

Teaching local history at UERN: a curricular investigation of the history degree course (2013-2020)

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Summary

The central objective of this article is to understand the space of Local History in the formation process of the students of the History undergraduate course of the State University of Rio Grande do Norte. The research adopts the statistical methodology and the content analysis as tools to investigate the curriculum of the academic institution that regulates the teaching of Local History. Thus, this article is inserted in the scope of the History of Education, seeking to understand the conceptual, methodological, and pedagogical structures that underlie the normatization of the Local History of Rio Grande do Norte and its relation with the teacher training-practice.

Keywords: History Teaching. History of Education. Teacher Training.

Ensino de História local na UERN: uma investigação curricular do curso de Licenciatura em História (2013-2020)

Resumo

Este artigo visa compreender o espaço da História Local no processo de formação dos estudantes do curso de Licenciatura em História da Universidade do Estado do Rio Grande do Norte. A investigação adota a metodologia estatística e a análise de conteúdos como instrumentos de investigação do currículo da instituição acadêmica que regula o ensino da História Local. Assim, esta comunicação insere-se no contexto da História da Educação, procurando compreender as estruturas conceituais, metodológicas e pedagógicas subjacentes à normalização da História Local no Rio Grande do Norte e a sua relação com a formação de professores-práticos.

Palavras-chave: O ensino da história. História da Educação. Formação de Professores.

1 Introdução

Academic environments have intensified a significant debate on the occupation, recognition and experience of the territories in which the institutions are inserted, with the



aim of breaking down the "walls" that divide the University from society. The school, in this movement, emerges as a tool to bring together teacher training and practice, in which the distinct and complex realities experienced in the community and school space are recognized, reflected upon, and transformed.

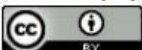
2 The historical-territorial dialogue of the academic intellectuality with the students - future professionals from the most distinct areas - and with the community starts to determine how the place is experienced and, consequently, what is the memory relationship mobilized with the territory, besides stimulating in the undergraduate students the pedagogical ability to occupy and modify the local reality of the school environment. Thus, the formation of teachers is the basis of their future performance that values localism, as well as relates it to other scales - regional, national, transnational, and global.

This reality allows us to reflect about the formation of history undergraduate students in Rio Grande do Norte, specifically in the Universidade do Estado do Rio Grande do Norte. Do the future history teachers graduated at UERN have a basic formation about the local/regional? Which typology of Local History is present in the curricular components of the history graduation course at UERN?

The theoretical and methodological construction of this investigation will provide answers to such questions, besides highlighting the core of the present article: the space of Local/Regional History in the formation of history undergraduate students of the State University of Rio Grande do Norte. Therefore, I propose to organize this article in two axes that will facilitate the understanding of the investigated object.

In the first axis, Teaching of Local History, a theoretical-conceptual compendium is presented about localism as a conceptual structure in the scope of the formation process, as well as a reflection in the environment of the historical-territorial studies.

In the second analytical axis, Methodological parameters: the guidelines for the curricular mapping of the Teaching of Local History at UERN, the tools used in the processes of collection, analysis and observation of those of the investigation are detailed, as well as the methodological patterns and the stages of the research for its ideal understanding.





The third axis of analysis, Local/Regional History in the Universities of the State of Rio Grande do Norte: an observation of the formation of undergraduate students in History, highlights the results of the research with the detailing of the space of localism in the curricular matrix of the course, the typology of the mediated theme, the territorial observation and, above all, the formative objectives mobilized for the future teachers of the Potiguar space.

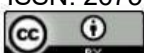
2 Teaching Local History

The practicality that the use of Local History assumes in its mobilization in the teaching-learning process resides in the complexification of multiple elements that shape the historical constructions of the spaces. Local History cannot be understood only by bureaucratic, watertight, and isolated determinations that do not dialog with the intense and dynamic geographic, historical, economic, political, social, and natural relations of the territories occupied by the most distinct individuals.

With that in mind, the correlation of the multiple dimensions of localism is the ideal methodological tool to teach the local/regional as it understands the heterogeneity that forges the territory, besides correlating the different scales that go from the local to the global. This theoretical and methodological choice is connected with the excellent propositions of the work Teaching History:

Regional history came to be valued because of the possibility of providing explanations in the configuration, transformation and social representation of the national space, since national historiography emphasizes the similarities, while the regional one deals with the differences and multiplicity. Regional history provides, in the dimension of the study of the singular, a deepening of knowledge about national history, by establishing relationships among the diverse historical situations that constitute the nation. (BITTENCOURT, 2008, p. 161).

The interconnection between universality and particularity, as stated by the teacher-researcher Circe Bittencourt, is the basic element of the study and mediation of the local/regional in which the scales, local-regional-national-transnational-global, are





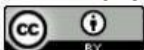
object of comparison to determine the common facts that define the "I" in relation to the other, whether based in a country, region, city, in short, in the groupings endowed with unity of historical meaning. Thus, the correlation of the geographical, historical, economic, political, social, and natural aspects of the researched object provides the necessary mechanisms to autonomize the investigative action of the historian from his methodological and procedural structures.

The teaching of local/regional history follows these principles of autonomy and analytical respect for documents. The mediation of specific facts, determined by units of meaning, is engendered by a teacher who exercises research as the foundation of his or her pedagogical action, mobilizing the category of teacher-researcher or teacher-teacher-researcher.

This reality occurs due to innumerable factors that determine a teacher's time undertaking that aims at the local/regional as a tool to approach and mobilize the critical thinking of their students. It is worth mentioning the lack of adequate textbooks that help in the teaching-learning process of the local/regional, the curricular disengagement of localism/regionalism to prioritize contents required in national and institutional evaluations, such as the National High School Exam (ENEM), and, finally, the formative discouragement of regionalisms in favor of a national historiography that forges a smooth national unity.

The territorial mutability over time, the diversity of dimensions inserted in clippings and, above all, the articulation of scales are determining factors of the territory as an object defined by the investigative action of the teacher. The understanding of the multiplicity of elements in a certain territory as the foundation of research and mediation of Local History dialogues with the ideas of the teacher-researcher Circe Bittencourt when investigating the teaching of local history and its relation with space:

Each place has its own specificities and needs to be understood through the series of elements that compose it and its functions. [Therefore, when proposing school contents of local history, it is not about understanding them only in the history of the present or of a certain past, but about trying to identify the dynamics





of the place, the transformations of the space, and articulating this process to external relations, to other places. (2008, pp. 171-172).

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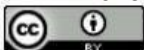
The mediation of the local/regional, as emphasized in the excerpt from the work *Teaching History*, should distance itself from the delimitations of a watertight teaching of places and dates to approach the mobilization of criticism, analytical observation, and, above all, the (re)knowledge of a territorially, historically, and socially conscious memory. Localism dialogues with correlation of the multiple dimensions and scales of politics, society, economy, nature, cartography, and, above all, history. Or following Graça Filho's words: "[...] it is not possible to know the whole without the parts, nor the parts without the whole" (2009, pp. 11-12).

3 Methodological parameters: the guidelines for the curricular mapping of Local History Teaching at UERN

The curriculum is not an innocent and neutral element of disinterested transmission of social knowledge. The curriculum is implicated in power relations, the curriculum transmits particular and interested social views, the curriculum produces particular individual and social identities. The curriculum is not a transcendent and timeless element - it has a history linked to specific and contingent forms of organization of society and education (MOREIRA; SILVA, 1995, p. 7-8).

The curriculum structure, as emphasized in the work *Sociology and Critical Theory of the Curriculum*, appears as an instrument of centralization or removal of History as an object of investigation of territories, temporalities, names, biographies, families, themes, in short, of the structures that give human life social, political, and symbolic meaning. Thus, any investigation about Local History, specifically in the formative scope of undergraduate students, has as a requirement to understand the bases on which historical and pedagogical learning is based: the curricular matrices.

Based on this reality, this research starts the curricular observation of the course of History of the State University of Rio Grande do Norte (UERN) in its two operation units: the Central Campus - Mossoró and the Advanced Campus of Assu. This analysis is



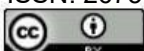


based on the observation of the compulsory formation of the students of the Degree in History course, that is, the compulsory curricular components that all the students need to do in order to obtain their diplomas, as well as the subjects of free choice of the licentiate students. With this methodological guideline it is possible to glimpse the formative pattern of the local theme in the UERN's History degree, besides reflecting on the theoretical and methodological bases of the future history teachers trained in the institution.

In order to reach this objective, it will be necessary to adopt the methodology of statistical systematization of the data observed in the sources, establishing the variable of the curricular components of Local History in the global set of the historical formation of the History course of the UERN. It is essential to emphasize that the statistical analysis makes it possible to observe quantitatively the space of Local History in the curricular matrix of UERN, as well as to substantiate the investigation of the integral process of formation. Professor-researcher Fred Kerlinger points out that statistical observation focuses on:

[...] the systematics between variables and the related set of variables. Understanding a survey requires learning related to different applications of the ideas of statistics - analyzing quantitative data obtained from samples of observations in order to summarize the data and accept or reject hypothetical relationships between these variables. Since the primary purpose is description, it is suggested to use statistical methods to reduce large amounts of data and help make safe inferences from them. (2003, p.5)

The methodology of statistical analysis will focus on the classification and sectorization of the curriculum components present in the Political Pedagogical Project of the Undergraduate Degree in History of UERN, establishing on a structural basis the answer about the basic training of undergraduate students in the theme of Local History. In this step it will be possible, from a digital consultation to the institutional repositories of academic institutions, to qualify and quantify the sources for the objectives organized in the analysis of localism/regionalism in the curriculum of the Undergraduate Degree in History of the University of the State of Rio Grande do Norte.



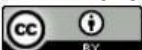


The option for Digital History as a tool for the selection and categorization of sources occurs due to the availability of this methodology for handling documents inserted in virtual repositories of institutions, especially the academic ones. This methodological choice will simplify this stage of the research, allowing a theoretical and conceptual analysis mobilized by the disciplines in the formation process of the undergraduate students in History of UERN. Another essential aspect is the accessibility of the sources, due to the opportunity of comparison and differentiation between the documents in a simpler way - flexibility - and, above all, the possibility of using the data, observed in the sources, in graphs more easily - manipulability (COHEN; ROSENZWEIG, 2006).

Another methodological tool adopted lies in the documental analysis with a critical reading of the menus of the subjects associated to localism present in the Political Pedagogical Project of the Degree Course in History of UERN with the purpose of understanding what kind of Local History is planned for the historical formation of the students. To do so, there will be an exploration of the material and content analysis to identify a possible discursive pattern, detailing the narrative choices in which the units of register and context adopted in the details in the courses are highlighted (WANLIN, 2007, p.23).

The registration units indicate the standardized discursive structures - such as themes, phrases or words - that will make it possible to trace a specific profile of the adopted discourse, that is, the context unit (QUEIRÓS; GRAÇA, 2013, p. 12). With this, the study will advance in the identification of a discursive pattern that models the typology of mediated localism, the objectives defined for the formation of future and future teachers in the theme, the pedagogical discussions held by the normatizations of the curricular components, in addition to highlighting the basic bibliography used and the academic training environment of the authors studied in the disciplines.

It is essential to point out that the present investigation aims to understand the continuous process of formation of undergraduates in History at UERN as of the year 2013. Thus, the statistical mapping and The content analysis of the sources is based on





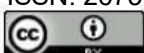
two versions - the first from the year 2013 and the second from the year 2018 - of the Political Pedagogical Project from the central campus in Mossoró, besides observing this documentation, dated 2013 and 2020, from the Advanced Campus in Assu.

The choice of observing the Political Pedagogical Project between the years 2013 and 2020 allows us to understand and compare the training model, the goals for the professional performance of the students and, above all, the historical and pedagogical conception that the UERN's Degree in History presents to the external community. This documentation expresses a set shared by the decision-making structure of the academic environment of "[...] conceptions, values and regimes of truth common to each other and that operate in the policies by the position they occupy in front of knowledge, in relations of knowledge-power" (LOPES, 2006 Apud NASCIMENTO, 2008, p. 89).

With the end of the statistical analysis, cataloging of the sources and analysis of the content of the sources it will be possible to quantify the formative space occupied by Local History in the curricular matrix of UERN, besides observing the standard of historical-territorial formation mobilized by the institution for the students of the course. With this, it is already possible to consider the observation of the results of this investigation with the due methodological details carried out in the present subtext.

4 Local/Regional History at the State University of Rio Grande do Norte: an observation of the formation of history undergraduate students

The daily experience in the university environment, the intellectual debates, the experiences, the learning - in short, the process of education of a history undergraduate student is the basis for their future daily work in a classroom with its successes, deficits, difficulties, facilities, conflicts and dialogues. With this in mind, the place occupied by the school community emerges as an opportunity for appropriation and transformation that demands from the teacher a series of practices, methodologies, concepts and tools that History, as a school subject, mobilizes in its mediation, that is, "[...] academic training shapes the historian and may condition his or her way of thinking" (ZLATIC, 2020, p.82).



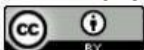


The territory is the occupied space that expresses the dynamics of the students' routine and, consequently, manifests the historical aspects that move the contemporary reality. With this, Local History presents itself as a skillful tool for approaching the environment experienced by the students, daily living and pedagogical immersion of the historical potentialities. From this it is crucial to highlight that in the teaching-learning process of History:

it is not enough to think of the year, the century, or the millennium in which certain men, women, and children lived to understand their history; it is necessary to understand where and how they lived: their homes, their city, the state, the country, and the social characteristics of each of these places (ZLATIC, 2020, p.22).

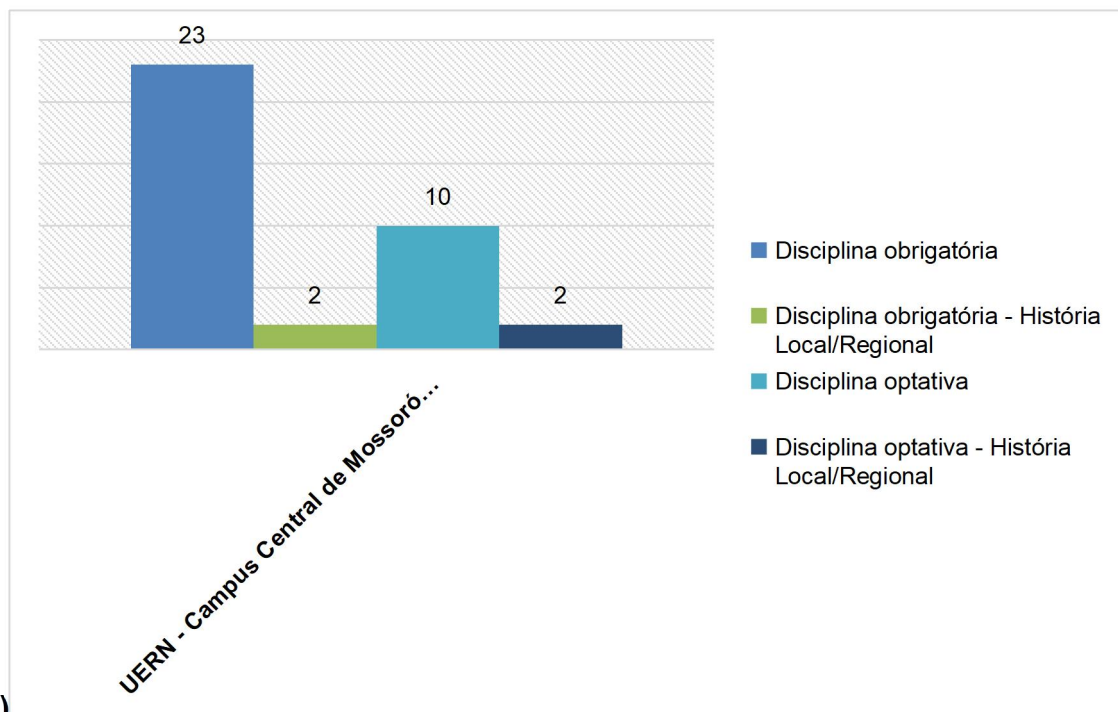
The mediation of Local History in its temporal and territorial relation, as highlighted by the teacher-researcher Carlos Eduardo Zlatic, demands a formative process from the teacher in the theoretical, methodological and practical aspects of this approach, but the formation is also based on the approximation with the historical process of the territory of their formation and possible professional performance. This model of formation appears as the mainstay of the Degree Course in History of the University of the State of Rio Grande do Norte, which intends to form a "[...] professional capable of acting critically in the social reality in which he/she is inserted, reflexively appropriating historical knowledge in the different spaces that demand the performance of the History professional" (UNIVERSIDADE DO ESTADO DO RIO GRANDE DO NORTE, 2013, p. 25).

The professional profile that the institution suggests should, however, be accompanied by the curricular structure that shapes the daily process of training future teachers. Thus, the data from the mapping of the curriculum in force in 2013 for the History degree course at UERN point to a historical education that recognizes the local/regional as an indispensable element in the theoretical, methodological, conceptual and, above all, educational discussions of a future teacher who will work in the school institutions of Potiguar. This is noticeable in the presence of 2 compulsory subjects associated with the local/regional in the universe of 23 components, as well as in the



correlation of 10 optional subjects for 2 components connected to local aspects. As can be seen in the graph below:

Chart 1 - Subjects of the history undergraduate course at UERN



Fonte: Autoria própria

This formative structure is extended to the new curriculum of the Advanced Campus of Assu for the year 2020, which presents two compulsory subjects that follow a linear temporal pattern and deal with the Potiguar territory: "History of Rio Grande do Norte I" and "History of Rio Grande do Norte II". The first one deals with the historiographical aspects of the territory of Rio Grande do Norte in which the territorial and social aspects of the native populations at the time of the "conquest", the constitution of the Capitania of Rio Grande and the disputes for its control, the interiorization and the resistance of the indigenous peoples, the African populations and their importance for the Potiguar territory, the administrative and economic aspects of Rio Grande do Norte



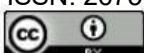
between the 18th and 19th centuries are highlighted (UNIVERSIDADE DO ESTADO DO RIO GRANDE DO NORTE, 2013, pp. 72-73).

From such programmatic objectives, the menu of the discipline presents a basic bibliographic set of researchers who have a direct relationship with the potiguar intellectual discussion space and, mostly, present a formative process in institutions of northeastern Brazil. The works organized for the course are produced by the teacher-researchers Durval Muniz de Albuquerque Júnior and Helder Alexandre Medeiros de Macedo from the Federal University of Rio Grande do Norte (UFRN), by the teacher-researchers Julie Antoinette Cavignac and Fátima Martins Lopes from UFRN in addition to two works of traditional historiography by historians Rocha Pombo and Aurélio de Lyra Tavares, and two works that deal with regionalism by historians Rosa Maria Godoy Silveira and Pedro Puntony from the Universidade do Estado de São Paulo (USP).

The concern with the place of the researcher in his investigative action or in his training is elementary to understand the bases of the curricular matrices that forge the observation of the place that research naturally mobilizes. The work 'The place of local history in the expansion of historical fields' highlights that any investigation has a direct relationship with the relationship of the researcher with his research object:

The historian may be writing his story in an indigenous village sheltered in the Amazon rainforest. It doesn't matter if he is writing about American Cinema, the Cuban Revolution, or Native American tribes - by producing his history from the heart of the Amazon and the links he has established or establishes with this place, he will be benefiting from the local colors that will lead him to reflect in a new way on old historiographical problems and objects (BARROS, 2010, p. 229).

The place occupied by the researcher, as historian José D'Assunção Barros points out, is a primordial element for historical observation that understands and experiences territory as dynamic, complex and changeable with varied individuals who experience its historical agency. Thus, the recognition and valorization of the territory researched or mediated in a class should be an imperative in the teacher-researcher's action, that is, Local History imposes the comprehension of the contemporary and historical reality of the investigated space.



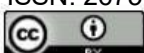


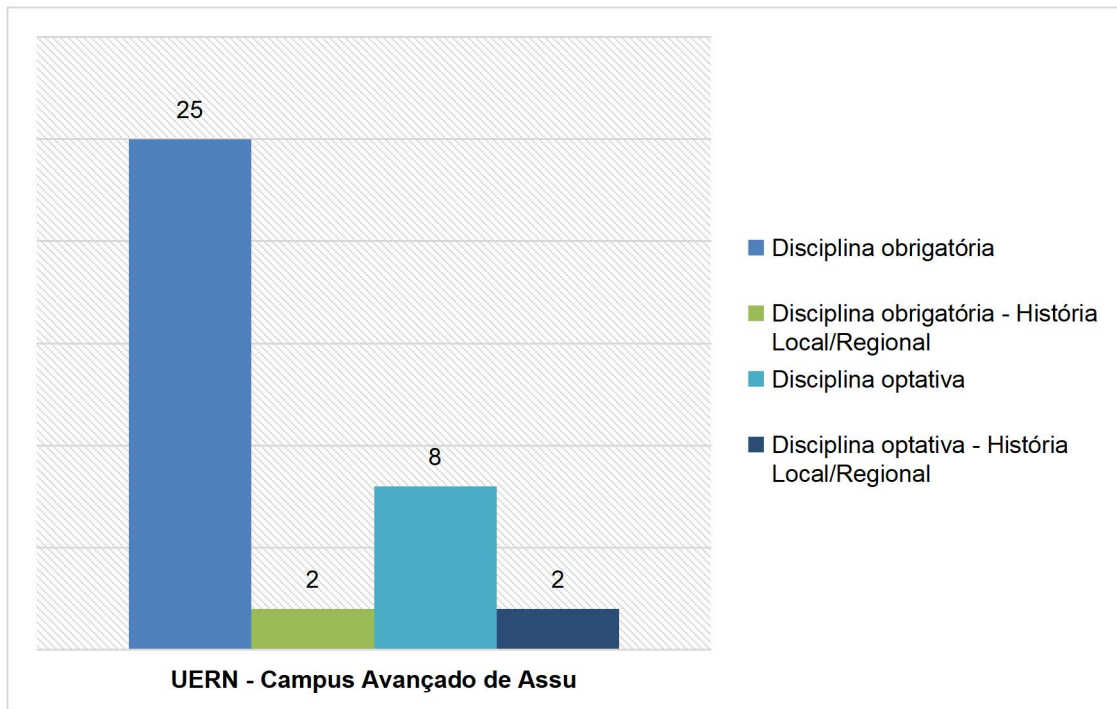
The curricular component "History of Rio Grande do Norte II", which is not present in the new curriculum of the 2018 Mossoró Central Campus, deals with the historical republican aspects in Rio Grande do Norte and the oligarchic system, the economic and political structure in the twentieth century, the communist movement of 1935, the Second World War, policies of affirmation for Afro-descendants and indigenous people and, finally, historical aspects of the twenty-first century (UNIVERSIDADE DO ESTADO DO RIO GRANDE DO NORTE, 2013, pp. 77-78). The bibliography of the course in the curricular matrices of 2013, 2018 and 2020 dialogues with the propositions of the first subject of the theme in which the texts are produced by researchers with relation to the potiguar territory as the teacher-researcher Brasília Carlos Ferreira, the teacher-researchers Luiz Assunção, Almir de Carvalho Bueno and Henrique Pereira of UFRN, besides works of the anthropologist and historian Câmara Cascudo that are references for the researches about Rio Grande do Norte.

The territorial concern of the basic bibliography of the curricular components is a significant indication of the (re)knowledge and occupation of the symbolic and physical places of Rio Grande do Norte by the academic environment of UERN. With that, "[...] refutes [...] regionalization and regional analysis as classification from criteria external to regional life. To understand a region, one must live the region" (GOMES, 2000 apud ZLATIC, 2020, p.40).

The formative pattern of the year 2013 of UERN's History degree course resembles the current curricular structure of the Assu Advanced Campus approved in July 2020. This similarity is noticeable in the continued presence of 2 compulsory subjects and 2 optional subjects associated with the local/regional, highlighting the expansion of 2 compulsory subjects and the removal of 2 optional subjects with a global theme. As can be seen in the chart below:

Chart 2 - Subjects of the history graduation course at UERN (2020)





Fonte: Autoria própria

In the scope of complementary education - the optional subjects of Local History - the curricular matrix of UERN does not suffer significant changes since the versions of 2013, 2018 and 2020 of the Central Campus in Mossoró and the Advanced Campus of Assu share the two subjects of Local History. Thus, the curricular component "Potiguar Pre-History" makes a historical observation about the occupation process of the territory, currently Potiguar, the archaeological sites, the historical artifacts and, above all, the pre-colonial people (UNIVERSIDADE DO ESTADO DO RIO GRANDE DO NORTE, 2013, p. 92-93).

Already the subject "History of the Northeast region" performs an intense "[...] study of the Northeast region in the colony, Empire and Republic: social, political and economic aspects. Participation of the Northeast region in the national context" (UNIVERSIDADE DO ESTADO DO RIO GRANDE DO NORTE, 2013, p. 91). The bibliographic base of the two optional components, correlated to local and regional aspects, is produced by intellectuals with academic relationship with Rio Grande do Norte

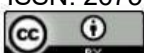


as the teacher-researchers Walner Barros Spencer and Durval Muniz de Albuquerque Júnior, and the teacher-researcher Gabriela Martin Ávila.

It is worth pointing out the plurality of scales of observation - regional, national, transnational, and global - engendered by the curricular components associated with local aspects. This approach to localism discards a watertight standard of research and mediation that focuses exclusively on names, places, and dates circumscribed in a certain geographical line and, consequently, mobilizes a localism that recognizes territorial multiplicity as the mainstay of historical processes. This proposition dialogues with the analyses of the teacher-researcher Aryana Costa who points out that: "Local history only has its value fully explored if worked with scales that are interchanged and overlapped so that students can perceive precisely where the local and the general are distanced and approached" (COSTA, 2019, p.136).

The results show a continuous formative process centered on basic elements in the historical study - historiographical theorizations, methodological standards of research, pedagogical reflections of the teaching-learning process in history, practical dynamics of the effective action of teaching, among other multiple areas inserted in the mandatory training of a graduate in history. It is significant to observe that the local/regional has succeeded in crystallizing as a basic element in the formation of history undergraduates, as well as it has been institutionalized in UERN's curriculum over time.

The curricular matrices of 2013, 2018 and 2020 of the UERN in the Mossoró Campus and in the Assu Campus indicate a formative trajectory based on a theoretical and methodological framework and teaching practice that, in addition to research and regional studies, (re)knows the territorial particularities, instrumentalizes them for a historical learning with meaning for the students and, above all, re-signifies an agglomeration of "contents" transforming them into a set of potentialities in historical knowledge. Thus, it is possible to observe that the State University of Rio Grande do Norte has a multiple formative model that recognizes Local History, in its multiplicity of scales and correlations, as an essential element of the curriculum and of the basic formation of the students of its course of History.





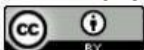
UERN's educational environment has alternative spaces for research and pedagogical orientation for undergraduate students in their investigations and mediation activities in Local History. The Center for Archeological Studies (NEA-UERN) makes available a collection of archeology, paleontology and regional history for consultation and research by the students of the History course.

5 Final considerations

During this research it was possible to observe that the formation process of the undergraduate students in History at the State University of Rio Grande do Norte (UERN) is centered on the basic elements of the territorial recognition of Local and Regional History. Thus, the historical and pedagogical formation of UERN understands localism as a mechanism of theoretical reflection and practical action of a teaching staff aware of the space it occupies and, consequently, capable of modifying the realities experienced in the daily life of each student and their respective community.

Local History was crystallized in the curricular matrix of the Undergraduate Degree in History of UERN, both in Mossoró and Assu, as an opportunity to approximate the academic environment with the Potiguar territory and, above all, as a space of recognition of teaching professionals with the social, territorial, political, economic and cultural environment of Rio Grande do Norte. This is evident in the correlation of scales - regional, national, transnational and global - engendered by the curricular components associated with local and regional themes, as well as in the preference for intellectuals with a background in the territory or region, corresponding to a concern for agency and historical-territorial experience that the authors mobilize in their trajectories.

At the end of this course, it is possible to observe that UERN structures a continuous pedagogic project that recognizes the importance of Local History as the mainstay of the formation and daily action of future teachers. Thus, the history teacher with academic training in these universities presents a training that provides a





mobilization of the local as a tool for historical awareness and territorial rooting of their investigations and, above all, of their teaching practice.

The history undergraduates of the State University of Rio Grande do Norte have a pluriterritorial learning that stimulates teaching autonomy and values the school space as an environment of approach and reflection. Thus, the local particularity stands out in the midst of the universal standards of history and, consequently, the student relates with the contents mediated in the daily life of the classroom.

The local historical formation at UERN, present in the distinct modifications of the Political Pedagogical Project of the course, does not have the purpose of approaching the future teacher to a watertight pattern of the Potiguar territory in which History follows the great deeds of half a dozen men, on the contrary, the pedagogical proposal recognizes the temporal process from the productions of women and men that complexify the relation of Rio Grande do Norte with other territories. The Potiguar history does not occupy a geographical territory delineated by cartographers, but it is built in the distinct daily relations that are produced by individuals in their historical, temporal and territorial relation with many other territories.

The University of the State of Rio Grande do Norte, therefore, mobilizes a multiterritorial formation that understands that historical learning demands plurality, multiplicity of dimensions and, especially, the experience of students, undergraduate students, teachers and the school community with the territory they occupy. Local History is, by nature, a Multiterritorial History.

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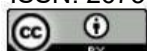
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