicate in succinct form our research programme, as well as giving some clues about how it was developed. CLIOHRES plays on the name of the Muse of History, Clio, of course, but our Muse is special, a Clio with an ‘H’.

The full title of our Network is “Creating Links and Innovative Overviews for a New History Research Agenda for Citizens of a Growing Europe”. Each word is understood



as significant, and the research methodology, its objectives, and target are all summarily indicated. The methodology is based on using European diversity as a motor, to 'create' 'links' between historiographies which can provide new ('innovative') 'overviews', while generating a 'new

research agenda': that is, valuable research directions which need to be explored in the interest of 'European citizens' and their capacity to make the Union 'grow', in terms of civility as well as size. 'Growing Europe' is for us the Europe which has enlarged its borders to include much of central and eastern Europe, and in which greater enlargement and bonds with Mediterranean and other world areas are under discussion. It also means, we hope, growth in knowledge of both our own national heritages and those of others; and the ability to take informed decisions about the future of our polity, its interactions with and its role in the wider world.

The CLIOHRES acronym also clarifies that this Sixth Framework Network of Excellence did not appear out of the blue. It was preceded by other CLIOH networks, which also 'created links and innovative overviews for a new history agenda,' particularly in the area of higher education, and which allowed us to develop the knowledge and experience that made it possible to design and bring to fruition the CLIOHRES project.

CLIOHRES in fact has a pre-history. It began in 1989, in the History Subject Area Group of the ECTS Pilot Project, supported by the European Commission to develop the tools necessary for student mobility. The CLIOH nets were created by the original ECTS History Network members, several of whom, including the co-coordinators, are participants and key figures in CLIOHRES. This prehistory is relevant, because it allowed us to build up the structured, reciprocal knowledge of how history teaching and research is organised in Europe and to experiment with how radically different systems and understandings could be brought to work together in order to create synergies.

CLIOHRES has been designed and has operated on the basis of a methodology developed through previous years of close observation of and interaction with the higher education and research communities of, first, western Europe and then the broader

post-1989 Europe which is now, largely, part of the European Union. Overall, this led to the observation that the national communities, whatever was said or believed about their degree of internationalisation, were actually quite separate, and for obvious and important historical reasons. In fact, although historians in all countries presume that they have international contacts and share international reference points (the works of well-known historians, historiographical schools, historiographical fashions, and definitions of historical events and processes), still the major terms of reference of most practicing historians are to be found in their own countries. School systems, universities and



academies of sciences may evoke the republic of letters, or the free flow of knowledge, but particularly in the Humanities (including History, Philology, Literary Studies, Art History, and Archaeology) the definition of what is relevant and what not, what should be in the curricula or which research should be financed publicly, is closely associated with the national history, and what historians describe as the national narrative, or better, the national narratives. History particularly is perhaps the most diverse subject area across Europe (and the world for that matter), and in each country it focuses on the national (or even the local or regional) past and on other phenomena perceived to be relevant to it (ex-colonies, areas of emigration, historical rivals). Of course there are different evaluations of that past, and controversy abounds. But the overall range of arguments and topics is limited.

The evidence for this analysis is thoroughly grounded in empirical fact. It could be examined in detail for each country, but here we take it as a given. In the post 1989 context in central and eastern Europe, with the rebirth of national states which had been blotted out under Soviet hegemony, the impulse to re-explore the 'national' history and its reference points in the past is particularly strong and explicit. In the countries of ex-Yugoslavia, moreover, the political valence of different attitudes toward the national history can be observed very clearly and in many cases is a source of conflict within universities and funding organisms. But the tight link between each national history and the directions that training in history and much historical research take in each country is less obvious but equally strong if not stronger in the less recent republics and monarchies that constitute the democracies of the 'old' European Union, several of which are quite powerful in dictating the 'international' agenda for historical research.

The aims of CLIOHRES are not to replace this situation with a pan-European history, an agreed story about 'us'. Rather, it is to utilise the strong variations in the way different historians and historiographical communities view the past in a reflexive way, to induce and increase understanding of what 'historiography' is, and to identify which forces shape and constrain ways of searching for and transferring knowledge of the past.

Broadly speaking, we could say that today's European Union does not have a history except as an institutional fact: it has many more than 27 histories, each with its many variants and attendant controversies and disputes. There are also substantially more than 27 histories of the Union itself, each – again with variants and controversies – seen from the point of view of a single member country (or region, or aspiring member state). It is upon this realisation that our CLIOHWORLD network is built.



The first, fundamental step is to bring researchers from these many communities, or as many of them as possible, together in such a way as to make clear to them the specific and limited nature of the research context in which they are normally confined. This was done in our case by asking each member to look at how the broad research do-

main of the Thematic Work Group of which he or she was a member is normally studied and viewed in his or her country. This entailed looking at what the principal issues and debates are, and to try to understand when and why certain problems are placed at the centre of the historiographical agenda. During this first phase researchers were normally willing, able and proud to present their national truths (or areas of dispute) to the others, and did not question their general relevance. They were perplexed by the presentations of others, and surprised by the differences among the areas of interest, chronologies and basic assumptions. As a result, however, each person sooner or later looked back at his or her own assumptions, and began to contextualise them. In our Network, this phase of exploration, first of the self, then of the other, and again of the self, took place during the first year, and the results were published in our first cycle of publications.

Having at the beginning achieved this greater awareness of the political and cultural contexts which have created the heuristic bases in which historians operate, the sub-

sequent steps were not to *discard* all the separate and incompatible national views, but rather to *use* them and the realisation of their differences as a powerful resource.

After the initial impact of collaboration with the rest of the research group, the next step was to investigate whether there were themes, events or processes, recognised as important by all members, and to identify and formulate these as 'connecting themes'. This was done in the second year and led to our second year books, wherein each research group reported and elaborated on what it had found.



Subsequently, and in the framework of each meta-research domain, the various kinds of sources and approaches to them in use in each country were looked at to see whether similar sources might exist (although ignored) in other countries and whether approaches in vogue in one country might usefully be extended to other contexts. This was the organising principle of the third year research programme, and gave rise to the third year publications.



With the fourth step, which we termed 'cross-fertilisation', the research groups were invited to use the work of the previous three years to elicit new research directions and to collaborate in exploring them. This phase gave rise to the fourth year publications of the TWGs.

The final year was devoted to 'looking back and looking forward', that is reviewing and evaluating the preceding steps of the process and the results obtained, and homing in where they point to: toward the future research agenda. The results of this final year are published in the fifth year volumes.

To summarise, the CLIOHRES methodology must be understood as a process which involves many people from many countries who are invited to follow a clearly structured path, each research group in its own way. Our project emphatically was not designed

to find out what we already knew, as is often the case for well-constructed and funded research proposals. Instead, building on what we already knew, we strove to launch researchers along a carefully organised trajectory so that new understandings could be achieved and new relevant directions for research indicated.

Organising such a process presupposes:

1. participation by a significant number of researchers from an appropriately large number of intellectual and historiographic communities (in our case, 180 individuals from 45 universities, 31 countries), and including both senior staff and doctoral students. Critical mass is needed.
2. interaction amongst the researchers in the context of broad domains (those of our TWGs) , in order to ensure that each participant's specific areas of knowledge and competence is useful and appreciated.
3. involvement of researchers from third countries (in our case South Africa, Turkey, Serbia and the Russian federation).
4. participation of researchers from other disciplines.
5. good gender balance.
6. clear leadership structures with a great deal of connection and cooperation, but little hierarchy.
7. clear deadlines for each phase of the research, punctuated by publications (ensuring the constant engagement of our members, as well as directing and rewarding each year's efforts and allowing the development of discussion and debate across the Network).
8. on-going collaboration with other Networks (in our case, the other CLIOH networks, ISHA [International Students of History Association], other Social Sciences, Humanities and Arts Networks in HUMAN PLUS, in COPORE), and participation in key higher education projects (Tuning, CoRe, HUMART). This ensures awareness of the issues debated in the realm of higher education, the possibility of contributing to resolving them, as well as the ability to disseminate findings and to take on board new elements from others.

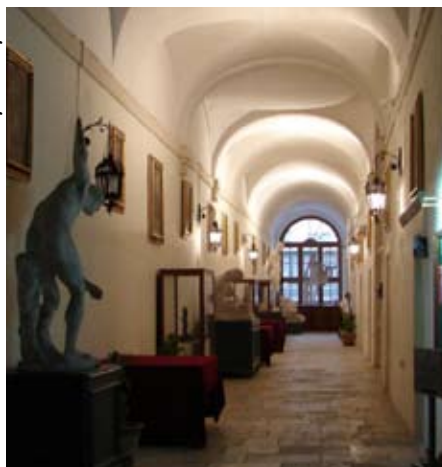
A corollary is that such a Network can only be built up gradually and that it takes a period of years for reciprocal knowledge and trust to be consolidated. In our view, such a Network, supported financially and morally by the European Commission, along with its results, should belong to European citizens, and are part of the European patrimony. The products, the publications, and the understandings produced – including the knowledge of how to make such a Network 'work' – are not only important, but are of vital importance, and we hope that our work will continue to 'act' – to produce effects – in the future.

We illustrated our acronym and what it signifies above. CLIOHRES also has a logo: it is based on the central figure in the famous painting by Vermeer known as "The Allegory

of Painting”. It represents an artist, seen from the back, who is painting the central unnamed figure, a young woman with her eyes downcast. She is holding a trumpet and a book, Thucydides’s *Histories of the Peloponnesian Wars*. She is Clio, the Muse of History. Our Clíoh, with an ‘H’ is different: her eyes are open and she holds our book on *Citizenships and Identities*. She looks straight ahead, not cheerfully perhaps, but fearlessly. To indicate that ours is a research Network, she is surrounded by archetypal tools of scientific research, beakers and flasks. She is a new Muse, and represents what we believe is the enormous heuristic power of collaborative research, such as we have been privileged to carry out. She shares with Vermeer’s muse the fact that her importance usually goes unrecognised. Contrary to what is often believed, “History matters” – and it really does, but the power of History and what people believe it tells them is often ignored. Our task is to bring the critical understanding of History’s workings we have developed to European citizens – through schools, higher education, and whatever further pathways we are able to identify and follow.

1.4 Work performed

To reach the objectives as outlined above, the Network has carried out a variety of activities, giving rise to a new networking model and to an impressive number of products which we again mention here: a) the publications with which we present, communicate and share the results of our research; b) the dissemination of our publications and results; c) our collaboration with other networks and our contribution to educational policy.



1.4.1 Publications based on research results

In each of its five years of operation, the Network has produced at least 7 collaborative volumes, 6 of them by the six Thematic Working Groups on their research area and one general volume, prepared by the entire Network, on one of the ‘transversal themes’. Furthermore dissertations written and defended by CLIOHRES doctoral candidates are published in abridged form. At the end of the five years, we have published a total of 51 books. All are available in book form, printed by the Pisa University Press, and on-line for free download at the Network’s website (www.cliohres.net)

1.4.1.1 Research volumes by the six Thematic Work Groups:

Each of the six research groups, while contributing to the general objectives of the Network, has developed its own lines of collaborative research and published its findings.

Thematic Work Group 1, “States, Institutions, Legislation”

Thematic Work Group 1 developed the scientific domain defined as “States, Institutions, Legislation”, dedicating all its volumes, in one way or another, to the general problem of the relationship of human beings to states, the law, and the political process. After the initial ‘mapping’ volume, *Public Power in Europe. Studies in Historical Transformations* (2006), the group focussed on the links between communities of various dimensions and their links with laws and jurisdictions. The TWG1 researchers defined communities as groups of people sharing a common idea of legality and often united institutionally by a jurisdiction. They looked at the changing layers of jurisdictions as indicative of belonging to several communities. From the beginning the group emphasised mechanisms of institutional and legal change; the title of the first volume already made this aspect explicit by mentioning “transformations”. The fourth volume in particular concentrated on how laws and even entire constitutional systems can be changed and adapted while safeguarding against violence, one of the major themes in debates about democracy and the rule of law. In the final year the Group presented its completed analytical framework based on the idea of different ‘layers’ of political, legal, jurisdictional power, which overlap and enfold each other in constant, dynamic interaction.

Volumes published:



1. *Public Power in Europe: Studies in Historical Transformation*, James S. Amelang, Siegfried Beer eds., 2006.
2. *Communities in European History: Representations, Jurisdictions, Conflicts*, Juan Pan-Montojo, Frederik Pedersen eds., 2007;
3. *Making, Using and Resisting the Law in European History*, Günther Lottes, Eero Medijainen, Jón Viðar Sigurðsson eds., 2008;
4. *Institutional Change and Stability: Conflicts, Transitions, Social Values*, Andreas Gémes, Florencia Peyrou, Ioannis Xydopoulos eds., 2009;
5. *Layers of Power: Societies and Institutions in Europe*, Saúl Martínez Bermejo, Darina Martykánová, Momir Samardžić eds., 2010.

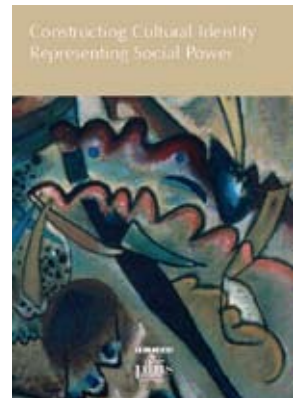
Thematic Work Group 2, “Power and Culture”

Thematic Work Group 2 was devoted to “Power and Culture, including Art, Language and Architecture”, a domain directly aimed at understanding the links between the political and the cultural spheres, investigating how culture is used to define identities and understandings of power, through processes that are sometimes promoted and desired by the political authorities, and sometimes conceived and conducted against them. On

the one hand art, literature and particularly architecture are used to mould certain ways of understanding the self, the collectivity, and to shape the built environment – in public buildings and cities –by sustaining power and underpinning consent. On the other, individuals and movements use artistic means to question or re-elaborate values and identities, thus creating the premises for rebellion and resistance. The group dedicated its fourth year volume, *Rebellion and Resistance* (2009), as well as several other contributions to the topic of culture and resistance to power, including chapters on theatre, poetry and cinema.

Volumes published:

1. *Power and Culture: Hegemony, Interaction and Dissent*, Ausma Cimdina, Jonathan Osmond eds., 2006;
2. *Power and Culture: Identity, Ideology, Representation*, Jonathan Osmond, Ausma Cimdina eds., 2007;
3. *Power and Culture: New Perspectives on Spatiality in European History*, Pieter François, Taina Syrjämaa, Henri Terho eds., 2008;
4. *Rebellion and Resistance*, Henrik Jensen ed., 2009;
5. *Constructing Cultural Identity, Representing Social Power*, Ólafur Rastrick, Kim Esmark, Niyazi Kızılyürek, Ali Uzay Peker, Cana Bilsel eds., 2010.

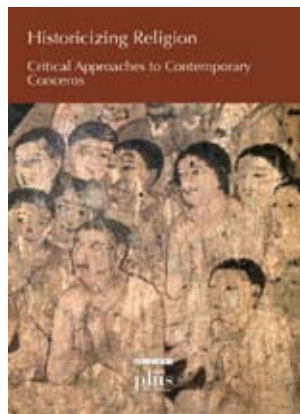


Thematic Work Group 3, “Religion and Philosophy”

Thematic Work Group 3 dedicated its efforts to the general theme of “Religion and Philosophy”. Using the input of the philosophers and archaeologists in the group, as well as those of the social and political historians and specialists in religious studies, it developed an original and coherent approach, focussing on religion in its public and social roles, rather than in the more private dimension of spiritual principle and devotional experience. Religion is shown to be an important marker of belonging to a community, and an important tool for marking borders and managing conflicts within communities. Thus we can say that “religion”, in view of the group’s historical reading of its social functions, plays important roles exactly in the area of connection between societal/personal identities and the public and political spaces where citizenship, however understood, is enacted and engaged. The group has also investigated the ways in which former (even prehistoric) societies used religion as a way of managing the relationship of humankind with the environment, and suggested on this basis that today’s attempts to direct citizens towards practices compatible with sustainable development would be more effective if they were based on appeals to moral and ethical values, rather than to economic self-interest as is more often the case. A further finding of particular interest is how ‘fundamentalism’ cannot be considered an innate tendency of any specific

religion, because in all cases the social context has a great influence on how theological truths are formulated and expressed.

Volumes published:



1. *Religion, Ritual and Mythology. Aspects of Identity Formation in Europe*, Joaquim Carvalho ed., 2006;
2. *Religion and Power in Europe: Conflict and Convergence*, Joaquim Carvalho ed., 2007, 2010;
3. *Bridging the Gaps: Sources, Methodology and Approaches to Religion in Europe*, Joaquim Carvalho ed., 2008;
4. *Routines of Existence: Time, Life and Afterlife in Society and Religion*, Bojan Borstner, Joaquim Carvalho eds., 2009;
5. *Historicizing Religion. Critical Approaches to Contemporary Concerns*, Bojan Borstner, Smiljana Gartner, Sabine Deschler, Charles Dalli, Iwan D'Aprile eds., 2010.

Thematic Work Group 4, "Work, Gender and Society"

Thematic Work Group 4 employed the powerful critical tools honed by social and labour historians and gender specialists to address several key themes relating to the domain of "Work, Gender, Society". In so doing its members developed such topics as professional and gendered identities, the 'rhetoric' of work, the public use of images of death and disaster, and the need for critical readings of media manipulation of such imagery. They also addressed the varying ways in which an individual historian or scholar may position her/himself with respect to a specific document or a topic in order to craft a 'history', understood as a representation of the past significant at least in part for others. Each of these themes and areas of research yields important insights into the formation of various layers of identity, into the relations between such identities and power structures, and hence into the attitudes to be assumed towards representations or expressions of power, which constitute the bases for an important aspect of the practice of citizenship.



Volumes published:

1. *Professions and Social Identity. New European Historical Research on Work, Gender and Society*, Berteke Waaldijk ed., 2006;

2. *Reciprocity and Redistribution: Work and Welfare Reconsidered*, Gro Hagemann ed., 2007;
3. *Rhetorics of Work*, Dimitra Lampropoulou, Carla Salvaterra, Yannis Yannitsiotis eds., 2008;
4. *Faces of Death. Visualising History*, Andrea Pető, Klaartje Schrijvers eds., 2009;
5. *Making Sense, Crafting History. Practises of Producing Historical Meaning*, Izabella Agárdi, Berteke Waaldijk, Carla Salvaterra eds., 2010.

Thematic Work Group 5, “Frontiers and Identities”



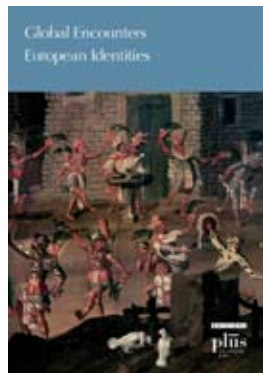
Thematic Work Group 5, on “Frontiers and Identities”, made special efforts to look critically at the various concepts and categories used in the diverse approaches to their theme. It showed how frontiers are not simply political or civilisational boundaries which can be pin-pointed spatially, but also that they divide different ways of constructing and perceiving the same physical spaces as ‘lived’ by different individuals and groups, or by the same individuals and groups at different moments. Identities too are shown to be of many kinds, and defined at many levels: coexisting in individuals, they are constantly selected, modified, and used to represent the self and the other. The final volume,

Crossing Frontiers, Resisting Identities (2010), is an impressive collaborative work which evaluates and builds on the results already obtained, and systematically examines the contributions of the other five TWGs to understanding the links between identities and frontiers. Thematic Work Group 5 invested much time and energy in clarifying the analytical concepts it used, and in looking at both identities and frontiers in innovative transdisciplinary ways, using the tools of the historian alongside those of the sociologist, the anthropologist and the humanistic geographer.

Volumes published:

1. *Frontiers and Identities: Exploring the Research Area*, Lud'a Klusáková, Steven G. Ellis eds., 2006;
2. *Imagining Frontiers. Contesting Identities*, Steven G. Ellis, Lud'a Klusáková eds., 2007;
3. *Frontiers and Identities: Cities in Regions and Nations*, Lud'a Klusáková, Laure Teulières eds., 2008;
4. *Frontiers, Regions and Identities in Europe*, Steven G. Ellis, Raingard Eßer, with Jean-François Berdah, Miloš Rezník eds., 2009;
5. *Crossing Frontiers, Resisting Identities*, Lud'a Klusáková, Martin Moll with Jaroslav Ira, Aladin Larguèche, Eva Kalivodová, Andrew Sargent eds., 2010.

Thematic Work Group 6, “Europe and the World”



Thematic Work Group 6, devoted to research on “Europe and the Wider World”, benefited from having amongst its members experts in non-European history, including specialists in India, Central Asia and the United States, as well as researchers from and on South Africa and Russia. Its five volumes highlight different non-conventional ways of approaching the plurality of relationships at all levels between Europeans and non-Europeans, and their importance in creating the world we live in. For example, *Sights and Insights: Interactive Images of Europe and the Wider World* (edited by Mary N. Harris, Pisa 2007) emphasised the reciprocal aspects of acquiring

knowledge of the Other; *Europe and its Empires* (2008) investigated the plurality of actors involved, at every level, in creating and maintaining imperial polities; and the final volume, *Global Encounters, European Identities* (2010), uses European cases to cross-examine non-European ones, and vice versa.

Volumes published:

1. *Europe and the World in European Historiography*, Csaba Lévai ed., 2006;
2. *Sights and Insights: Interactive Images of Europe and the Wider World*, Mary N. Harris ed., 2007;
3. *Europe and its Empires*, Mary N. Harris, Csaba Lévai eds., 2008;
4. *European Migrants, Diasporas and Ethnic Minorities*, Matjaž Klemenčič, Mary N. Harris eds., 2009;
5. *Global Encounters, European Identities*, Mary N. Harris with Anna Agnarsdóttir, Csaba Lévai eds., 2010.

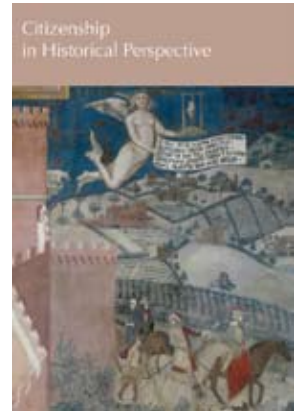
1.4.1.2 Transversal Theme volumes produced by the entire Network

In addition to the work of the six ‘Thematic’ research groups, the Network as a whole addressed the key ‘Transversal Themes’:

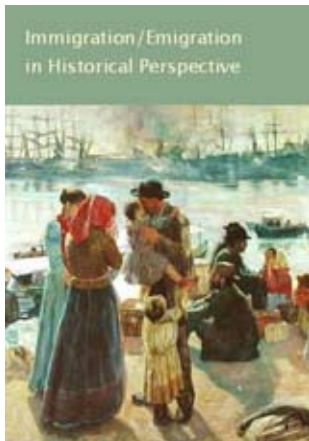
Year 1. *Citizenship in Historical Perspective*, Steven G. Ellis, Guðmundur Hálfðanarson, Ann Katherine Isaacs eds., 2006;

The central theme of the Network was Citizenship, and we addressed it from the very beginning. In ways analogous to the other first year volumes, this work sought to provide preliminary ‘mappings’ of aspects of citizenship thought to be particularly relevant in each national context. The results amply demonstrated the inadequacy of any single disciplinary or theoretical approach to defining what citizenship is, has been, or should be. Most although not all of the contributions focussed on recent centuries and on

modern citizenship, and the immediate political foundations of single national traditions. Emphasis was placed largely on how and when universal suffrage was obtained in existing countries or parts of them, which suggested that historians particularly from new member states were keen to trace trajectories which had points of contact with the experience of western European countries, while referring only rarely to the totalitarianisms of the 20th century. After concluding that the findings had been very interesting but partial, it was decided that the Citizenship theme should be addressed a second time, as was done in the fifth year.



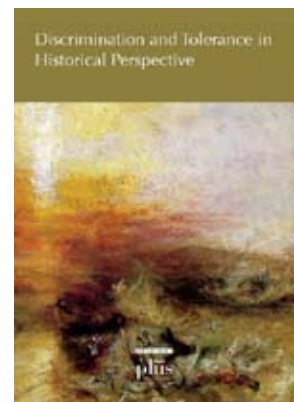
Year 2. *Immigration and Emigration in Historical Perspective*, Ann Katherine Isaacs ed., 2007;



The second year was devoted to “Migration”. The Network examined the paradox that European peoples, historically very mobile and much prone to immigrating and emigrating (depending on the point of view), find it difficult to build bonds of empathy with more recent immigrants to their present countries, although in any world or European prospective of citizenship this is essential. The world (including Europe) is and has always been largely inhabited by people on the move, even if national rhetorics create a kind of security by representing the present-day citizenry as homogenous, as if it had actually uniformly sprung from the national soil. Such illusions appear particularly harmful when they foster xenophobic attitudes towards present day immigrants.

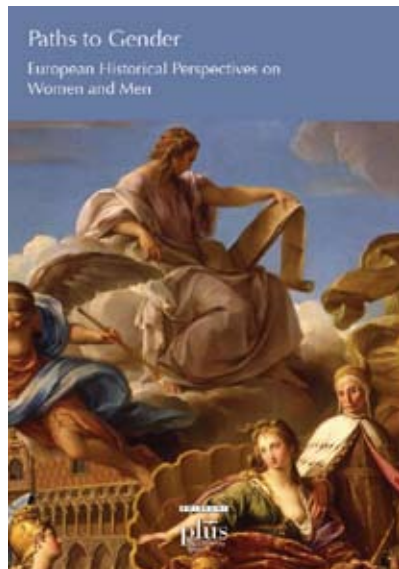
Year 3. *Discrimination and Tolerance in Historical Perspective*, Guðmundur Hálfðanarson ed., 2008;

The third year transversal theme was “Discrimination and Tolerance”. The Network looked at both terms across the centuries and ascertained that the meanings of both ‘discrimination’ and ‘tolerance’ have changed quite dramatically with the evolution of ideas about what is acceptable behaviour and what is not. Our present understandings and definitions of the two terms are partial at best, and a historical reading of them shows that discrimination in some



form is present in all social organisms including our own, in ways of which we are not generally aware. The need for and at the same time the insufficiency of universal human rights in dealing with discrimination – both intentional and unintentional – invites further research into how empathy can be extended, and inclusive participatory citizenship promoted.

Year 4. *Paths to Gender. European Historical Perspectives on Women and Men*, Carla Salvaterra, Berteke Waaldijk eds., 2009;



The fourth transversal project, on “Gender”, showed that the critical stance feminist studies had adopted can be assumed, albeit in a differently nuanced way, by mainstream historians, enriching knowledge about how gendered distinctions – ever present both in citizenship and in identity – operate in different times and societies. The work of the Network was organised by the Thematic Work Group 4 (Work, Gender, Society), as a learning experience for all members. A reading list was prepared, with input from all the TWGs, and an original formula for exploring how gender perspectives influence the professional careers and lives of historians was devised and carried out. In each TWG a certain number of members carried out ‘thought experiments’ reviewing their own research and looking at how a gender perspective could enrich it. The result was a collaborative volume which documents this complex guided but interactive process of knowledge creation and transfer.

Year 5. *Citizenships and Identities. Inclusion, Exclusion, Participation*, Ann Katherine Isaacs ed., 2010.

In the final year, the Network undertook a review and deepening of all its previous work with the aim of addressing the theme of Citizenships and Identities [in the plural], Inclusion, Exclusion, Participation. To accomplish this we wielded a very encompassing definition of ‘citizenship’, understood to refer to the complex relationship between the individual and political authority of whatever sort. On the one hand, the first and most important finding is that there are great differences in the way ‘citizenship’ is understood in different European countries, and within specific communities, by different individuals, according to their background, experience, political orientations and other factors. On the other hand, there is an inadequate understanding of these differences, on the part of citizens, politicians and historians. Researchers working on recent cen-

turies assume that citizenship is paradigmatically defined by the French Revolution. In effect, with regard to citizenship, there seems to be a fairly well consolidated general narrative (explored with certain variations by several of the Thematic Work Groups) that assumes a kind of development, not necessarily linear, from Greece to Rome, to the medieval city states and early modern republics, to the United Provinces, the English Revolution, the US Declaration of Independence, the French Revolution, and with a long leap, to the present. A supposedly uniform idea of citizenship arising from the French Revolution is identified by many as the ‘modern’ (i.e. contemporary) form of citizenship, whereas the various partly successful or even tragically unsuccessful models elaborated and deployed during the 19th and 20th centuries are given little attention. This volume documents clearly that we must look more closely at the different forms of citizenship and participation – and at the corresponding processes of identity building and manipulation – that European peoples elaborated and experienced from the French Revolution on. We believe that closer critical examination will lead to a new understanding of the varieties of citizenship, as a premise to looking in a more aware way at how European citizenship can be re-formulated. In particular, it is important to enlarge the framework of reference to include the experiences and understandings of the more recent member states, as well as of neighbouring and third countries.



There are also other important results with regard to how history and historical knowledge are used in society. Liakos and Salvanou (*Citizenship, Memory and Governmentality. A Tale of Two Migrant Communities*) report on a comparative study of immigrant groups, showing that the appropriation and elaboration of the past in the form of ‘memory’ must be shared in order for citizenship – in the fullest sense and with its implications of belonging and acceptance – to develop. This finding suggests practical and concrete multilateral ways of encouraging the elaboration of memory, based on a broader understanding of historical culture and its potential than is now current. It also suggests that a new and more inclusive ‘historical culture’ needs to be promoted among both host and immigrant groups.

1.4.1.3 Doctoral Dissertations

CLIOHRES has published a number of praiseworthy dissertations written and successfully defended by our doctoral students. The dissertations have been carefully refor-

mulated and edited (and in many cases translated) in order to clarify their context and implications for readers from other countries. The dissertations published so far are:



1. Florencia Peyrou, *La Comunidad de Ciudadanos. El Discurso Democrático-Republicano en España, 1840-1868* (2006) (in Spanish, English summary).

2. Marta Smagacz, *Revitalisation of Urban Space. Social changes in Kraków's Kazimierz and the Ticinese District of Milan* (2007) (in English, Polish summary, Italian summary).

3. Andreas Gémes, *Austria and the 1956 Hungarian Revolution. Between Solidarity and Neutrality* (2008) (in English, German summary).

4. Vitaly V. Tichonov, *A Historian of the "Old School". Boris Ivanovich Syromyatnikov's Scientific Biography* (2008) (in Russian, English summary).

5. Momir Samardžić, *The Railway Issue in Serbian Politics, 1878-1881* (2010) (in English, Serbian summary).

6. Claudia Bertazzo, *I Magnati e il Diritto nei Comuni Italiani del XIII Secolo* (2009) (in Italian, English summary).

7. Michael Refalo, *The Maltese Commercial Class 1870-1914: Business, Families, Networks* (2010) (in English, Maltese summary).



8. Neval Berber, *Unveiling Bosnia-Herzegovina in British Travel Literature, 1844-1912* (2010) (in English, Bosnian summary, Italian summary).

9. Jeannette van der Sanden, *Transferring Knowledge about Sex and Gender: Dutch Case Studies* (2010) (in English, Dutch summary).

10. Pieter François, *'A Little Britain on the Continent': British Perceptions of Belgium, 1830-1870* (2010) (in English, Flemish summary).



11. Kārlis Vērdiņš, *The Social and Political Dimensions of the Latvian Prose Poem* (2010) (in English, Latvian summary).

12. Çağla Caner-Yüksel, *The Making of Western Anatolian Urban Centres: Spatial Transformation in Tire, 14th-16th Centuries* (2010) (in English, Turkish summary).



13. László Vörös, *Analytická historiografia versus národné dejiny. „Národ“ ako sociálna reprezentácia* (2010) (in Slovak, English summary).

14. Maria Paola Castiglioni, *Cadmos-serpent en Illyrie. Itinéraire d'un héros civilisateur* (2010) (in French, English summary).

15. Saúl Martínez Bermejo, *Translating Tacitus. The Reception of Tacitus's Works in the Vernacular Languages of Europe, 16th-17th Centuries* (2010) (in English, Spanish summary)

16. Darina Martykánová, *Reconstructing Ottoman Engineers. Archaeology of a Profession, 1789-1914* (2010) (in English, Spanish summary, Turkish summary).

1.4.2 Dissemination



The Network has dedicated great energies to disseminating its publications and knowledge about its activities. It has presented its activities in various venues, at its own public meetings and conferences and those of its sister Networks (the Thematic Network CLIOHnet2, the Erasmus Academic Network CLIOHWORLD, the Network of Networks HUMAN PLUS), and on other important occasions.

A unique dissemination opportunity was offered in the third year by the French Ministry of Research's event for the Presidency of the EU, the "Ville Européenne des Sciences": CLIOHRES was awarded a space – the "Citadelle de l'Histoire" – at the centre of the Grand Palais, in the so-called "Place d'Europe". Here for three days in November 2008 the CLIOHRES coordinating committee held public debates, gave information, distributed materials in a 50 m2 space, surrounded by panels showing the Joanina Library of Coimbra and the covers of the CLIOHRES books in full colour. The event was visited by 42,600 people; our stand was honoured by the visit of the then EU Commissioner Janez Potočnik and the French Minister of Higher Education and Research Valérie Pécresse. All age groups were catered for, including small children thanks to our 'Dragon Mu', who was chosen as the mascot of the event for one of the three days. DVDs and graphic materials were specially designed for the occasion (still available from the www.cliohres.net website).

We have used the panels created for the Paris event, updated to comprise the 2009 and 2010 publications, for a number of large scale public events, including the Final Conference in Bruxelles at the Palais des Académies in March 2010; the biennial Plenary Conference of the European Urban History Association held in Ghent (September 2010) where there was also a session dedicated to CLIOHRES, and a month-long exhibit at Palazzo Vitelli, Pisa, during the final month of the project, November 2010.

All our publications are available free of charge from our website; hundreds of copies of each volume have been sent to independent or university-based scholars, libraries, universities and reviews. The books are available on Google books. We have developed CLIOHRES postcards and posters as an inexpensive dissemination tool; we also printed a third edition of the CLIOHRES presentation booklet which is available on



line and on paper. Our books are included in the catalogues of the American Association of University Presses (the Course Adoption catalogue for European History and Multicultural Studies, and the Library Catalogue for University and Secondary School Libraries). They have been exhibited at major book fairs such as Turin, London, Madrid and Frankfurt.

Website:



Our website (www.cliohres.net) is a unique networking and dissemination tool. It offers all the 51 volumes published by the Network for free download and use. The user must register, but access is swift, simple and free. The part of the site devoted to 'Production', restricted to the people responsible for the actual mechanics of publication (editing, indexing, proof reading) has allowed us to streamline the electronic editing and production process.

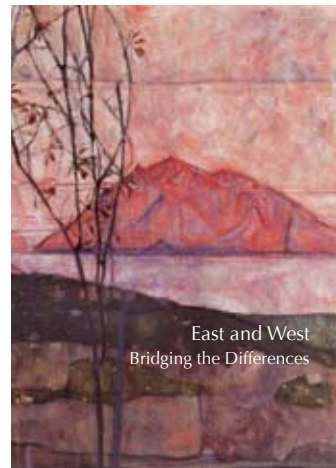
1.4.3 Contribution to higher education

The strong links with its parent and sister Networks (CLIOHnet2, the award-winning History Thematic Network, until 30 November 2008, and now with CLIOHWORLD, an Erasmus Academic Network (1 October 2008 to 30 September 2011) have provided a privileged route for the dissemination and use of the NoE results. In CLIOHnet, a special commission "on materials" designed teaching units based on CLIOHRES

publications; it produced ‘virtual (i.e. on-line only) books’, composed of chapters from CLIOHRES publications, forming on-line volumes for topics where teachers have difficulties in finding texts for learning/teaching (e.g. Balkan History, Baltic History, History of the Mediterranean, Language and History). Subsequently, CLIOHWORLD working groups have prepared Readers based on CLIOHRES materials: these are available on-line and in hard copy, and cover such themes as Regional History and the development of EU Turkey Dialogue (1000 copies now being used and tested in teaching). More virtual publications and course units are in preparation.

The input of CLIOHRES in key areas of the application of the Bologna process and more generally to higher education policy (and, above all, to higher education practice) is extremely significant. In the complex of programmes run by “Tuning Educational Structures” to elaborate guidelines and reference points on a disciplinary basis for higher education, History has always held the role of pilot subject area: in Europe, Latin America, the Russian Federation, Central Asia, Georgia – and now the United States and Australia. The members of the Tuning Subject Area Group are also members of CLIOHRES, and hence the Guidelines for History Degree Programmes have been developed with an eye to the findings of CLIOHRES. CLIOHRES partners volunteered to take part in the CoRe2 project, in which Guidelines for formulating Degree Profiles have been elaborated, and again, as History is one of the three pilot subject areas, the sample History Degree Profiles will be widely disseminated, especially since the Degree Profile will become a standard part of the Diploma Supplement, used in Higher Education worldwide.

CLIOHRES also has a strong and fruitful collaboration with ISHA, the International Students of History Association. CLIOHRES has supported ISHA in organising its annual seminars and periodic workshops by preparing on-line and ‘on-paper’ readers, based on CLIOHRES materials. Currently three of these are available: *Multiculturalism in Historical Perspective*, *On Being a Historian*, and *East and West: Bridging the Differences*



1.5 End results

Although our NoE contract was over on 30 November 2010, CLIOHRES results continue to have an impact. The reasons why include not only the continuation and spin-off projects to which the Network of Excellence has given birth, but also the fact that the patrimony of original research results and methodologies now has a momentum

of its own, and will continue to act as leaven in the historiographical communities of Europe and beyond.

Unfortunately, in recent months it has become even more dramatically clear how important – indeed essential – our results and methodologies are in the present economic and political situation. In several member states controversies over the ‘national identity’ as codified by school texts and the media have again come to the fore, and old stereotypes, including xenophobic orientations and prejudices, have acquired new vigour and support in the face of economic problems. One of our members has been threatened for having acted as a technical consultant for a historical television documentary. In our publications we have examined a certain number of such issues critically, looking at the so-called “history wars” that have divided such countries as Greece, Cyprus and Iceland (some of which now seem to have escalated) and the many cases of ‘divided memory’, where the opposing loyalties and evaluations resulting from the conflicts of the 20th century have not been resolved. At the end of our five and a half years of activity it is evident that our results are even more valuable and the importance of using and disseminating them even greater than when we conceived the project in 2003.

Our many directions of work and many results have been described above in the body of our Report. All the volumes published by the CLIOHRES TWGs are replete with significant findings. Here it is possible only to summarise and discuss briefly a few of the most immediately relevant.

1.5.1. A successful networking model linking learning/teaching and research



An active, cohesive and productive Network of the size and complexity of CLIOHRES, which has carried out all its activities according to plan is in itself a significant phenomenon, worthy of study. CLIOHRES, as a novel networking phenomenon, has been observed and reported on by experts from the fields of History, Sociology and Education. In order to make it work we had to set up and perfect simple but strong and carefully

thought out organisational and management structures as well as guidelines for integration and for publications. Our experience can be exported; it can provide a useful model for others.

Our Network is distinguished by its transnational, transgenerational and transdisciplinary character. Comprising 4 researchers – 2 senior staff members and 2 doctoral students – from each of the 45 official partner universities, in all it included 180 official members, mostly historians but also art historians, historians of architecture, phi-

lologists, philosophers, linguists, archaeologists, sociologists and geographers among others. The 45 official partner institutions are located in 31 different countries. These dimensions are important in understanding the effectiveness of CLIOHRES. The most unusual aspect is the equal number of senior staff and young researchers, which gave a unique flavour to the Network, which soon dispensed with the usual academic hierarchies. With so many different areas of research involved, in CLIOHRES the knowledge and experience of each person was valuable, and could flower in contact with the others. No one had a monopoly on high-caste expertise.

The CLIOHRES research NoE is also instructive because of its connections to other Networks and projects. Its 'Siamese twin' association with the History Thematic and Academic Networks and the Tuning Process has greatly enhanced the work of all the Networks and projects involved. Again, we think that this experience provides a model which can be further explored and developed, and which can be used by others to general advantage.

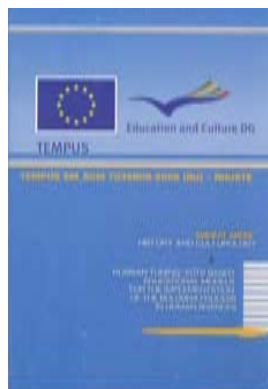
It is worth mentioning that the original inspiration for CLIOHRES was a 'glimmer in the eye', as we imagined a single great Network for both research and higher education. Since this was not possible, we decided to build two connected and overlapping networks, one for research and one for higher education, in part overlapping (having the same partners) and in part independent.

The advantages have been myriad.

First of all, in the planning phase. Because of the 14 years of experience and development of reciprocal knowledge among historians from all European countries, from 1989 to 2003 in the ECTS Pilot Project and the subsequent European History Network, we knew where to find active committed partners across Europe. We also knew a great deal about their higher education systems, their teaching orientations and their research interests, so that designing CLIOHRES was not a leap into the blue, but rather a bold but carefully calibrated extension built out from a firm foundation.

Second, while in operation, CLIOHRES was always able to draw on expertise and respond to new needs for analyses both from CLIOHnet/CLIOHWORLD and Tuning. We were able to bring in new partners and collaborators from our 'Outer Circle' when required; we were able to stay in touch with the most recent orientations in the learning and teaching fields. At the same time, we were able to influence strongly the other Networks and projects in several relevant ways, above all by participating in consultations and surveys of the third cycle (doctoral) studies, thanks to our 90 doctoral students from 31 countries. Our findings, as formulated by CLIOHnet and Tuning, form the basic guidelines for doctoral studies in the European Higher Education Area (EHEA) and played a key part in the formulation of the Guidelines in all disciplinary areas.

Furthermore, CLIOHRES, CLIOHnet/CLIOHWORLD and Tuning all insisted that, from the very moment the student sets foot in his/her first University class, he



or she must come into direct contact with research. Our joint insistence has certainly helped to keep this axiom in clear view, and contributed to producing guidelines for use in the entire EHEA and European Research Area (ERA).

Third, the sister Networks used our results and are now systematically disseminating and testing them, both in higher education and in lifelong learning contexts. Our model has permitted complex synergies: feed-forward, feed-back and feed across (to coin a term), all of which have been essential both for the success of the project and for its prospects for future impact.

1.5.2 New insights in historical studies and a new History library

As to the specific results obtained, CLIOHRES has published 51 books – approximately 700 chapters and 15,000 pages – which contain the novel research materials produced in its unique collaborative transdisciplinary, transnational, transgenerational networking context. All of these are available for free download from our website and in the form of handsome bound books.

Naturally, what counts is what is in the books. Together they constitute a rich trove of knowledge often about topics on which very little is available even in the more widely known languages. More important, they constitute the result of intense interaction between historians and practitioners of related disciplines and provide a kind of tomography of the historiographical outlooks practised in Europe today.

The books published in the final years of the project moreover chart a new research agenda for history research in the future. The contents of our publications are illustrated in other parts of our report. Here we list some of the general indications they contain.

1.5.2.1 A new understanding of European attitudes to ‘citizenship’

In our work on Citizenship(s) (published in two Transversal Theme books, 2006 and 2010), we have found that in the various EU member countries (and elsewhere too), the word ‘citizenship’ and its translations may appear to be used in a straightforward way and to have the same meaning, whereas in reality the way the terms are understood, along with their semantic, historical and conceptual roots, their associations and connotations, are often very different. In our view, this finding is of the greatest political relevance. It is explored particularly in our final volume *Citizenships and Identities. Inclusion, Exclusion, Participation* (2010). This results need to be known and taken into account by policy makers, ‘communicators’ and citizens in general, as well as by historians.

1.5.2.2 Immigration Emigration

Research on migration (immigration or emigration according to the point of view) has shown that both short and long term migration, over both short and long distances, is

a universal factor in the human experience and much more common than most people realise. We are now faced with the paradox that our (still very mobile) European societies seem unable to extend the needed empathy and understanding to recent immigrants. In our view great efforts are needed to encourage people to ‘make the connection’ between the experiences of their forefathers/mothers and the people who require their support today. Many of our findings in this regard are contained in *Immigration and Emigration in Historical Perspective* (2007), our second transversal Theme volume. Further research, published in *Citizenships and Identities. Inclusion, Exclusion, Participation* (2010) shows that offering inclusion (citizenship) and inserting immigrant populations’ histories in the host country’s general history (and vice versa), is an important factor in achieving acceptance.

1.5.2.3 Discrimination and Tolerance

In the third year of our project, the entire Network addressed the concepts of Discrimination and Tolerance in historical perspective (resulting in a volume with that title, published in 2008). This allowed us to show the significant changes in meaning of the two terms through time, and to trace their changing relationship. It is clear today that we understand ‘discrimination’ to be negative, meaning harmful action to a category of people or even a single individual, although its original meaning was simply to ‘distinguish’; and that we think of ‘tolerance’ as positive acceptance, although it originally meant to permit something that one disapproved of.

In a broader perspective it becomes clear that people of each epoch consider that there are norms and values that if obeyed ensure that others will be treated appropriately. Definitions of what is proper and sensitivities and degrees of empathy towards others have changed markedly over the centuries. It is evident that the trajectory is still far from complete, and the various ways of conceiving and attempting to build equality and well-being for humankind, including the most recent, have only touched part of the world’s inhabitants. Historicizing that which is seen as complete, crowning a long evolution (the Universal Declaration of Human Rights) shows that new solutions must be sought and found.



1.5.2.4 Gender and Labour History, Feminist Science and Knowledge Transfer

Although both Gender and Labour history are consolidated fields of study, CLIOHRES’s TWG4 was able to bring their perspectives together in an original way, looking at a number of themes regarding the professional and gender perspectives of women and men over the centuries and in different societies. Strikingly many historians still are

unaccustomed to using a gender perspective and are unaware of the critical tools honed by gender specialists for studying unequal power relationships of all kinds, including racial and ethnic. Amongst the most significant results of the TWG was the impulse it gave to the whole Network to address gender as its fourth year transversal theme. What happened is recounted in *Paths to Gender. European Perspectives on Women and Men*, 2009. The results entailed a model for the organisation of a pioneering networking effort: men, women, 'seniors' and 'juniors', both adepts of gender research and some of its bitter critics worked together, demonstrating the heuristic value of a gender perspective and its knowledge development techniques.



Emblematic of CLIOHRES's on-going concern to achieve impact for its work, is the doctoral dissertation by a member of the TWG4, Jeannette van der Sanden, on knowledge transfer. Examining four Dutch cases, van der Sanden identifies successes and failures in transferring knowledge of gender studies and gender history: success can be seen in the 'embodied knowledge' formed in graduates and those who have had experience in the gender studies Network, and also by the potential for action created when active and committed members have key roles in government or other bodies and Networks. Knowledge transfer is also enhanced by a give-and-take model in which the 'recipients' are not told what to do, but are placed in a position to interact and to 'shape' the knowledge they require. These findings are relevant

to CLIOHRES: they correspond to our experience and suggest future strategies.

1.5.2.5 A model for training seminars and career workshops

We ascertained that our model, utilised to juxtapose different national viewpoints, making them evident to the holder, and allowing the development of new critical understandings, constitutes an important way of organising task-based active learning and hands-on understanding, which can be developed for other contexts as well. Our Thematic Working Group on "Work, Gender, Society" developed a career workshop model in which 'seniors' and 'juniors' from the whole Network participated. The exercise consisted of exploring, in a prepared framework, how gender has influenced work opportunities and professional life of 'seniors', men and women, and how 'juniors' can take their experience and awareness into account. The guidelines for the workshops are published in *Paths to Gender. European Perspectives on Women and Men* (2009).

1.5.2.6 Conflict: unearthing conflict, revealing identity mechanisms and approaching reconciliation

In all European countries national and personal identities are constructed using building blocks of different kinds but which manifest some common characteristics. Many elements are based on conflict, implicit or explicit, and linked to images of victory or victimization. In some cases these aspects are in the forefront and evident to everyone. We may give the examples of Ireland, Cyprus and South Africa, on all of which CLIOHRES has produced novel and insightful contributions.

With regard to Cyprus and Turkey, for example, researchers from both countries working in our TWG2 on “Power and Culture” have illuminated the interplay of political issues and identity constructions, including re-readings and re-elaborations of history, showing an array of novel ways of analysing them. Their findings are of interest more generally in that they demonstrate the key role of history



teaching and broaden the understanding of how different historical narratives play an important part in sustaining conflict and thus eventually, we hope, in overcoming it.

Conflict can also be less evident, hidden or obscured, but nonetheless significant and worthy of being identified and taken into account. Further work done by TWG2 showed how literature and art have great relevance both in sustaining and in defusing conflict, while using history or historical materials. The dramatic core of theatre and art deals with conflict: struggles over values, and discrepancies in ways of looking at reality and conceptualising the present and hence the past, and within individuals as they struggle to determine which values and models to apply.

An example, explored in art, but until now at least largely avoided in historical research, is the conflict in the minds of people in post Soviet states, based on their complex relationship with Russia and Marxist/Leninist culture. It would now seem to be time to bring such conflicts into the open and address them. Not only in Baltic countries and in central Europe but in all EU member states, new and old, one cannot avoid dealing with different historical cultures and understandings, reuniting diverse fragments of the past, which at present appears like mosaics in which many tesserae are missing.

A further path to conflict resolution considered by our TWG6 on “Europe and the Wider World” are such formal proceedings as reconciliation tribunals. The TWG con-

sidered the cases of Ireland and South Africa comparing how history was approached and pointing out the limits of the process.

1.5.2.8 Religion and Fundamentalism



Our TWG3 on “Religion and Philosophy” explored particularly the multiple social functions of religion. One of its most relevant results was to give firm support to the view that no religion is ‘fundamentalist’ by its nature. Historians know that the widespread assumption that Islam is fundamentalist,

always and everywhere, is erroneous; the work of TWG3 helps to realise that there are many differentiations in the practical workings of all faiths, breaking down superficial presumptions of uniformity.

More in general, the entire Network has produced much very useful work on the Ottoman empire and society and on the Turkish Republic, in a comparative and connected framework which makes evident how much of our histories are shared. This work is being used in learning and teaching thanks to the efforts of the CLIOHWORLD Network, which has published many of the most relevant CLIOHRES results in a reader entitled ‘Developing EU-Turkey Dialogue’, available for free both on-line (www.clioh-world.net) and in book form.

1.5.2.7 Environment

In the context of its work on the social functions of religion, our research group on “Religion and Philosophy”, focusing on a long time span (from pre-history to the present day), established that deep in our civilisational roots there is an awareness of the ethical reasons for a careful guardianship of our resources and our environment. The group argues that ethical concern can be a more powerful factor for bringing citizens to act in a responsible way than can economic motivations, as is currently emphasised.

The human being may or may not be ‘hard-wired’ to consider the ethical implications of preserving the environment and particularly the biosphere, but certainly humankind has a very long history and prehistory of religious practices tied to the ideas of preservation and revitalisation of animals along with limitations on what may be removed or destroyed in the environment. In numerous diverse cultures and societies religious practices have been used to ‘revitalise’ animals that have been killed for food. This and other observations has led the TWG3 to hypothesise that current dramatic environmental issues could be approached more effectively from an ethical point of view, emphasizing

moral responsibility to the ‘world’, the biosphere and present and future human beings, rather than – as is now most common – searching for levers (eco-subsidies, cap-and-trade, carbon credits etc.) based on economic self-interest.

1.5.2.9 Multilingual, multicultural issues and how to collaborate in the presence of diverse cultural and conceptual frameworks

An important challenge for our Network was to elaborate common ground rules which would allow everyone to express and substantiate his or her point of view while adhering to agreed standards and guidelines for publication of research results. It was not easy to be sure that full use was being made of knowledge and understanding from all the different countries involved. Clearly language competences are fundamental for networking in a transnational context. At the same time, it is necessary to guard against an artificial standardisation, not only of approaches to research, but also of prose styles.

Much work went into linguistic revision of texts written by non-native speakers; however we worked hard to ensure a correct and transparent rendering not only of the words but also of the categories and meanings underlying research conceived in different frameworks. Each author was asked to clarify the context of his or her chapter for a more general readership and the results were discussed in the research groups. Each chapter was preceded by an English abstract and a fuller summary in the usual language of the author. Although we were obliged to use English as the common vehicular language, in this way we could at least remind readers that most authors normally used other languages.

We also had to learn how to collaborate effectively in presence of many quite different communication and interaction styles, going from the extroverted and pushy to the shy and taciturn. This was done by embedding the use of the ‘tour de table’ in all the TWGs, and sharing experiences on how to organise debates and discussions fruitfully.

1.5.3 The “Europe of Knowledge” requires new attitudes and policies toward knowledge

In the Europe of Knowledge, ‘knowledge’ has been tagged as the basis for a knowledge-based economy: certainly knowledge in a broad sense – factual knowledge, but also the conceptual, critical and communicative abilities that must accompany it – is necessary not only in order to increase the productive capabilities of European countries, but also as a foundation for a Europe of citizens, capable of taking on an appropriate role in the world. This is true, even though ‘knowledge’ has become very specialised and very restricted in scope. Although people are usually ready to generalise and need to do so to reach shared understandings and make appropriate decisions, often they base their evaluations on a very limited area of knowledge.

This is the case in the field of History too. CLIOHRES has encouraged people to move in the opposite direction with respect to most present models of history research. What is

normally demanded of researchers is so specialised as to be of little use in a more general prospective. Although different national, chronological and thematic perspectives make it difficult to communicate, a Network such as ours allows, encourages and even forces this to happen, which is all to the good, even if it is usually not recognized or appreciated by our national university systems. Our experience suggests several needed changes.

1.5.3.1 A different model for Humanities Research



Current national and to a significant extent international research funding appears to be chasing the wrong questions. What is needed is not deeper digging into the questions already central in national agendas, which is what most national funding bodies and universities themselves encourage in research in the humanities. Rather dialogue must be enhanced to open up the field to new questions and new findings.

Our experience shows that the transnational, transgenerational dialogue brings real methodological advancement. Such an experience is needed, and everyone who has such an experience comes to understand the limits of what most academics are asked to do and are doing today.

1.5.3.2 The importance of history research and learning/teaching for Europe

EU history is not just a larger scale national history. In nearly every country the economic crisis has led to cuts in funding for research and higher education – a very short-sighted response. Humanities and particularly History, whose economic benefits perhaps are obscure, are generally among the hardest hit. Yet it is difficult to see how other research questions can be legitimately considered more important for the future of Europe than the ones posed by CLIOHRES.

It is clear from our work on themes like citizenships, identities, immigration, tolerance and conflict – just to name a few – that greater knowledge and insight, based on transnational and transgenerational research, can be vital for the consolidation of European citizenship. If national research bodies – by their nature – are not sensitive to this issue, Europe – by its nature – should be.

1.5.3.3 A need for a different policy towards collaborative transnational research

None of our results could have been obtained in a single country or in a small number of countries. The benefits, in terms of knowledge and understanding, to be gained from

research organised according to the networking model we have used is enormous. It has broadened the perspectives of everyone engaged in it, and has made the results available on an unprecedented scale. Unfortunately, universities and ministries of education and research use criteria to measure productivity and scientific excellence which do not take into due account such activities. This has produced the paradox that our doctoral candidates as well as senior researchers have often contributed to our work with great generosity, but there has been little recognition for their work and their career prospects have been enhanced only indirectly.

It takes courage and commitment to dedicate oneself to such a project which is not appreciated or useful for our careers in a direct sense (rather the opposite). We believe that this kind of research project merits and needs EU moral and financial support, because single countries are unlikely to accept, much less promote this method of generating broader knowledge.

1.5.3.4 The public importance of Humanities: Historical and interdisciplinary research and learning and teaching

There is a contradiction or a tension between academic research and the language used to communicate it and the social and political questions that it could be used meaningfully to address. Politicians do not read and cannot be asked to read academic research publications. They read the international press and accept as true the ‘history’ that appears there.



Politicians and the public in general make a distinction between (hard) science, which is important and relevant, and history which is seen as local colour and in any case not significant for dealing with public issues. This means that scientists and experts in technology are ‘experts’ to be listened to, but historians’ critical knowledge is not seen as important or relevant.

But in reality, as our work has shown, the expertise developed in our Network is at least equally and probably more difficult to obtain, with respect to ‘technical’ knowledge, and – we argue – even more useful in addressing the challenging task that lies before us: creating a cohesive and functional polity while respecting the self-image, the points of view and the interests of nearly 30 very different national or plurinational states.

1.5.3.5 Training Networks as a tool

There are dramatic examples of how ‘history’, or people’s ideas about it, influences attitudes and orientations in every country. We have mentioned several of the most obvi-

ous, from Greece, to Ireland, to Cyprus, not to speak of Belgium, where the present political divisiveness can be ascribed in no small part to history teaching in schools. Such situations however are simply the tip of the iceberg.



We produced our volumes to stimulate debate and give structure to intercultural dialogue. This is part of our more general approach. Although it is certainly easy for historians to indicate – to politicians or the educated public – what is wrong, it is harder for them to communicate the useful things they have found. History is not like, say, Economics, where the ‘result’ is some specific piece of knowledge which, in theory at least, can be ‘used’ im-

mediately. Rather we have focussed on how to put diversities together and re-conciliate very different world-views in order to produce understanding of how those world-views have been formed. This is something people must experience, a learning-by-doing. It is not enough to be told. Each individual must go through the process. For this reason we emphasize the importance of training networks.

Our Network can be seen as a prototypical training tool. Our real contribution to the broader public including policy makers may not be so much a gift of materials or new categories to use in analysis, as an innovative model for training people to have a critical mindset. We intend to develop this aspect of our work, in order to plan and implement training networks.

1.5.3.6 The responsibility of historians to address difficult issues

It is not easy or automatic even for those who participated in CLIOHRES to communicate or extend our findings. It is significant that even in our Network people were reluctant to address certain issues. Many of them preferred to avoid such controversial topics



as whether Turkey should belong to the European Union; and most were reluctant to consider the events leading up to and following the Second World War. Such landmark fractures as the fall of the Berlin Wall and the Iron Curtain made many historians – of all generations – uncomfortable. They did not want to talk about such obvious and dramatic issues, but preferred to defuse memories of conflict, and emphasise times in the past which they perceived

to be positive and when the situations of the different parts of Europe appeared to be similar. At the same time, it was clear that the controversial issues and periods formed unstated or hidden subscripts to researchers' chosen topics.

It will take special efforts to address the more difficult parts of recent historical experience. A CLIOHRES spinoff which will take place for the European Day, 9 May 2011, is the inauguration in Riga of a project designed to look at the parts of Latvian history which have been 'swept under the carpet' in the last twenty years. This project should provide a model for other countries too.

1.5.4 Conclusions

We are ready and eager to discuss what we have discovered. We can show how thinking nationally or regionally is not enough. Our work demonstrates that a transnational context is essential for understanding Europe. We have elaborated important new understandings which can be of immediate use in determining the prospects facing today's citizens.



We have produced 51 books, and we invite students, scholars and politicians to discuss them with us.

We must be clear about the relationship between History and political decision making. Our approach to historical research provides an excellent vantage point from which to see when history is being misunderstood or misused. It also shows that history is not simple or easy to use as guidance for decision-making in the short term. Our field is geared for the *longue durée*, not for short or very short term benefits. Nonetheless, our results make it possible to 'read' current attitudes in many countries which otherwise would remain obscure.

We believe that it is possible and necessary to extend the use of the knowledge mechanisms we have explored. Our working mode is heuristically and socially relevant. Other widespread models encourage specialisation, in part because generalising means assuming risks. Researchers avoid generalisation because they fear criticism from their colleagues, and are likely to be punished in terms of their careers. In CLIOHRES however we have assumed the risk of interdisciplinary generalisation as a means of making our knowledge meaningful. In our Network, specialised knowledge, such as that normally encouraged in academia, has become relevant because it is connected to the knowledge of others.



We stand by what we have produced and are ready to discuss it, enter the debate, and listen to the requirements of policy makers, teachers, and citizens and learners in general. We are aware that this is not easy, and it is not painless. Recent episodes bring this home again and again. CLIOHRES has shown that people's basic understandings of who they are, as individuals and groups – national, religious, cultural, professional, gender, and so forth – are rooted in received ideas of their past. Although these ideas are at best very partial and often erroneous, they themselves are a 'historical fact', and interfering with them is perceived as an illegitimate and unwanted aggression. Elaborated and propagated in universities, schools, literature, films, media and endless

other ways, stereotypical ideas of the past are accepted by most people unquestioningly.

Historians cannot use their specialised and codified academic ways of communication to change such attitudes, although they can contextualise and explain them, tracing their development and often giving name and surname to their authors. They must find new ways of communication and influencing 'historical culture'.

In our experience the kind of material requested by journalists and mass media has little to do with our research results. New critical points of view are not of interest when communication hinges on attracting the attention of a reader, viewer or listener who has a basic level of information and seeks from history, if anything, the frisson of confirmation, a bit of colourful detail, or a 'new discovery', if possible not such as to threaten his or her existing convictions. As mentioned above, in several countries today even facts and orientations which are commonly accepted by professional historians may prove highly disturbing to those whose self image is bound to certain national myths. In such a situation, we have found that some very simple but interesting elements of information can be usefully introduced: it is surprising to most people and hence interesting for journalists that systems of periodisation – ideas about when, for example, the Middle Ages or the modern period are thought to begin and end – are very different in different countries. Another striking piece of information is that what is taught about a country in its own schools and those of its neighbours is often quite radically different. Even more worrisome is the scarcity of knowledge of the history of other European countries with which there is not a close history of alliances or enmities. This sort of information in favourable circumstances can be moulded to convey the more complex findings of CLIOHRES.

The tasks facing historians certainly will not be taken up by all of them, but rather by a courageous few who have participated in such experiences as CLIOHRES and who, motivated by a sense of responsibility to their own and future generations, speak out while striving to find the words and concepts necessary to communicate a new level of understanding.

2. Dissemination and use – Publishable results (publishable summary of the exploitable results)

Our main tangible results are published in the form of books, the 51 books issued by the CLIOHRES Network of Excellence. These are already marketed and present in universities and major libraries around the world. They are available free of charge on-line and, during the project, were available in book form free of charge to all partners and to all who requested them for research and/or learning teaching purposes.

The books are listed above under points 1.4.1.1, 1.4.1.2, and 1.4.1.3, and hence the list is not repeated here.

The on-line versions are used by teachers worldwide who ask their students to consult our website, either indicating already the volumes and chapters used as reading for specific courses, or as a source for research papers.

In the future, we will continue to be able to supply the volumes in book form to those who request them for legitimate purposes, although we will need to ask the recipients to pay the shipping costs.

The copyright on the books belongs to the CLIOHRES Consortium, and the intellectual property to the single or collective authors. Free use of the contents is allowed for research, study and teaching, so long as the source is fully and correctly indicated. This is stipulated in the colophon of each volume.

The books are already the object of ‘exploitation’ and re-elaboration for developing new teaching materials. The sister Erasmus Academic Network, CLIOHWORLD, devoted to developing programmes and guidelines for learning/teaching History of the European Union/Integration Process and Europe in its relations with the wider world, has already prepared a number of ‘readers’ available on line and in book form, compiled from the ca. 700 chapters available in the CLIOHRES books.

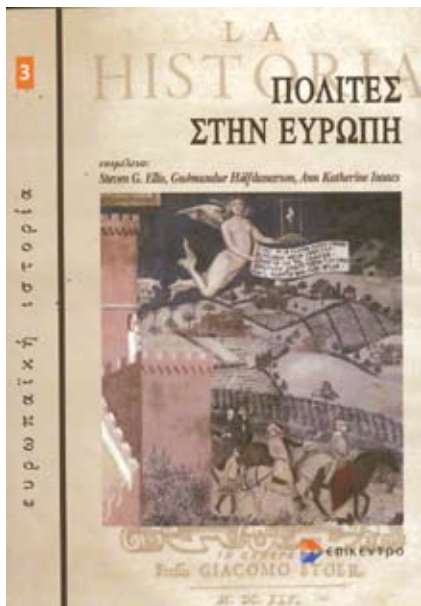


The International Students of History Association, ISHA, has similarly designed Readers, also available in book form and on-line, for its seminars and workshops.

After the end of the project, several actions are planned to facilitate on-going use and development of CLIOHRES results and publications:

1. An overall on-line searchable index of the volumes has been prepared and will be placed on the www.cliohres.net website to facilitate researchers in finding relevant chapters;
2. The homepage has been redesigned, moving to centre stage the downloadable books and tools for finding material of interest, and moving backstage the areas of the website used during the project. The new version will be uploaded at the end of the final review period;
3. A new dissemination booklet, containing information on all publications will be printed and distributed through the sister networks.

Further opportunities for exploitation:



1. Our first transversal theme volume, *Citizenship in Historical Perspective*, has been translated and published in Greek. We believe that textbooks and books for the general public can be of interest and marketable in many countries if the material is chosen ad hoc and translated.

2. We hope to design and implement a large-scale networking project, to adapt the materials already produced, translating as appropriate, using the input of students and professors in our partner countries to design books that will be useful in various contexts.

As to the less tangible, but equally important, results we have obtained in learning how to develop and run such a large and productive research network, we intend to publish a book telling about the experience and how and why it can be useful to others. This will be a joint publication written by our Co-coordinators, Coordinating Committee members with other network members and our external advisors.



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