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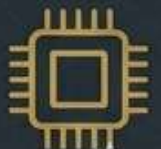
UGC NET History (Code 06)



Module 5 –

Historiography, Method & Research

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Module 5: Historiography, Method & Research

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Annales School — Bloch, Febvre and Braudel

The founding of *Annales* · total history · geography and history (Vidal de la Blache) · Marc Bloch · Lucien Febvre · Fernand Braudel · the three levels of historical time · *longue durée* · the Mediterranean · the third generation · *histoire sérielle* · global reach of the *Annales*

● HIGH — 9–11 PYQS (LAST DECADE) — BRAUDEL'S THREE LEVELS OF HISTORICAL TIME (*ÉVÉNEMENTS*, *CONJONCTURE*, *LONGUE DURÉE*) ARE THE MOST RELIABLY TESTED CONCEPT IN MODULE 5; BLOCH'S *FEUDAL SOCIETY* AND *THE HISTORIAN'S CRAFT* TESTED ON ATTRIBUTION AND METHODOLOGY; FEBVRE'S *MENTALITÉS*; THE JOURNAL FOUNDING DATE AND NAME ARE DIRECTLY TESTED

WHY THIS TOPIC MATTERS

- **PYQ pattern:** Braudel's three temporal levels — definitions and correct French terms; *longue durée* definition; the Mediterranean as the subject of Braudel's major work; Bloch's *Feudal Society* and comparative method; *The Historian's Craft* as Bloch's methodological statement; the journal *Annales d'histoire économique et sociale* — founding date, founders, later name changes; *mentalités* as Febvre's contribution; "total history" as the *Annales* programme; *histoire sérielle* as third-generation method
- **Recent trend (2023–2026):** The distinction between the three generations of the *Annales* school tested more analytically; Braudel's geo-history tested as a specific methodological concept; the *Annales* School's global influence (including on Indian historiography) appearing at JRF level
- **Biggest trap(s):** Confusing Braudel's three temporal levels — especially *conjoncture* (medium-term structural cycles) with *longue durée* (very long-term geographical/structural time); attributing *The Historian's Craft* to Febvre instead of Bloch; confusing the journal's founding date (1929) with Braudel's dates; treating the *Annales* as a monolithic school when the three generations differ substantially
- **Strategy:** Master Braudel's three levels first — they appear in almost every paper. Then fix the founding of *Annales* (1929; Bloch and Febvre; Strasbourg). Then the three generations and their contributions.

CHRONOLOGICAL ANCHOR

- **1845–1918 CE** — Paul Vidal de la Blache: *Tableau de la géographie de la France* (1903); human geography (*géographie humaine*); *possibilisme*
- **1878–1944 CE** — Marc Bloch: *Royal Touch* (1924); *Feudal Society* (1939–40); *The Historian's Craft* (1949, posthumous); executed by Gestapo 1944
- **1878–1956 CE** — Lucien Febvre: *A Geographical Introduction to History* (1922, with Vidal's influence); *The Problem of Unbelief in the Sixteenth Century* (1942); *Annales* co-founder
- **1929 CE** — Founding of *Annales d'histoire économique et sociale* at Strasbourg by Bloch and Febvre
- **1902–1985 CE** — Fernand Braudel: *The Mediterranean and the Mediterranean World in the Age of Philip II* (1949; revised 1966); *Civilisation and Capitalism* (3 vols, 1967–79); *The Identity of France* (1986)
- **1956 CE** — Braudel becomes editor of *Annales*; renamed *Annales: Économies, Sociétés, Civilisations*
- **1924–1996 CE** — Georges Duby: *The Three Orders* (1978); medieval society; *mentalités*; third generation
- **1924–2014 CE** — Jacques Le Goff: *The Medieval Imagination* (1988); *Time, Work and Culture in the Middle Ages* (1980); third generation

1. CONTEXT — WHAT THE ANNALES REJECTED

The *Annales* school emerged in explicit opposition to the dominant historiographical tradition of the late 19th and early 20th centuries. Understanding what they rejected is as important as understanding what they proposed.

What the Annales rejected — "histoire événementielle":

- **Event-history** (*histoire événementielle*) — the Rankean tradition's focus on political events, diplomatic negotiations, great men, battles, and treaties
- **Narrative history** — the linear story of what happened, told as a sequence of events; privileging the unique and the dramatic
- **Political and diplomatic history** — the state as the primary actor; interstate relations as the discipline's core
- **The short term** — history organised around individual events and the decisions of particular rulers

What the Annales proposed — "histoire totale":

- **Total history** (*histoire totale*) — history that encompasses all dimensions of human experience: geography, demography, climate, economics, social structure, mentalities, culture — not just politics and diplomacy
- **The long term** — structural forces operating over decades, centuries, or millennia rather than the immediate drama of events
- **Interdisciplinary method** — borrowing from geography, economics, sociology, anthropology, psychology, and statistics; treating history as a social science
- **Anonymous, collective forces** — the history of peoples, social groups, climates, and structures rather than named individuals and their decisions

2. THE INTELLECTUAL FOUNDATIONS — GEOGRAPHY AND THE SOCIAL SCIENCES

Paul Vidal de la Blache (1845–1918 CE) — human geography:

- The most important intellectual influence on the Annales school's geographical orientation
- **Tableau de la géographie de la France** (1903) — a pioneering work of human geography treating France's regional landscapes as historical products of the interaction between human communities and their physical environments
- **Possibilisme** (possibilism) — Vidal's key concept; contra environmental determinism (Taine's climate theory; Ratzel's geopolitics): the physical environment does not *determine* human activity but *sets the possibilities* within which human communities make choices; geography explains the range of what is possible, not the specific outcomes
- This concept directly shaped Braudel's geo-history: geography creates the long-term framework within which human history unfolds; it does not mechanically produce specific historical events

The social sciences in France:

- **Émile Durkheim** (1858–1917 CE) — founded French sociology; the *Année sociologique* (Sociological Yearbook) as a model for interdisciplinary social science; his emphasis on collective social facts rather than individual actions directly influenced the Annales turn toward collective, anonymous historical forces
- **François Simiand** (1873–1935 CE) — economic historian and sociologist; famously attacked historical fetishism in a 1903 article: the "three idols" of traditional history — the political idol (focus on politics), the individual idol (focus on great men), and the chronological idol (focus on events in sequence) — all of which the Annales rejected

3. MARC BLOCH — THE FOUNDING VISION

Marc Bloch (1878–1944 CE), Professor of Medieval History at Strasbourg and later the Sorbonne, is one of the founders of the *Annales* and the most methodologically creative medieval historian of the 20th century. He was executed by the Gestapo in 1944 as a member of the French Resistance — his life and death embodying the relationship between historical scholarship and political commitment.

The *Annales d'histoire économique et sociale* — the founding:

- Founded jointly by Bloch and Febvre in **1929** at the University of Strasbourg
- Title: *Annales d'histoire économique et sociale* — "Annals of Economic and Social History"
- The title declared the programme: economic and social history, not political and diplomatic history; the collective and structural, not the individual and eventful

Major works:

***The Royal Touch* (*Les Rois thaumaturges*, 1924):**

- A study of the royal healing touch — the belief that the kings of France and England could cure scrofula (a tuberculosis skin disease) by laying hands on sufferers
- **Methodological significance:** Bloch studied the belief as a historical phenomenon — why did people believe this? What does the belief reveal about medieval political theology, the nature of royal power, and the relationship between religion and politics? — rather than simply noting it as a superstition
- An early example of the history of mentalities (*mentalités*) — studying collective beliefs and their social functions

***Feudal Society* (*La Société féodale*, 2 vols, 1939–40):**

- Bloch's masterwork; a comparative study of feudal societies across Europe
- Covers: the environment of feudal thought (memory, perception of time, collective consciousness); the bonds of dependence (lord-vassal relationships); the organisation of the knightly class; political organisation (fragmented sovereignty)
- **Methodological significance:**
- **Comparative method** — studies feudal structures across France, Germany, England, and Italy simultaneously; comparison reveals both structural commonalities and local variations; neither would be visible without the other
- **Total history** — integrates economic, social, political, cultural, and mental dimensions; not a study of feudal institutions alone but of the entire social formation
- **Long-term structural analysis** — feudalism as a structural configuration lasting centuries, not a sequence of events

- **Directly applied in the Indian context:** R.S. Sharma's use of Bloch's comparative feudalism framework in analysing early medieval India

The Historian's Craft (*Apologie pour l'histoire ou Métier d'historien*, written 1941–44; published posthumously 1949):

- Written in prison camps and hiding during the German occupation; unfinished at his death
- A reflection on the nature of historical knowledge, the historian's obligations, and the methods of historical inquiry
- Opens with the famous question from his son: "Father, what is the use of history?" — Bloch wrote the book as an answer
- **Key methodological contributions:**
- History as "the science of men in time" (*la science des hommes dans le temps*) — not the science of the past in the abstract but of *human beings* in their temporal dimension; the emphasis on human beings rather than abstract forces or events
- The "regressive method" (*méthode régressive*) — in the absence of earlier evidence, the historian works backward from better-documented later periods to reconstruct earlier conditions; rural history in particular requires this approach since medieval villages are often documented only when they became involved in legal disputes in later centuries
- The critique of documentary fetishism — documents do not speak for themselves; they must be interrogated; the historian asks questions of the sources, not simply reads off what they say
- Research as a "two-way interrogation" (*interrogation à double sens*) — the historian questions the sources, but the sources also answer back in unexpected ways

BLOCH VS. FEBVRE — TWO FOUNDERS, DIFFERENT CONTRIBUTIONS

- **Marc Bloch** → *Feudal Society* (1939–40); *The Historian's Craft* (1949); comparative method; "science of men in time"; regressive method; executed 1944
- **Lucien Febvre** → *The Problem of Unbelief in the Sixteenth Century* (1942); *mentalités*; *ouillage mental* (mental toolkit); continued as editor of *Annales* after Bloch's death
"The Historian's Craft" = **Bloch**, NOT Febvre. "Mentalités" as a theoretical programme = **Febvre**, though Bloch practised it. Both are tested individually.

4. LUCIEN FEBVRE — MENTALITÉS AND THE HISTORY OF MIND

Lucien Febvre (1878–1956 CE) co-founded the *Annales* with Bloch and continued as its driving force after Bloch's death, shaping the journal's second phase.

A Geographical Introduction to History (*La Terre et l'évolution humaine*, 1922, with Lionel Bataillon):

- Engaged directly with the debate between environmental determinism and Vidal's possibilism
- Argued for possibilism as the appropriate framework: geography sets conditions and possibilities, not determinations

The Problem of Unbelief in the Sixteenth Century: The Religion of Rabelais (*Le Problème de l'incroyance au XVIe siècle: La Religion de Rabelais*, 1942):

- A study of whether the 16th-century French writer Rabelais was actually an atheist — as some later scholars claimed

- Febvre's argument: atheism was mentally impossible in the 16th century; the "mental toolkit" (*ouillage mental*) of 16th-century people did not contain the conceptual tools necessary to sustain systematic atheism; Rabelais could not have been an atheist in the modern sense because the concept was not available
- **Significance:** a foundational statement of the history of mentalities — past people thought differently because they inhabited different mental worlds; the historian must reconstruct the mental equipment available to people in a given period before interpreting their beliefs and actions

***Outillage mental* (Mental Toolkit / Mental Equipment):**

- Febvre's concept for the totality of concepts, categories, words, images, and logical frameworks available to people in a given historical period
- The *ouillage mental* sets the limits of what can be thought — anachronism is the error of attributing to past people mental tools they did not possess
- The historian's task: reconstruct the *ouillage mental* of the period before interpreting what people said and did

***Mentalités* as a historical concept:**

- A collective term for the shared mental world of a historical period — the assumptions, perceptions, emotional responses, and unconscious categories that shape experience and behaviour
- NOT the history of ideas (intellectual history of articulate thinkers) but the history of the *implicit* and *collective* — what ordinary people believed, feared, hoped for, and took for granted without necessarily articulating
- The distinction: intellectual history → explicit, articulate, elite thought; history of *mentalités* → implicit, collective, popular assumptions

Febvre as editor and institution builder:

- After Bloch's death (1944), Febvre continued the *Annales* alone
- Trained the next generation; shaped the journal's intellectual direction; brought Braudel into its orbit
- His institutional role — maintaining and developing the journal, the research network, and the programme of total history — was as important as his scholarly contributions

5. FERNAND BRAUDEL — THE THREE LEVELS OF HISTORICAL TIME

Fernand Braudel (1902–1985 CE) is the towering figure of the *Annales* school's second generation — and the author of arguably the most influential single work of 20th-century historical scholarship.

Context:

- Braudel was a prisoner of war in Germany from 1940–45; he wrote much of *The Mediterranean* from memory in the prison camps, without access to his notes
- This biographical fact is significant: the *longue durée* — very long-term structural time — is partly a product of the perspective forced on him by captivity; the events of the Second World War, experienced daily as a prisoner, seemed less historically significant than the long-term structures he had been studying

The Mediterranean and the Mediterranean World in the Age of Philip II (*La Méditerranée et le Monde méditerranéen à l'époque de Philippe II*, 1949; substantially revised 1966):

- The most celebrated work of the Annales school; organised around Braudel's three levels of historical time

The Three Levels of Historical Time — the most tested concept in Module 5:

***Longue durée* — Very Long-term Structural Time:**

- Time on the scale of *centuries and millennia* — the almost immobile time of geography, climate, and deep social structures
- The subject: geography (mountains, plains, coasts, climate zones), ecology, demography, the rhythms of agricultural production — forces that change so slowly they seem permanent
- In *The Mediterranean*: the physical geography of the Mediterranean basin — its climate, its coastlines, its mountain ranges, the predictability of its winds and currents — as the fundamental historical framework within which all Mediterranean history unfolds
- **The key insight:** geographical structures are not a background to history but are themselves historical facts — they change, but on a timescale so long that within any individual human lifetime they appear fixed and permanent
- The *longue durée* is what Braudel most valued as a historian — the deepest layer of historical causation, invisible to event-history but accessible through the multi-century perspective

***Conjoncture* / *Histoire conjoncturelle* — Medium-term Cyclical Time:**

- Time on the scale of *decades* — economic cycles, social trends, demographic fluctuations, the rhythms of trade and price movements
- The subject: price cycles (inflation, deflation), demographic expansion and contraction, the rise and fall of trade networks, social conjunctures (periods of social mobility or rigidity)
- In *The Mediterranean*: the economic conjuncture of the 16th-century Mediterranean — the long price revolution driven by American silver, demographic growth, the expansion and contraction of trade networks
- The *conjoncture* is the medium-term cycle that shapes the circumstances within which events occur — understanding why the 1570s were a decade of crisis requires understanding the conjunctures of the preceding century

***Événements* / *Histoire événementielle* — Short-term Events:**

- Time on the scale of *days, months, years* — individual events, decisions, accidents; the traditional subject matter of political and diplomatic history
- The subject: battles, treaties, the decisions of Philip II, the assassination of Henry IV, individual crises and responses
- Braudel's famous characterisation: "*l'histoire événementielle*" is "surface agitation" — "foam on the waves of history"; dramatic but shallow; it flickers and passes; its apparent importance is partly an illusion created by the noise it generates
- For Braudel, events are the most accessible but least important level of historical causation — they are the foam on the waves produced by deeper forces

THE THREE LEVELS — PRECISE DEFINITIONS REQUIRED

- ***Longue durée*** = very long-term geographical and structural time (centuries/millennia); almost immobile
- ***Conjoncture*** = medium-term cyclical time (decades); economic cycles, demographic fluctuations
- ***Événements*** = short-term events (days/months/years); "foam on the waves"

The most common error: confusing *conjoncture* with *longue durée*. The *conjoncture* is medium-term (decades); *longue durée* is very long-term (centuries). PYQs test whether students can correctly place phenomena — a 16th-century price revolution is

Structure of *The Mediterranean*:

- **Part 1** — The role of the environment (*longue durée*): geography, climate, mountain and sea, routes and transport
- **Part 2** — Collective destinies and general trends (*conjoncture*): economies, empires, societies, civilisations
- **Part 3** — Events, politics and people (*événements*): Philip II and the Mediterranean in the second half of the 16th century
- The three-part structure mirrors the three levels of time — working from the deepest and longest to the most superficial and shortest

Geo-history (*géohistoire*):

- Braudel's concept of geography as an active historical force — not a static background but a dynamic participant in historical processes
- Geography shapes the possibilities of transport, trade, military campaign, agricultural production, and cultural exchange
- But geography is itself historical — coastlines change, forests are cleared, rivers are dammed; the historian must treat the physical environment as historically variable, not as an eternal given

***Civilisation and Capitalism 15th–18th Century* (*Civilisation matérielle, Économie et Capitalisme, XVe–XVIIIe siècle*, 3 vols, 1967–79):**

- Braudel's second masterwork; a global history of capitalism from the 15th to the 18th century
- **Volume 1: The Structures of Everyday Life** (*Les Structures du quotidien*) — material civilisation; what people ate, wore, how they lived; the *longue durée* of material life
- **Volume 2: The Wheels of Commerce** (*Les Jeux de l'échange*) — market economy; the middle level of economic exchange between subsistence and capitalism
- **Volume 3: The Perspective of the World** (*Le Temps du Monde*) — capitalism proper; world-economy (*économie-monde*); the global reach of capitalist exchange

The concept of *économie-monde* (world-economy):

- A zone of economic interconnection centred on a dominant city/region
- Different world-economies dominated at different periods: Venice (15th century), Antwerp (16th), Amsterdam (17th–18th), London (19th), New York (20th)
- The world-economy has a centre (dominant), a middle zone (semi-peripheral), and a periphery — a structural hierarchy that determines how surplus is distributed across the globe
- **Influence:** Braudel's world-economy concept directly influenced Immanuel Wallerstein's World Systems Theory (1974)

6. THE JOURNAL — NAMES, DATES, AND EDITORS

The journal's name changes are directly tested as identification questions.

PERIOD	NAME	KEY CHANGE
1929–1939	<i>Annales d'histoire économique et sociale</i>	Founded by Bloch and Febvre at Strasbourg
1939–1945	<i>Annales d'histoire sociale</i>	Wartime; shortened; Bloch in Resistance
1945–1994	<i>Annales: Économies, Sociétés, Civilisations</i>	Renamed under Braudel; the best-known name
1994–present	<i>Annales: Histoire, Sciences Sociales</i>	Current name; "social sciences" added; reflects interdisciplinary expansion

JOURNAL NAME — WHICH IS MOST TESTED?

The founding name (*Annales d'histoire économique et sociale*, 1929) and the Braudel-era name (*Annales: Économies, Sociétés, Civilisations*) are the two most tested. The founding date **1929** at **Strasbourg** by **Bloch and Febvre** is a guaranteed attribution fact.

7. THE THREE GENERATIONS OF THE ANNALES SCHOOL

The Annales school is not a monolithic movement — it evolved substantially across three (sometimes four) generations.

First Generation (1929–1945) — Bloch and Febvre:

- Programme: total history against event-history; geography and social forces; interdisciplinary method
- Methods: comparative history; history of mentalités; long-term structural analysis; integration of social science methods
- Tone: polemical, programmatic; defined against the "historicising historians" (*historiens historisants*) of the Sorbonne establishment

Second Generation (1945–1968) — Braudel:

- Programme: *longue durée* as the fundamental temporal framework; geo-history; world-economy; quantitative and structural methods
- Methods: serial quantitative history (*histoire sérielle*); demography; price history; the three levels of time
- Institutional consolidation: *Annales* became the dominant school in French academia; Braudel built the Maison des Sciences de l'Homme (House of Human Sciences) as the institutional home of interdisciplinary social science history
- **Criticism:** Braudel's emphasis on long-term structural forces was accused of marginalising human agency; the *événements* (events) level, though not eliminated, was implicitly devalued

Third Generation (1968–1989) — Le Goff, Duby, Le Roy Ladurie:

- Reaction against Braudel's structural determinism; turn toward cultural history and mentalités
- Methods: history of the body, sexuality, family, childhood, death, dreams, collective memory; anthropological approaches; micro-history influenced by Clifford Geertz's thick description
- **Key works:**

- **Emmanuel Le Roy Ladurie** — *Montaillou* (1975): a microhistory of a 14th-century Cathar village in southern France based on Inquisition records; life, beliefs, sexuality, and community of ordinary villagers — a landmark of the third-generation turn toward the intimate and the local
- **Georges Duby** — *The Three Orders: Feudal Society Imagined (Les Trois Ordres ou l'imaginaire du féodalisme, 1978)*: how medieval people imagined their own society divided into three orders (those who pray, those who fight, those who work); the imaginary as a historical force
- **Jacques Le Goff** — *The Medieval Imagination* (1988); *Time, Work and Culture in the Middle Ages* (1980): the perception of time, purgatory, and work in medieval culture; the history of concepts and categories

Fourth Generation and *Histoire sérielle*:

- Application of quantitative serial methods — large-scale statistical analysis of repeated historical data (price series, demographic records, notarial archives, religious practice registers)
- **Pierre Chaunu** — *Seville and the Atlantic (Séville et l'Atlantique, 8 vols, 1955–59)* — quantitative analysis of Atlantic trade; the prototype of *histoire sérielle*
- Sought to bring the rigour of Braudelian structural analysis to a fully quantitative methodology
- By the 1970s–80s, *histoire sérielle* was producing scholarship of great technical sophistication but diminishing historical insight — a *quantitative* form of event-history, tracking numbers rather than people

8. THE ANNALES AND INDIAN HISTORIOGRAPHY

The Annales school's influence on Indian historiography is direct and important — directly tested at JRF level.

Through the Marxist historians:

- R.S. Sharma's feudalism thesis drew on Bloch's *Feudal Society* as the comparative framework for analysing early medieval India; the debate about Indian feudalism is partly a debate about whether Bloch's European framework applies to Indian conditions
- Irfan Habib's *Agrarian System of Mughal India* uses a Braudelian approach to long-term agrarian structures — price data, land revenue statistics, agrarian conditions — though within a Marxist rather than strictly Annales framework

Through the Subaltern Studies school:

- The Annales influence on Subaltern Studies is complex — Subaltern Studies rejected the Annales tendency to subordinate human agency to structural forces; but the emphasis on recovering the experience of the ordinary and the subaltern echoes the Annales commitment to history from below
- Ranajit Guha's reading of colonial archives "against the grain" has structural similarities to Bloch's interrogative method

Environmental history:

- Ramachandra Guha's *The Unquiet Woods* (1989) — the history of the Chipko movement and forest communities in the Himalayas — reflects the Annales influence: geography, ecology, and long-term human-environment relationships as the framework for historical analysis

9. CRITIQUE OF THE ANNALES SCHOOL

Achievements:

- Permanently expanded the scope of historical inquiry beyond political and diplomatic history
- Integrated social science methods — geography, economics, demography, sociology, anthropology — into historical practice
- Established long-term structural analysis as a legitimate and powerful historical approach
- Inspired several generations of social history, environmental history, and cultural history worldwide

Critiques:

- **Marginalisation of human agency** — Braudel's *longue durée* emphasis subordinates individual and collective human action to geographical and structural determinism; events and decisions seem epiphenomenal
- **Neglect of politics** — the systematic rejection of political history threw out the baby with the bathwater; political institutions, ideological conflicts, and state actions have their own historical significance that the Annales framework struggles to accommodate
- **Neglect of class conflict** — the Annales school's structural approach tends to describe how societies function rather than how they change through conflict; Marxist critics argued that the absence of class struggle made Annales history politically conservative
- **Eurocentrism** — the comparative and global frameworks were developed within European and Mediterranean history; the extension to other world regions imported European categories
- **The "third-generation fragmentation"** — the turn toward mentalités, micro-history, and cultural history produced brilliant individual works but dissolved the school's methodological coherence; the *Annales* of the 1980s had no single programme

CROSS-MODULE READING CLUSTER

→ [Historiography - Ch 10 - Nineteenth Century Scientific History Ranke and Positivism](#) — the Annales rejected Rankean event-history and diplomatic history as the discipline's core; the Lamprecht controversy anticipated several Annales concerns

→ [Historiography - Ch 11 - Marxist Historiography Marx to Gramsci](#) — Annales and Marxism share concern with long-term social and economic forces; differ on class conflict as the engine of change; Braudel engaged extensively with Marxism

→ [Historiography - Ch 13 - Contemporary Trends Microhistory Digital and Memory History](#) — microhistory (Ginzburg, Levi) emerged partly in reaction to the Annales third generation; a response to both Braudelian structuralism and histoire sérielle's quantitative impersonalism

PYQ INTEGRATION

1. (UGC NET History, June 2015)

Fernand Braudel's concept of *longue durée* refers to:

- (A) The short-term events and political decisions that constitute traditional historical narrative
- (B) Medium-term economic cycles and demographic fluctuations lasting decades
- (C) Very long-term geographical and structural time lasting centuries or millennia — almost immobile history
- (D) The total history programme of the Annales school covering all dimensions of human experience

✓ **Answer: (C)**

Explanation: *Longue durée* = the deepest layer of Braudel's three levels; geographical time; the almost immobile history of mountains, plains, climate, and deep social structures; changes on a scale of centuries or millennia. (A) = *événements* (short-term events). (B) = *conjoncture* (medium-term cycles). (D) describes the general Annales programme, not the specific *longue durée* concept.

Trap: (B) is the most common wrong answer because students confuse *conjoncture* (medium-term decades) with *longue durée* (very long-term centuries). The distinction is crucial.

2. (UGC NET History, December 2017)

The journal *Annales d'histoire économique et sociale* was founded in:

- (A) 1900 by Marc Bloch in Paris
- (B) 1929 by Marc Bloch and Lucien Febvre at Strasbourg
- (C) 1945 by Fernand Braudel in Paris
- (D) 1929 by Fernand Braudel and Lucien Febvre

✓ **Answer: (B)**

Explanation: Founded **1929** at the University of **Strasbourg** by **Marc Bloch** and **Lucien Febvre**. Braudel joined the school later and became editor after Febvre's death in 1956 — he was not a co-founder.

Trap: (D) substitutes Braudel for Bloch as co-founder — the most common wrong answer; students confuse Braudel's dominant presence with founding membership.

3. (UGC NET History, June 2018)

Marc Bloch's *The Historian's Craft* defines history as:

- (A) An unending dialogue between the present and the past
- (B) The science of men in time (*la science des hommes dans le temps*)
- (C) A possession for all time (*ktēma es aiei*)
- (D) The study of the past through surviving records

✓ **Answer: (B)**

Explanation: Bloch, *The Historian's Craft* (written 1941–44; published 1949): history as "the science of men in time" — not the science of the past in the abstract but of human beings in their temporal dimension; the emphasis on human beings rather than events or structures.

Trap: (A) = E.H. Carr's formulation (*What is History?*, 1961). (C) = Thucydides (*ktēma es aiei*). (D) = G.R. Elton (*The Practice of History*, 1967). All four are famous definitions of history from different thinkers — the key is fixing each to its author.

4. (Practice Question)

Fernand Braudel's *The Mediterranean* is organised around three levels of historical time. Which of the following correctly orders them from longest to shortest duration?

- (A) *Événements* → *Conjoncture* → *Longue durée*
- (B) *Conjoncture* → *Longue durée* → *Événements*
- (C) *Longue durée* → *Conjoncture* → *Événements*
- (D) *Longue durée* → *Événements* → *Conjoncture*

✓ **Answer: (C)**

Explanation: From longest to shortest: *Longue durée* (centuries/millennia; geographical/structural time) → *Conjoncture* (decades; economic cycles and demographic trends) → *Événements* (days/months/years; individual events and decisions). The order from deep structural time to surface event-time.

Trap: (D) places *événements* before *conjoncture* — reversing the middle and shortest levels. Remembering the three in correct order (long → medium → short) is the exam requirement.

5. (Practice Question)

Lucien Febvre's concept of *outillage mental* (mental toolkit) argues that:

- (A) Historians must equip themselves with the social science methods needed for total history
- (B) Past people's beliefs and actions must be interpreted within the conceptual tools available to them in their historical period — not by imposing later categories
- (C) The archive provides the raw material that the historian processes with their methodological tools
- (D) Statistical and quantitative methods are the appropriate toolkit for scientific history

✓ **Answer: (B)**

Explanation: Febvre's *outillage mental* — demonstrated through *The Problem of Unbelief in the Sixteenth Century* (1942): the concepts, categories, words, and logical frameworks available to people in a given period determine the limits of what they can think; the historian must reconstruct this mental equipment before interpreting past beliefs and actions; attributing modern atheism to Rabelais is an anachronism because 16th-century people lacked the mental toolkit to sustain it.

Trap: (A) is a plausible-sounding wrong answer that misreads *outillage mental* as referring to the historian's methodological tools rather than past people's mental equipment.

REVISION ONE-PAGER — ANNALES SCHOOL BLOCH FEBVRE AND BRAUDEL

The Journal — Fixed Dates and Names:

- Founded: **1929**, **Strasbourg**, by **Marc Bloch** and **Lucien Febvre**
- Original name: ***Annales d'histoire économique et sociale***
- Braudel-era name (1945–1994): ***Annales: Économies, Sociétés, Civilisations***
- Current name (1994–): ***Annales: Histoire, Sciences Sociales***
- Braudel = second generation editor; **NOT** a co-founder

What the Annales Rejected vs. Proposed:

- Rejected: *histoire événementielle* (event-history); political/diplomatic focus; narrative; Rankean tradition
- Proposed: *histoire totale* (total history); long-term structural forces; geography; social sciences; anonymous collective forces

Marc Bloch — Fixed Points:

- *The Royal Touch* (1924) → royal healing belief → early mentalités work
- **Feudal Society** (*La Société féodale*, 1939–40) → comparative study of European feudalism; **comparative method**; total history; long-term structural analysis; influenced R.S. Sharma's Indian feudalism thesis
- **The Historian's Craft** (*Apologie pour l'histoire*, written 1941–44; published **1949**) → "**science of men in time**"; regressive method; two-way interrogation of sources
- Executed by Gestapo, **1944**, as a member of the French Resistance

Lucien Febvre — Fixed Points:

- *The Problem of Unbelief in the Sixteenth Century* (1942) → Rabelais could not have been a modern atheist → foundational mentalités work