

MEDIA AND HISTORY DIALECTICAL RELATIONSHIP BETWEEN MEDIA AND HISTORY, DOCUMENTING THE HISTORICAL MEMORY WITH NEW VISIONS IN THE FRAME OF THE INFORMATION SOCIETY

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Abstract

This study explores the role of mass media in documenting historical memory, particularly focusing on its distinctive features in the light of the developments observed in new media. Nowadays, media has evolved into a multidisciplinary science that accompanies all branches of knowledge and fields due to its diverse features, particularly in simplifying knowledge and facilitating its dissemination. It delivers engaging content through multimedia, distributed via the internet and various media forms such as documentary films, TV series, etc. The focus of this study lies in the significance of documenting historical facts through various mass media platforms amidst the expansion of the internet and advanced information technologies. It also delves into the challenges encountered during this process concerning the perception of historical facts and events. The context of political, social, economic, legal, and other factors significantly influences how historical content is produced and presented by both media professionals and historians. This influence can sometimes result in the dissemination of misleading information and facts tailored to serve the interests of specific parties.

Keywords: Media, history, historical memory, media documentation, information community.

How to cite the article :

Rais Ali, I., & Medjahed, Y. (2024). Media and History Dialectical Relationship between Media and History, Documenting the Historical Memory with New Visions in the Frame of the Information Society. *Journal of Studies in Language, Culture, and Society (JSLCS)*7(1), pp. 126-142.

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1. Introduction

Since antiquity, human beings have been always seeking to establish their existence on the planet through various forms of communication to document events, memories, and history in general. The expressive forms of human communication have evolved alongside the development of communication means, starting from personal methods such as sound, symbols, and writing, to the emergence of mass media and the significant advancements in digital communication worldwide. Primitive expressive methods included drawings and engravings on rocks. In later ages, these were followed by writing on animal skins or wooden plates, as evidenced by numerous civilizations such as the Pharaohs and the Sumerians. These communicative and expressive forms are considered forms of human and societal communication, which can also be viewed as early forms of media, albeit different from contemporary communication means and media. Many human civilizations and different eras have been documented in this manner.

For the time being, documentation is considered a function carried out by mass communication and digital media, and history holds no less importance compared to the fields within communication and media content. This is especially true in an era where the public relies on many sources to access information and knowledge. Therefore, historians, who are responsible for documenting events, face a significant challenge given the vast quantity of information easily accessible to the public and internet users. Information is available anytime and anywhere to everyone.

Another challenge that historians face is the ambiguity or misrepresentation of some historical facts, often written by non-specialists. This issue is exacerbated by the chaos in the digital media field today, particularly within social media networks, since most people rely on these platforms for information. This reliance poses a risk to the accurate historical record of peoples and nations and affects the audience's understanding of the truth and correct historical reality.

This study establishes the link between media and history, which is seen by some as mutual and complementary. Media serves as an important pillar for documenting history through various forms such as documentary films, investigations, studies, and more. Conversely, history is a significant media subject and a source of inspiration for many, including TV and cinema directors who use historical events as material for their scenarios. However, such works are often criticized by some for affecting the details of historical facts, personalities, and public issues, and for potentially misleading or misrepresenting these facts to serve particular interests.

2. The Methodological Frame of the Study

2.1. The Problem

The study addresses the challenges facing the documentation of historical events through various forms of mass media, in the light of the spread of the internet and advanced media technologies. This concerns the level of assimilation of historical facts and events, and the dialectics surrounding the nature of the historian journalist and the journalist historian amidst the development that has occurred in media and historical presentation methods.

To investigate this topic, we have set the following questions:

- What is the significance of history and the work of the historian?
- What are the sources and schools of thought adopted in the chronicling process?
- To what extent is history relevant to other sciences?
- What is the role of media and its impact on the process of documenting history?
- What challenges are faced by media in documenting historical events within the framework of the information society?
- What is the significance of historical memory in shaping a nation's future and planning societal development?

2.2.Importance of the Study

This study aims to highlight not only the relationship between media and history, but also their interaction in conveying knowledge and events witnessed by previous societies to shape the future of their people. Nowadays, media is a crucial tool which influences society and one of the primary means of documentation, given the vast amount of content available in the written and electronic press, radio, TV, and various digital platforms.

2.3.Objectives of the Study

- Determine the relationship between media and history.
- Explore the work nature of historians and journalists.
- Describe the role of media in documenting the memory of peoples.
- Identify the main challenges faced in documenting memory and historical facts through mass media.
- Distinguish the importance of historiography in shaping the future of people.

3. The Theoretical Frame

3.1.Science of History and its Importance

At the outset, we define history as the branch that studies the chronological record of events that have influenced nations or peoples, achieved by conducting a critical examination of sources of information. Typically, interpretations are provided regarding the reasons for events occurring. In this context, history is defined as the study of the human past as illustrated in written documents left by human beings. It also serves as the steady foundation relied upon by historians and archaeologists.

3.2.Retrospective Historical Method

It is termed as such because it involves the retrieval and recovery of the past. This scientific method is associated with various other disciplines. It aids social researchers, particularly when examining changes in social structures and the evolution of social systems, in uncovering the past of a phenomenon. This method facilitates its analysis and interpretation within the context of the time and place of its occurrence, as well as its interrelation with other phenomena and its influence on the current phenomenon under study. Ultimately, it enables researchers to make generalizations and predictions about the future.

This term has been defined by many historians and scholars as the record of previous or ancient human civilizations. Ibn Khaldun defined it as follows: “The art of history... apparently is no more than news about chronicles and nations, and past events from ancient eras, developing expressions and setting proverbs, ... however inwardly it is the precise examination, investigation, and interpretation of human beings and their principles, and a deep understanding of how these events occurred and their underlying reasons.”

It is the chronicling and recording of the past of humanity and its civilizations, as well as the material and cultural heritage of human beings through writing and documentation. It serves as the memory of peoples and a mirror reflecting a nation's past events, stemming from the interactions of people in a specific place and time. Ibn Khaldun defined it as the: "Information about human society, representing world civilization, and the various states witnessed by such civilization, such as savagery, sociability, fanaticism, and the various forms of interactions among humans, leading to the emergence of kingdoms, states, and forms of possessions and wealth achieved by humans through their endeavors, as well as the different sciences and crafts, and anything occurring within this civilization."

The historian and scholar John J. Anderson defined history as the narration of events that occurred among humans, encompassing political and social changes. Since the 1980s, studies and research in history have increasingly focused on what is known as "history from below." Many terms have been used interchangeably to convey this concept, such as "microhistory" in the United Kingdom, "everyday history" in Germany, and "subaltern studies history" in India.

Then, it was developed by pioneers such as the British historians Eric John Ernest Hobsbawm and E. P. Thompson, and later the "Subaltern Studies Group". This latter group emerged at the start of the 1980s, composed of many Indian historians led by Ranajit Guha, who criticized the official history of India written by the elite influenced by the British colonialist policies. They proposed to rewrite it in light of different notions associated with forgotten oral histories, which were disregarded by colonialist elites.

The new historians relied on accounts from ordinary people to write their history, bypassing "official history" (which focused on large entities and institutions) to provide an in-depth description of the lives of ordinary people. This approach aimed to contribute to building historical facts from a new perspective and utilizing new concepts and sources.

It is worth mentioning that contributions were drawn from intersections with other sciences and research methods, including schools of cultural criticism, anthropology, and sociology. Social history now focuses on the development and formation of social components within a state, society, or geographical region relevant to the study. This may include economic history, legal history, and an analysis of various aspects of civil history, all illustrating the development of social formations and organizations.

Social history deals with various aspects such as population, race, labor, women, family, education, urban and rural areas, and religions. In all these branches, it emphasizes the lives of ordinary people, unveiling their experiences, observing their private lives, and tracing their transformations. This approach liberates historical study from its close association with colonialist history, both in monitoring and analysis.

From this perspective, one may ask what kind of historical method should be used in order to explore these issues. A historical method is one that aids researchers to study past facts and event. Sometimes, it is referred to as the retrospective and documentary method and utilized by many disciplines. Therefore, it is not limited or exclusive to any particular field, as some might assume.

The historical method is defined as "the path followed by the researcher in collecting information about past events and facts, as well as in their examination, criticism, and analysis, ensuring presentation, ordering, organization, and interpretation, and finally deducing conclusions and generalizations." The historical method extends beyond understanding past events. it also contributes to interpreting current events, problems and guiding future planning. This method is grounded in thorough examination and objective criticism of various sources

of historical facts. It is employed for collecting information, critiquing, organizing and interpreting it, and drawing general conclusions (Wahba & Karam, 1971, p. 44).

Toynbee defined the historical method as "a science searching the life of human units, i.e., communities, and the relationships between them" (Wahba & Karam, 1971, p. 44) . Historical research involves the systematic collection of data and information related to past events, along with their objective evaluation, to understand the reasons, consequences, and trends of events, which may aid in interpreting facts and events and predicting future occurrences (Jay, 1993, p. 201).

Additionally, according to the philosophical glossary, the historical method must rely on texts and documents as the primary historical material, ensuring their veracity and understanding. In this manner, it reconstructs the past, reconciles its obsolete parts, and strives to present an image that corresponds as closely as possible to reality. (The Philosophical Dictionary, 1983)

3.3.Characteristics of the Historical Methodology

According to the previous description, we can set a number of features related to the historical method as follows:

- The historical method is concerned with the study of past facts and events i.e. that occurred in previous eras.
- The historical method focuses on finding-out what happened, or what occurred, i.e. giving a rich account about the events that occurred in the past, through a theatrical show in which a real and true portrayal is given for such events.
- The role of the historical method is not limited to simply answering the question of what happened; instead, it seeks to provide an interpretation of events in order to gain a comprehensive understanding of the circumstances that prevailed, interpret them, and assimilate the information.
- The uses of the historical method are not confined to a specific discipline; instead, many fields can benefit from this methodology by adjusting it accordingly to suit the requirements of each domain.
- The historical method helps not only in understanding the past events, but also in understanding many current events that that have historical extensions and dimensions; in this way, it contributes to facilitate our perception of the present.
- The historical studies provide knowledge and information that help in orienting the future planning, since the right understanding of past events and the ability to interpret the present will allow doubtlessly predicting the future.
- The historical method is based on the objective and scientific examination of all sources used to obtain the historical information.
- The historical method relies on the documents and monuments left by the past facts and events, by conducting a thorough examination to reach the associated facts.
- It is possible for studies focusing on present-day issues to employ the historical method, especially when there are historical roots relevant to the subject under investigation. These roots are traced to comprehend the circumstances and factors that contributed to their emergence, evolution, and formation, ultimately leading to their current state. This approach aims to cultivate a comprehensive understanding of the case being studied.
- The historical method aims to uphold precision, accuracy, and objectivity in tracking, analyzing, and critiquing the various sources and narratives of historical events being studied, all in pursuit of uncovering the truth.

3.4.Importance of the Historical Method

The historical method is one of the important scientific research methods. In more details, we can elucidate the significance of this method as follows:

- The historical method is a tool used by researchers to explore the secrets of the past, understand its circumstances in which originated the events and past, find-out its reasons and the factors and conditions governing their origination and evolution. This is done by tracking its historical roots, explore the reigning situations and circumstances, and its different states throughout their different stages of evolution.
- The understanding of past events by using the historical method may provide us with a precise description of the environment in which originated the historical events and phenomena. This method allows us not only to understand the past but also to grasp and interpret many current events by linking them to their historical roots.
- By tracking events, which occurred in past eras and time, the historical method is able to provide us with a clear image and a logical interpretation of what happened and why it happened. It guides us to solve many problems, and assimilate many events and positions occurring nowadays.
- The uses of historical method in scientific research generate a huge amount of information about situations, facts and events related to present, and allows predicting about the destinies of similar and recurrent events, therefore dealing with them appropriately, and take positions based on past lessons.
- The historical method can track the stages of development of different sciences, and depict the main stages of their evolution throughout history. Therefore, we will be more informed about the evolution reached by the different sciences. The historical method provides us with a tool to discover and track the human movement and the evolution of scientific performance in the different life domains.

3.5.Historians at Work: 'Defining Their Professional Nature'

In the study of human facts, the historian should be very strict on impartiality and objectivity. However, the past events originally belong to specific era that are relative to defined psychological and social compulsions. In the study of human facts, the historian should be very strict on impartiality and objectivity. However, the past events originally belong to specific era that are relative to defined psychological and social compulsions

3.6.Traditional Man-Made Perception of History or Devotion to the Written Documents

This school appeared under the nationalist movements in Europe during the 19th century, in particular during the third French revolution, and its determination to recover the Alsace and Lorraine region, reinforcing its colonialist program. Here the duty of the historian is limited to a restricted domain that does not exceed working with documents. This school appeared in France in the nineteenth century by Auguste Comte (1798 – 1857) (Comte, 1923, p. 196) , although its origins date back to the modern era and extend to the empiricism represented by the British philosophers such as John Locke (1632 – 1704), David Hume (1711-1776), and previously by Francis Bacon (1561 – 1626) who was the first to announce

the famous man-made slogan: “we must impart any estimation exclusively to the scientific knowledge deduced by induction and experiments”.

In addition to the qualitative evolution achieved by the science of history within the "positivism" school, which imposed its rules starting from the nineteenth century, it is worth to remind about the stunning knowledge and methodological outcomes achieved by the human sciences and other social sciences such as anthropology and sociology. These sciences aimed to explore in their turn the historical studies at the level of “notions and problems”. Here, we mean that history science witnessed a great development in the twentieth century, and it reached a large degree of maturity imposed by the principle of complementarity of human and social sciences. This state was in fact the outcome of the long conflict and the useful theoretical discussions between the different historical schools.

This also means that the emergence of the positivism in its different forms expresses the desire to create a full break with the metaphysics and its complicated issues, in which the mind does not benefit from anything; thus, requiring to be contended with the scientific – empirical method in the knowledge field of human and social sciences, and to abstain from all desperate attempts to reach absolute facts. Claude-Lévy Strauss says that “the social sciences and human sciences aim together to define themselves by relying on a reference of accurate and natural sciences master the subtleties of scientific methodology (Lévi- Strauss, 1990, p. 283). Consequently we can say that positivism is not a marginal theory of limited influence, rather it is a philosophy that was dominant in the nineteenth century. Its influence extended to all human and social sciences, including the science of history itself.

This approach leads us to say that positivism limits the duty of the historian to a restricted scope that does not go beyond working with documents. Among the main historians of positivism, we can mention Paul Lacombe (1834–1919) and Henri Berr (1900). Lacombe aimed to make history a science, like mechanics or physics; therefore, he titled his main work "History, a Science." This means that Lacombe, like Henri Berr and other scholars in positivism, do not believe in any difference in nature between natural sciences and history. They all believe, to varying degrees, that “the use of the methods of natural sciences in history field is absolutely indispensable” (Benrubi, 1980, pp. 214-215).

The positivist perception of history, which dominated the French universities until the mid-twentieth century, believes only in what is material and concrete and uses these sciences as a benchmark to determine the scientific rigor of historical studies. Therefore, historians embracing positivism give importance only to the historical facts and events narrated by the "written documents" and "significant material effects."

The French historian Charles Victor Langlois says that: “history is made from documents, and documents are the remnants left by the ideas and acts of ancestors, and very few of such acts and ideas leave concrete remnants. In fact they rarely remain, since a simple incident can cause their disappearance, and any idea or act that does not leave remnants, whether directly or indirectly, or which landmarks are blurred will be lost for history, as if did never happen. Not only that, the positivist historian who abides strictly with the approach “origins criticism”, limited the historical facts to letters, i.e. the written documents that satisfy him as documents from first degree, and he goes far in their negative criticism based on suspicion and doubt.

3.7. Annales School and the Openness of History to Others Sciences

The French “Annales School” was launched from an open methodology and proposals, that it tried not to restrict the richness and fluidity of history in the products of the “graphic reason” (J, 1979). Consequently, it sought to expand the historian’s scope of inquiry (le Roy-

Ladurie, 1973, p. II.V) , incorporating not only the political issues of past generations manifested in material monuments and written documents, but also embracing the oral traditions, social practices, and all products of memory and imagination, i.e. the popular culture. These elements were subjected to critical historical analysis to discover the past. Therefore, the openness of the Annales school to the knowledge and methodological acquisitions of the humanities and social sciences, in particular the sociology, and the different branches of anthropology, ethnography, economics, linguistics, etc., as sciences helped to dig in the strata of the pasts in order to fully recover it and unveil its main lines in the context of linking between those elements. It is worth to mention the famous trilogy of this school “economy, society, civilization”. Lucien Febvre says in this contexts that “the linguistic, writer, geographic scholar, legal scholar, physician, geologist, ethnologist, expert in sciences etc, all contribute in writing history, each of them will contribute by his own mentality and his distinguished methodology, and he is not asked to get rid of his own features, since his contribution in this way will be futile” (Al-Arwi, 2005, p. 187).

This school is in fact a descendant of a famous French magazine called “Les Annales”, launched in 1929, the year of the great economic shock that overwhelmed the entire world. In fact, the launching of Les Annales magazine in that date was the outcome of joint efforts of a group of famous scholars who were working at the French University in different human fields, although the effective creation of the magazine is attributed to two famous professors from the University of Strasbourg, namely the historian Marc Bloch who was executed by the Germans in 1944, and his assistant Lucien Febvre, who deceased in 1956, the author of “combats for history”.

In view of the foregoing, we can say that “Les Annales” magazine soon acquired the capacity of standalone historical school with new trends and methodologies, and which adopted the principle of “rupture” with the extremist positivism concept of history, and there is a call to interact and be open to the branches of human and social sciences, and avoid to limit the sources of historical knowledge in analyzing texts related to social life, in the field of politics and past military wars. In fact we need to extend of the problematic of the history science to include all human activities in the fields of economy; sociology and civilization.

This mixture and variance between such specializations is able to provide us with an interpretation of the current phenomena that link past to present according to the perspective given by Marc Bloch, it is the oldest and unique human science that does sense the need to link the study of deaths with the study of living persons” (Bloch, 1952). In this context, an Arab writer said:

“No doubt that “Les Annales” French magazine, which was launched in 1929 by the two historians Marc Bloch and Lucien Febvre, soon became a distinguished methodological school, and was a rich field of interaction between the reception and response, i.e. the interaction between history and methodologies of other social and human sciences. It is true that most of its famous founder scholars were historians of the European history, in particular the medieval and modern eras; however, their influence in modifying the methodology of historical research was evident in all fields and domains. Their critics of the historicism of the nineteenth century, and the positivism reigning on the historical research (restricted to the critics of documents and deducting objective data from them), and their critics of the way of dealing with the historical time as a history (i.e. an object in a laboratory). They also called to make a dialectical linking between the past and present on the basis of the rule “the history – the question”, and accountability of the past before the present, by urging to extend the field of history according to the events of the human activities (cultural, social, economic, intellectual), and the complementarity with the social and human sciences. They also succeeded through the magazine and editorial board in attracting scholars in psychology,

sociology and economics. All this founded the idea of “historical synthesis work”, and was a prelude to the idea of universal history and comparative history of civilizations (Braudel, p. 8).

This magazine-school was under the supervision of a collective work rule adopted by the magazine since its creation, of the famous French historian Fernand Braudel, professor at the applied college of higher studies, deceased in 1985, in the period between 1956 (year of death of Lucien Febvre) and 1969. In this context, the *Annales* magazine under the editorship of Fernand Braudel played a pivotal role. During the period from 1956 to 1969, the magazine experienced a significant growth and expansion, extending its influence beyond France and Europe, moving from a narrowed scientific specialty to a broad intellectual trend.

Nonetheless, it is important to highlight the contribution of this scholar, in particular his famous theory “the three periods” in which history must be studied, “the short period” not exceeding fifty years, the “average period” that exceeds one hundred years, lastly the “long period” of history that exceeds ten centuries (Al-Arwi, 2005, p. 187).

Braudel borrowed the Marxist idea that distinguishes three levels in a social entity, and he said that the structure, i.e. the environment, is within the competence of the geographic and economists, whereas the superstructure, i.e. all what is related to spirits, intellectuals and psychics, is within the competence of the scholars of logic, language, mind and psychology. As for the structure, which means the legal organization, political arrangement and behavior, it is within the competence of the traditional historians, social scholars and anthropologists. In this manner, Braudel eliminated the notaries and investigators from the field of history, and extended the historian’s craft, who is now required to determine the kind of relationships linking these structures, having different deepness and interlocking (...).

3.8. Media Man (Work Nature of the Journalist) and the Historical Information under Different Sources of Information:

The journalist’s work contributes in recording the human history.

A journalist is a product of their environment, and as such, they convey the events occurring in their society reliably, reflecting the reality continuously. Especially nowadays, in the era of speed provided by the internet, which imposes daily challenges on journalists to deliver news and knowledge to society in a timely manner.

All of these requirements for a journalist to succeed in their noble craft have a positive impact on the quality of media service provided to their media organization and the public. These features include the following; (Laagab, 2006, pp. 9-29)

- Enjoying the professional spirit when highlighting the issues being addressed,
- Originality in addressing issues and paying attention to important societal issues,
- Upholding credibility in news coverage,
- Ensuring accuracy in collecting and disseminating information,
- Being concise and presenting comprehensive information without distortion or misleading,
- Presenting information in an engaging and appealing manner,
- Possessing a rich cultural background and sophisticated thinking,
- Being able to analyze and think critically when addressing issues.

The accumulation of this news by time and their conveying through different mass media, will transform them to an archive enriching the events witnessed by the humanity. And this information material, documented through different media, will become an integral part of history.

Therefore linking media with history is, in fact, a form of bridging that has become natural due to the mutual openness between different sciences, for example we find that media interferes with many disciplines; it is associated to politics, art, literature, economics, medicine, etc. (Moulla, 2019, pp. 181 – 185). However, the difference resides in the fact that the journalist records daily events or those that have occurred recently, and such recordings are guided by objectivity and credibility. In contrast, the historian's work is limited to recording past events, i.e. they explore and justify them through their economic, political, social and environmental reasons (Moulla, 2019).

In view of the development realized in archiving field, through the automation of its different works such as scanning, storage, recovery, indexing, etc., we have now what we call digital archiving. This means transforming the information found in documents (such as pen and paper) to a digital form, hence facilitating their storage, transfer and recovery, whether in computers within the archives reading rooms or on internet (Elsawy, 2003).

Though the critics, the use of digital communication or digitalization in the field of historical research has many advantages. Some consider that the digital document loses its historical value when it is scanned and stored; however, the recovery of some historical materials which is only achieved through information networks (internet or intranet) prevented them from destruction due to climatic, security or human factors.

3.9. Role of Media and Digital Media in Documenting and Preserving Historical Memory

Documentation appeared prior to the written recording, as primitive humans registered their ideas, experiments and events more than five thousand years ago through engravings on cave walls and various materials such as bones, animals skins, clay tablets, etc. Ancient civilization such as the Sumerians exemplified the preservation of documents and records within temples, demonstrating that Iraq had established archiving practices thousands years ago. Similarly, in ancient Egypt, documents and information were also safeguarded within temples during that era (Hassan Ali Al-Qaseer, 2021, p. 164) . Therefore, media documentation preserves and protects documents and contributes to their use in construing and illustrating the historical sides (Moulla, 2019, pp. 181 – 185).

Media is not merely a means of conveying historical information; it also plays a crucial role in documenting history through various forms: written media such as the press, audio media like radio, and visual media including television, cinema, and smart screens. As a result, media now wields significant influence within society and serves as a potent tool for media institutions. Consequently, media professionals are sometimes caught in a dilemma, as they are tasked with documenting memory and safeguarding history from distortion and misrepresentation, all while facing political pressures exerted by governing bodies .

The relationship between the historian and the media practitioner has long been a subject of scrutiny and critique. Historians are often careful to avoid overstepping their boundaries and assume the role of a media professional when presenting historical information. Likewise, media practitioners are mindful not to encroach on the historian's domain, which primarily involves the study of history and its chronology.

Therefore, media endeavors to reveal and highlight the context in which the event is formed, which results from the interaction of three factors: human, time and place. Consequently, the journalist seeks to convey the event and comment it, searching for its sources and mechanisms. Tayeb Beyad says: “History is not born as a phase, only after the end of this phase, since the field of history is past”. This opinion is confirmed by Marc Bloch, the founder of “Les Annales” school, as understanding the past is not achieved through the

assimilation of issues in our era (Abellal, 2019, pp. 48-69) . This explains the strong relationship linking history and media. History and the historical information find their sources in the present and the events occurring daily or weekly, and after time and accumulation of events, they become a part of history. The past experiments may give lessons to the present also, hence they are useful to avoid crises and problems and find solutions and strategies to the same past experiments.

Some journalist historians had the courage undertake this experiment, such as the historian François Fouré, who had the experience to write in written press for many years in commenting local and international political and cultural events. What distinguishes the journalist historian, is his engagement with the contemporary issues through mass media as a mean to convey his ideas and analysis. In doing so, he enriches the media information, which over time transforms into a historical document relied upon as a reference for renewing and reinforcing the historical investigations and sources of information about various Subjects (Abellal, 2019, p. 59).

3.10. Digital Media and Preservation of Memory

There are many sites, blogs and pages on internet specialized in diffusing and providing historical documents to the browsers. They have different vocations; some sites for example publish Arabic manuscripts, archives, etc. It is easy now to find documents, registrations and materials concerned to a defined period and events due to the availability of information through different internet sites (Feshar & Zerrouki, 2019).

Furthermore, the nature of the documented material may be written or filmed, like TV and cinematographic films, which are also a historical reference for the historical information, and this can be seen in many media productions. The Algerian state gives concern to this kind of productions, and presents them as part from the collective memory of the Algerian people, for example the movie “battle of Algiers” which obtained the Golden Lion prize in Venice Film Festival in 1966 (Bsafa, 2020) . This movie is an important documentary film documenting the events of the Algerian revolution and the sufferance lived by the Algerian people during the French occupation.

Moreover, some internet sites have digital platforms concerned with the preservation of the world heritage such as: the international center for the study of the preservation and restoration of cultural property (iccrom, s.d.) . It is an intergovernmental organization dedicated for promoting the protection of the world heritage by using different methods and means needed for its conservation. The organization gives great concern to the registered and oral heritage deemed as an important part in documenting, dating of facts and events unavailable in written materials.

Furthermore, over the past few years, there has been an emergence of websites dedicated to the audio and video recordings; such as the French archive site INA (ina, s.d.). This site provides multiple historical materials and important records, and even interviews (Feshar & Zerrouki, 2019). Even the oral interviews or what are known as live testimonials, are important materials for historians made through different applications such as Skype. There are also specialized applications, which transcribe recorded sounds into textual form in Word. It provides easy access and serves as a reference for historical information at specific points of time (Feshar & Zerrouki, 2019) . The live testimonials conducted through digital media simplify the process by eliminating the need for long-distance travel and challenges of accessing information or witnesses. This allow information to be shared with individuals who may be far from the historian’s location or from the journalist historian who is producing a documentary press media material (Feshar & Zerrouki, 2019).

3.11. Importance of the Preservation of Memory in Planning the Future and Societal Development

Historical writing in recent decades has experienced significant development in terms of narrative style and methodology, resulting in a shift from being confined to a narrow circle of specialized historians to being accessible to a broader audience of writers and readers. This transformation can be attributed to the specialized seminars and symposiums organized by universities and institutes dedicated to historical studies in collaboration with the Ministry of Veterans Affairs, which focus on historical heritage and the preservation of national memory.

In parallel, the writing movement in the field of history witnessed a revival, accompanied by state's desire to promote the national spirit and preserve memory for future generations. This aim requires a reformulation of the educational methods, especially in history courses, to uphold memory and instill a sense of nationalism among individuals. Notwithstanding the historical writings resulting from the openness stage, the reform in history cannot be achieved since the evolution is made within the methodology and not the historical knowledge. This is due to the extinction of the oral narration that is an important source in historical writing and the reticence of its authors to talk about important events.

To preserve memory and pass it on to future generations, it is necessary to facilitate researchers' access to historical documents. This enables them to reach historical material, achieve their objectives, and uncover new historical realities. Ensuring the success of memory recovery operations require opening and releasing national archives, maintaining the archives' heritage, holding seminars to introduce their contents, and facilitating their perusal, particularly for scientific or cultural purposes. This approach avoids the traditional method based on official narratives and promotes thoughtful studies founded on new archival materials, as described by Jack Lockof in his concept of "furnishing the history." Consequently, when researchers or historians obtain archival material or oral narrations, they become the authors of new ideas and sources.

Moreover, it is crucial to expand curricula to include contemporary history, also known as recent history. This approach may go beyond traditional historical studies focused on archival preservation and memory (transmission), instead emphasizing a simplified and direct engagement with current events. This shift encourages the emergence of an intellectual elite that integrates transmitted knowledge with reasoned analysis. Through this integration, society can attain the highest levels of knowledge (Chihi, 2020).

Accordingly, it is necessary and urgent to release history from the boxes of archives and the forums of universities and research centers, and make the issue of memory at the disposal of the society since it is the duty of everybody. Furthermore, it is important to engage in theoretical history by visits to museums and historical preservation centers in order to experience the realities under study and connect with moments that undoubtedly enrich our scientific and personal credit (Chihi, 2020).

Organizing trips and visits to historical landmarks, the venues of battles and living places of the Moudjahidines (old combatants), such as the mountains of the Kabyle region, the venue of holding Soummam congress in 1956, Aures mountains the base of the first province and the outbreak of the liberation revolution, discovering the paths taken by the old combatants between the eastern and western borders to bring arms and support the revolution.

Hold intellectual and historical lectures and seminars, and link the university with the society, through an academic presentation of the events, in order to get out from the legendary history to the realistic reading of the events.

Link the future generations with their ancestors for example by hosting the actors of the revolution (old combatants) and initiate calm discussions between them, so that the learner will be aware of his responsibility in the preservation of the memory of his surroundings, then the general memory including the entire nation.

Today we consider that the reform of history pedagogically, academically and officially is an urgent necessity in order to reinforce the memory and enable it within students, for the purpose of developing the mentality and open real perspectives of changing to a better reality. On this basis, we can think about the recovery of the national memory that gathers the sons of the nation. All over the world, we have witnessed a large change especially in last decades giving a great importance to memory in a scientific method means allowing to publish the historical knowledge in different social categories (Ennasr magazine, 2020).

The reinforcement of national memory is the responsibility of everyone; it is a priority that highlights the constants of the nation. Therefore, we must preserve it from vanishing, pass it on to future generations, and work to provide all the means and mechanisms needed to instill among individuals. This is especially crucial in the era of modern technologies, which have influenced individuals' trends and concerns and diverted their attention from issues of identity, heritage, and collective memory. Hence, we are urged to seek ways to instill memory within society, considering the multiple existing mechanisms and means.

4. Summary

The historical method is one of the important methods used in media studies despite a decline in its use following the emergence of new research trends. These new trends in media studies focus on the analysis of mass media content, the study of audiences, and the emphasis on quantification processes and statistical methods. This trend has been strongly dominant in the Arab region, aligning with the research approaches prevalent in the United States and Western countries in general.

Despite the proliferation of survey studies in recent decades, the historical method and its uses in media studies remain necessary and sometimes indispensable. Many media studies are founded on historical perspectives, as the media phenomenon itself is inherently historical. We cannot fully understand and grasp its present state without exploring its origins, evolution, and the circumstances leading to its current form. Therefore, it is essential to use the historical method in such studies.

In more details, we can illustrate the modalities of using and employing the historical method in media studies, as follows:

First, media studies rely largely on the historical method in tracking the emergence and evolution of the mass media, unveiling the circumstances of its origin, the influential factors, its surrounding environment, whether related for example with the origin of the printed media in the world, or within a region such as the Arab nation, or a particular country, or study the evolution of a defined kind of press, such as the regional media, literary media, or economic media, or other media studies concerned with the origin and evolution of any media case, and at any geographic level, whether local, regional, international, or tracking the origin of any other mass media such as cinema, radio, television in different societies. The stages of evolution of each of them, and anything associated to such mass media in terms of inventions and at all levels, whether local, regional and international. What is applicable on press is also applicable on the other mass media regarding their study sides. All studies related to the

history of mass media rely basically on the historical method in the search and exploration of the facts related to them, and tracking the phases of their creation and evolution.

In addition, the historical method provides appropriate conditions to study media legislations in past periods. By the use of this method, the researcher will be able to study the laws, legislations, decisions and instructions governing the work of a particular mass media and in a particular historical phase.

It is also used to study the theories of information and communication, and track the historical roots of such theories, and the different evolution witnessed by the world throughout the different stages. It is also used to monitor the studies and researches that contributed in the setting and development of its constituents, and unveil the intellectual production that led to instituting the theories and specimens of media and communication. All that will help in understanding the media phenomenon in general, and be familiar with the limits and fields of its influence, its importance and capabilities.

- The historical method is also used to examine the context in which media institutions operated in previous eras. Media practices and the overall nature of media phenomenon in a given period of time is shaped by specific environment, characterized by political, economic, social and cultural dimensions. The latter significantly determines the nature of press or other forms of mass media during that era. Therefore, a deep understanding of media situations in a specific historical period requires researchers to study the environment of media with its various dimensions. This necessitate the use of the historical method to achieve the targeted research goals.
- The historical method is also used in the studies to explore the role of the mass media or a particular media means in confronting a particular status or situation, or dealing with the circumstances prevailing in a particular era having its own situations and conditions. This includes also the media studies that aim to study the situations of the press or other types of mass media in a defined era that may exceptional.

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