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Title of the thesis:

The Last 100 Years of Peruvian History according to Teaching Students: Research on their Representations of History and Historical Consciousness

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Summary

This dissertation focuses on teacher education. The research problem was the analysis of the representations of the last hundred years of Peruvian history and the features of historical consciousness of future teachers of History and Social Sciences at the Universidad Nacional Mayor de San Marcos, in Lima, and the Universidad Nacional San Cristobal de Huamanga, in Ayacucho. Both these universities have played a significant role in recent Peruvian history.

Diverse representations of the facts of the last one hundred years of Peruvian history, and how it is taught, were observed. At the same time different types of historical consciousness were identified. These representations and historical consciousness characteristics will influence teaching, be it either stimulating or limiting the possibilities for of the development of historical thinking and the historicity of future students.

The research is based on Critical Theory. Theories of historical thinking, historical consciousness and representations of the past were used as the principal theoretical framework. The methodology design was based on Grounded Theory. A questionnaire, narratives and an interviews were used to collect data. An analysis of the narratives, along with interviews and questionnaires, allowed for the classification of future teachers into four groups: positivists ["positivistas"], identities ["identitarios"], unveilers ["develadores"] and analytical ["analíticos"].

I compared the characteristics of the identified groups with Rösen's historical consciousness categories. We found that the "identity" narrative presented many characteristics of the exemplary historical consciousness. The "unveiling" narrative evidenced characteristics of a critical one while characteristics of the genetic historical consciousness were found in the analytical group.

Through these results I identified the teaching purposes of each group. Different representations of history teachers were also recognized, and the influence of their own experience as students was recorded.

Furthermore, we found diverse representations of recent Peruvian history, and of the characters – such as former presidents Leguía, Velasco or Fujimori, and quasi characters as people - the peasants, proletariat or indigenous. I analysed how these intertwined to construct an interpretation of the past hundred years. In the different teaching groups, the predominant interpretation was to consider Peru as a country rich in natural resources that have been exploited to benefit foreign capital and not the Peruvian people. Corruption, poverty, inequality and economic crises were the most frequent representation of recent history.

In light of the above I believe it necessary to strengthen the initial training of teachers regarding

recent history, as well as to develop their historical thinking. In most of the student teacher cases analysed, the predominant representation was that the teacher's interpretation of the past was unquestioned and this consequently denied alternative points of view. Such a representation works acts as a barrier to the development of students' historical thinking. I observed that only those in the analytical narrative group proposed critical reflection by their students and considered different perspectives to approach to the past.

Most of future teachers questioned the traditional perspective of teaching history which focused on governments. However, in most cases the narratives and explanations were structured around governments. Only the analytical group proposed other alternatives on how to approach the past that did not focus on the actions of presidents.

Finally, it is a basic necessity to promote reflections on representations of history for teaching purposes and of historicity throughout initial teacher education. This would ensure that these representations do not become barriers to the renewal of history teaching.