

## WP3 Studying history online

Partner: Carl von Ossietzky University

Section: Caricatures

### **1. Definition – general aspects**

Describe the features of this document as a historical source in its more general aspects

In this paragraph the different purposes of caricatures during the centuries will be described.

Possible introduction:

The genre has in German language (“Karikatur”) at least two meanings:

Since the beginning of the modern times until the 20<sup>th</sup> century figurative illustrations got used as means of political contention/discussion, inclusive propaganda and opinion formation.

Today caricatures can be found in newspapers in the shape of a drawn leader.

- a) The exaggerated portrait drawing on the one hand (ital. „caricare“ = florid)
- b) A satirical picture composition with critical, often political aims.

The famous sheet of Charles Philipon, first published 1831 shows both (see 6. example, will follow)

### **2. Definition – specific aspects**

Describe and analyze the specific features of this source especially related with the historical-educational field

The character of a caricature- which can be summarized as a (slightly) exaggerated drawn statement – shows its value for a problem-centered history lesson. Its perspectiveness challenges pupils’ forming of opinions. For this reason the medium caricature is being used for ages in textbooks. This paragraph will explain the different stylistic device that can be used by illustrators, furthermore it will give detailed instructions about how to interpret these kind of historical sources. Because the recipient needs to be enabled to decode the analogy between picture and what was intended by the illustrator – this is the condition for the recipient to get cognition – pupils often express this as a “light bulb moment”.

### **3. How to use this kind of source within the historical-educational research?**

The nature of caricatures is that it takes a firm stand, it values. But just this reduction to the essential is its core – a balanced caricature would be a contradiction in itself.

Therefore this genre often gets instrumentalised. To analyse this instrumentalization is one of the purposes of the historical-educational research: Who becomes degraded -for what reason?

On the other hand caricatures are a means to criticise injustice and power – this often lead to censorship.

In any case it is necessary to interpret caricatures with the help other sources (factual information), to classify it in its historical context and to include different perspectives. Especially old caricatures cannot be understood without having a certain background knowledge.

Possible pattern for analysis:

Area of analysis	Leading questions
Statement (What?)	What is to see? Which problem/event gets displayed? Which persons can be recognized – in which situations? Which contradiction gets revealed?
Style (How?)	What is especially striking? Which means does the illustrator use?
Sender (Who?)	Who drew the caricatur? Who is the principal? What is known about the illustrator of the principal? What kind of goals does the illustrator pursue?
Time/Place (When?)	When did the caricature emerge? Where did it emerge? What do we know from other sources about this time?
Intention (Why?)	What are the aims of the illustrator? Whom does he attack and why?
Impact	What kind of emotions does the caricature evoke? How does the caricature affect <ul style="list-style-type: none"> <li>- the coevals</li> <li>- us</li> <li>- others?</li> </ul>
Path	How gets the caricature distributed (newspaper, flyer, TV, textbook...)? How decides upon the placement of the caricature?

Source: Uppendahl, H. Die Karikatur. In: Pandel, H-J./, Schneider, G. (1986): Medien im Geschichtsunterricht. Düsseldorf. S. 471

#### 4. How to describe, to cite, to quote this kind of source inside an historical research?

There will be manifold examples of different correct ways of quotations – as footnote, bibliography, main text...

#### 5a. Where is it possible to find these sources in the practical research?

Marienfild, W. (1991) Die Geschichte des Deutschlandproblems im Spiegel der politischen Karikatur. Bonn

Staatsinstitut für Schulpädagogik und Bildungsforschung München (Hg) (2001):  
Geschichtsbilder. Historisches Lernen mit Bildern und Karikaturen. Donauwörth.

Kessemeyer, S. (Hg.) (1983): Ereigniskarikaturen. Geschichte in Spottbildern 1600-1930.  
Münster

#### 5b. where is it possible to find these sources on the Web?

Weekly journals:

- Simplicissimus (since 1896): <http://www.simplicissimus.com/>
- Kladderadatsch: <http://www.ub.uni-heidelberg.de/helios/digi/kladderadatsch.html>

**6. Example**  
**To follow**