



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**HISTORY PROGRAMME**

**HIST 419**

**‘A TOPIC IN HISTORIOGRAPHY AND HISTORICAL METHOD 1: HISTORY AND THEORY’**

CRN 2137

**2008 – Full Year**

**Course Guide**

## **COURSE INFORMATION**

Convenors: Professor Melanie Nolan/Dr Giacomo Lichtner

Room: OK 504

Phone: 04 463 6751

E-mail: melanie.nolan@vuw.ac.nz

Other History staff members will contribute to discussions on issues of interest to them. History 419, like HIST 489, are regarded as core subjects of the Honours programme and a collective programme responsibility. History 419 serves as a companion course to all the other courses in the Honours programme.

Student consultation: Office hours will be Thursdays 1-2pm before classes or by other arrangement. Please feel free to contact me by telephone and/or e-mail. I am only too happy to discuss your work with you.

Class times: This course will be taught by way of a two-hour seminar fortnightly, with meetings scheduled Thursdays 2-4pm OK406.

Additional Information: Information about changes to the timetable or seminar programme will be posted on the History notice board or outside OK 422.

## **COURSE AIMS AND OBJECTIVES**

The word history carries two meanings: it refers to what has actually happened in the past, and to the representation of the

past through the work of historians. This course is an engagement with history in terms of the latter definition. During the course we will examine the various ways in which the past has been represented and interpreted. We will also focus on developing your 'intellectual toolkit' with regard to research questions, historical evidence and questions of representation.

This is, then, a historiographical and theoretical course. This means that we will examine both the philosophical bases for understanding the past and the ways in which 'history' has been (and still is) practised. In sum, the course is designed to strengthen your grasp and understanding of history and its different methodologies and theoretical bases. We will also consider new and exciting developments in studying recent challenges to Western historiography and 'alternative' ways of knowing and remembering the past. More particularly, the course is intended to familiarise you with the foundations and underlying principles on which the intellectual activities of historians are based. It will not, however, explicitly teach you the 'craft' of the historian: the 'nuts and bolts' of how to conduct research, locate sources, and judge the veracity of evidence.

In this course, we define historiography primarily as the examination of historical study, its methodology and practices (in other words, 'the history of history'). Historiography can also refer to a specific body of historical writing (for example, 'medieval historiography during the 1960s', which means 'medieval history written during the 1960s'). We also take the term 'historiography' to mean historical theory more generally, that is, the study of historical memory, and a meta-level analysis of descriptions of the past.

At the conclusion of this paper you will be able to:

- Outline the development of History as a scholarly discipline
- Identify some major theoretical issues which arise in claiming historical knowledge
- Appreciate the variety of sources which may be utilised by historians, and the advantages and difficulties of these materials
- Explain the various ways accounts of the past may be communicated and the significance of language in these processes

We will be asking two fundamental questions in this course:

What is history?

What is the relationship between historical theory and historical practice?

We will also explore the following questions:

- What is the 'goal' of history?
- What constitutes an 'historical event'?
- How do historians produce statements of 'truth' and 'fact'?
- How does the medium of history (book, film, novel and so on) influence its meaning?
- What sort of epistemological challenges does archive-based history present?
- How does the historian establish their own objectivity or come to terms with their own subjectivity? Is objectivity possible?

Overall, the main objectives of this course are:

- To increase your knowledge and understanding of some of the critical issues in studying history

- To introduce you to a wide range of historiographical styles and ideas
- To appreciate history as a process of change and re-interpretation.

### COURSE STRUCTURE

Honours papers are not lecture courses in which students are presented with information which has been collected, organised and interpreted by the lecturer. At Honours level, these tasks are required of the students, who are expected to prepare seminar discussions on a specified topic. With the seminar format, the course convenor will act as a moderator, who will select the main topics for investigation, but expects the students to carry the bulk of the discussion, whether by presenting papers to the class, by commenting on those papers, or by presenting their own views on a particular topic.

The presenters of papers expect your preparation for each seminar to be of a consistent level throughout the year, irrespective of the proximity of essay deadlines. The important point to remember is that seminars are not lectures and should not be treated as a substitute for your own independent course of reading.

The fortnightly seminars will comprise a two-hour meeting on a specific topic. Readings for each meeting will be provided (there will be a small charge for this.) All students are expected to read the material and come to the class prepared to make a contribution to the discussion. At each meeting, one member (or members) of the class will present a paper on the topic to the rest of the group. It is hoped that this presentation will elicit questions/comments from other class members and stimulate further group discussion and debate on the topic.

## COURSE READINGS

There is a Book of Readings for this course. It is available from the History Office. It costs \$39.00.

## RECOMMENDED TEXTS

Useful reference works:

Kelly Body ed., *Encyclopaedia of Historians and Historical Writing*

Harry Ritter, *Dictionary of Concepts in History*

D. R. Woolfe ed., *A Global Encyclopaedia of Historical Writing* (2 vols)

You may also wish to consult bibliographies footnote and the Social Sciences Index as well as other Historical Abstracts online and hardcopy.

### Journals

*American Historical Review*

*American Sociological Review*

*Comparative Studies in Society and History*

*Critical Inquiry*

*Daedalus: Proceedings of the American Academy of Arts and Sciences*

*French Historical Studies*

*Gender and History*

*Historical Journal*

*Historical Studies*

*History and Theory*

*History of European Ideas*

*History of Science*

*History Workshop: A Journal of Socialist Historians*

*Journal of Contemporary History*

*Journal of Interdisciplinary History*

*Journal of Modern History*

*Journal of the History of Ideas*

*New Left Review*

*Past and Present*

*Philosophy of the Social Sciences*

*Proceedings of the British Academy*

*Review/Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations.*

*Signs*

*Social History*

*Social Research*

*Sociology*

*Theory and Society*

Please consult the VUW library catalogue for texts listed as being placed on Course Reserve (3 day loan)

There is no one set text for this course; instead I advise you to read as widely and as much as possible. I have asterisked the books you might like to start with among the following suggestions:

Joyce Oldham Appleby, Lynn A. Hunt, Margaret C. Jacob, *Telling the Truth About History*, New York, 1994

Backscheider, Paula R., *Reflections on Biography*, Oxford University Press, New York, 1999

Barlow, Tani E., *Formations of Colonial Modernity in East Asia*, Duke University Press, Durham, 1997

Michael Bentley, *Modern Historiography: an Introduction*, London, 1999

- Robert F. Berkhofer, *Beyond the Great Story: History As Text and Discourse*, New York, 1995
- Peter Burke, ed., *New Perspectives on historical writing*, Cambridge, 1991 edn)
- \* Peter Burke, ed., *History and Historians in the Twentieth Century*, Oxford, 2002
- E. H. Carr, *What is history? The George Macaulay Trevelyan lectures delivered in the University of Cambridge, January - March, 1961*, London, 1962
- Dipesh Chakrabarty, *Habitations of Modernity: Essays in the Wake of Subaltern Studies*, University of Chicago Press, Chicago, 2002
- Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press, Princeton, 2000
- Prue Chamberlayne, Joanna Bornat and Tom Wengraf, *The Turn to Biographical Methods in the Social Science: Comparative Issues and Examples*, Routledge, London, 2000
- Anne Cranny-Francis and Wendy E. Waring, *Gender Studies: Terms and Debates*, Palgrave Macmillan, New York, 2002
- David Brion Davis, *Challenging the Boundaries of Slavery*, Harvard University Press, Cambridge, 2003
- Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies*, W.W. Norton and Co, New York, 1997
- Arif Dirlik, *The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism*, Westview Press, Colorado, 1997
- Ewa Domanska, *Encounters: Philosophy of History After Postmodernism*, Charlottesville, University Press of Virginia, 1998
- Saul Friedlander, ed., *Probing the limits of representation: Nazism and the "Final Solution"*, Cambridge, Mass., Harvard University Press, 1992
- Martha Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*, Ithaca and London: Cornell University Press, 2001
- Egmond, Florike and Peter Mason, *The Mammoth and the Mouse: Microhistory and Morphology*, John Hopkins University Press, Baltimore, 1997
- Richard J. Evans, *In defence of history*, London, 1997
- Miles Fairburn, *Social History: Problems, strategies and methods*, London, 1999
- Brian Fay, Philip Pomper and Richard T. Vann, *History and Theory: Contemporary Readings*, Blackwell, Malden, 1998
- Marc Ferro, *The Great War: 1914-1918*, translated by Nicole Stone, Routledge, London, 2001
- Robert Fogel, *The Slavery Debates: 1952-1990*, Louisiana State University Press, Baton Rouge, 2003

- Mary Fulbrook, *Historical Theory*, London, 2002
- John Lewis Gaddis, *The Landscape of History*, Oxford, 2004
- \* Anna Green and Kathy Troup, *The Houses of History: A Critical Reader in Twentieth-century History and Theory*, Manchester, 1999
- Eric Hobsbawm, *On History*, Weidenfeld and Nicholson, London, 1997
- Eric Hobsbawm, *Uncommon People: Resistance, Rebellion and Jazz*, Norton, New York, 1998
- Lynn A. Hunt, ed., *The New Cultural History: Essays (Studies on the History of Society and Culture)*, Berkeley, 1989
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Wesleyan University Press, Hanover, 1997
- \* Keith Jenkins and Alun Munslow, *The Nature of History Reader*, London and New York, 2004
- \* Keith Jenkins, *Re-thinking History*, London & New York, 1991
- Keith Jenkins, *Why History?* London and New York, 1999
- Keith Jenkins, *On 'What is History': from Carr and Elton to Rorty and White*, London, 1995
- Lloyd S. Kramer and Sarah C. Maza eds., *A Companion to Western Historical Thought*, Blackwell Publishers, Malden, 2002
- Ania Loomba, *Colonialism-Postcolonialism*, Routledge, London, 1998
- David Lowenthal, *Possessed by the Past: The Heritage Crusade and the Spoils of History*, Free Press, New York, 1996
- Donald M. MacRaild, and Avram Taylor, *Social Theory and Social History*, Palgrave Macmillan, New York, 2004
- Vincent Morley, *Irish Opinion and the American Revolution, 1760-1783*, Cambridge University Press, Cambridge, 2002
- Alun Munslow, *Deconstructing History*, Routledge, New York, 1997
- \* Peter Novick, *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*, Cambridge, 1988
- Mark Poster, *Cultural History and Postmodernity: Disciplinary Readings and Challenges*, Columbia University Press, New York, 1997
- Barry Reay, *Microhistories: Demography, Society and Culture in Rural England, 1800-1930*, Cambridge University Press, Cambridge, 1996
- Stephen Henry Rigby, *Marxism and History: A Critical Introduction*, Manchester University Press, Manchester, 1998
- Lyndall Ryan, *The Aboriginal Tasmanians*, Allen and Unwin, New South Wales, 1981, 2<sup>nd</sup> edition, 1996

Simon Schama, *A History of Britain: The Fate of the Empire 1776-2000*, BBC, London, 2002

Joan Wallach Scott, *Gender and the Politics of History*, Columbia University Press, New York, 1988, revised edition 1999

\* John Tosh, *The Pursuit of History*, with Sean Lang, Pearson Education Ltd, revised 4th edition, 2006 (copies of this text are available at the VUW Bookstore)

James Walvin and Gad J. Heuman, *The Slavery Reader*, Routledge, New York, 2003

James D. White, *Karl Marx and the Intellectual Origins of Dialectical Materialism*, Macmillan Press, Hampshire, 1996

Samuel S. Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press, Philadelphia, 2001

Robert C. Young, *Postcolonialism: An Historical Introduction*, Blackwell Publishers, Oxford, 2001

Keith Windschuttle, *The Killing of History: How Literary Critics and Social Theorists Are Murdering Our Past*, Paddington, N.S.W., 1994

Keith Windshuttle, *The Fabrication of Aboriginal History, Volume One: Van Dieman's Land 1803-1847*, Macleay Press, New South Wales, 2002

### **MANDATORY COURSE REQUIREMENTS**

This is an internally assessed course: there is no registry examination for HIST419. To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

PLEASE NOTE that **Friday 31 October 2008** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 8 June must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

### **ASSESSMENT: SUMMARY**

You must gain an overall grade of C, (50) for the three assessments. This is an internally assessed course. Every student will be required to present:

- (a) ONE seminar presentation (to be written up as a formal essay), worth 20% of overall grade, 2500 words maximum  
**DUE DATE: The essay is due one week after the seminar presentation (so, two pieces, but one grade).**

(b) ONE essay proposal, worth 20% of overall grade, 2500 words maximum

**DUE DATE: no later than 5pm, THURSDAY 26 APRIL (so just after the mid-semester break, a little over half-way through the course)**

(c) ONE long research essay, worth 60% of your overall grade, 4000 words maximum

**DUE DATE: no later than 5pm, by or before FRIDAY 3 OCTOBER 2008**

### ASSESSMENT: FURTHER DETAILS

#### A. SEMINAR PRESENTATION

(a) This presentation to the class should be around 30 minutes in length. Students giving the seminar presentation are also expected to lead the class discussion on that topic. Assessment will be based on your ability to present a coherent and well-structured analysis. Seminar topics and the arrangements for the distribution of reading material will be discussed at the first class meeting.

(b) You will then be expected to submit this seminar paper in the form of an ESSAY of no more than 2500 words no later than one week after the presentation of your seminar. Together the seminar and essay will be worth 20% of your final grade.

The essence of this task is to prepare the ground for your essay by showing you can analyse aspects of theory and history. I do not expect polished, completed ideas. You should present ideas, questions, issues, problems. Please keep in mind the following tips:

- Use overheads or provide some notes/guidance for the group

- Prepare yourself a script, or a series of detailed notes based around bullet points
- Provide a bibliography so that we know which books you have been reading.
- Problematised the issues. Explain to us what you are doing and why; explain how you are working towards an essay
- Don't simply read off the page with your head down
- Don't make extensive use of quotations; you do not have time for that (and will not be able to include them all in your essay)

#### B. ESSAY PROPOSAL

This should be on a selected topic (or a topic of your choice). Topics will be distributed early in the course. The proposal is essentially a scoping exercise for the long research essay. I expect you to submit a proposal which includes the following: a sound hypothesis (or research question/s); discussion of sources; possible structure; argument/s of the essay; annotated bibliography; any other information relevant to the planning of the assignment. The objective of this exercise is to encourage you to plan ahead and think through the main problems and issues with which you plan to work in a particular topic or problem.

Remember: The essay proposal should be no more than 2500 words in length (excluding the bibliography), and will be worth 20% of your overall grade. It is due on Monday 7 July 2008, no later than 5pm.

#### C. LONG RESEARCH ESSAY

This essay should be submitted no later than Friday 3 October 2008, no later than 5pm, and be no more than 4000 words in length (excluding the bibliography). You will need to commence work on this essay early in the first semester. I expect you to



provide me (as the course convenor) with at least two verbal progress reports on your research, in addition to the essay proposal. These meetings should be arranged with me and be held during the first semester. Essay topics and questions will be discussed at a later date.

PLEASE NOTE: This essay will be worth 60% of your overall grade so please consider this in terms of how you allocate your time to your assignments. This is expected to be a substantial piece of work.

### **SUBMISSION OF ESSAYS**

Please submit an electronic (soft) copy of each of your assignments as well as the hard copy by the due date (TWO COPIES OF EACH ASSIGNMENT). This allows me to keep a record of your work and it is essential that we all have back-up copies. Please remember to keep a hard copy of all your assignments.

Please remember that your grades for this course, as with all History honours courses, are provisional until officially confirmed at the end of semester two.

### **PENALTIES**

Students will be penalised for late submission of essays—a deduction of 5% per day up to a maximum of 5 days. Work that is more than 5 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

### **WORKLOAD**

The Humanities and Social Science Faculty suggests that students should spend an average of 12 hours a week for a Full Year, 400-level course.

1. To pass the course each student must:
  - a. Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work below); AND
  - b. Attend at least 8 seminars;

If for any reason you are unable to attend seminars or to complete work on time, you must discuss this with the course convenor well before the due date.

Faculty guidelines permit you to miss up to 2 seminars without penalty. Extra absences will result in a student failing terms, except in cases of exceptional circumstance. An example of an exceptional circumstance would be SERIOUS illness supported by a letter from a medical practitioner. There is no provision in this course for 'Make-ups' to compensate for additional absences except under those circumstances. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

### **ÆGROTATS**

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. **In the case of full-year courses in 2008 the starting point for this period is Monday 15 September.**

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

### **Academic integrity and plagiarism:**

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words. It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is simply not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at: [http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## SEMINAR PROGRAMME 2008

## FIRST TRIMESTER BEGINS MONDAY 25 FEBRUARY

Thursdays 2:00 – 4:00

**28 February and 13 March Meeting One and Two:** History as a Discipline and change (Melanie Nolan)

**27 March Meeting Three:**  
Empirical history: or is History a Science? (Glyn Parry)

**10 April Meeting Four:**  
Quantitative history (Steve Behrendt)

*Midtrimester break 14 April -25 April*

**1 May Meeting Five:**  
Social Theory, Covering Laws and Marxist history (Evan Roberts)

**29 May Meeting Six:**  
The Big Picture? The Annales Approach (Glyn Parry)

*Between Trimesters 2 June-4 July*

**7 July:**  
**RESEARCH PROPOSALS DUE**

**10 July Meeting Seven:**  
Gender (Dolores Janiewski)

**24 July Meeting Eight:**  
Microhistory and macrohistory (James Belich)

**7 August Meeting Nine:**  
Narrative History and the general historian (James Belich)

*Midtrimester break: 18 August -28 August*

**4 September Meeting Ten:**  
Comparative and Global history (James Belich)

**18 September Meeting Eleven:**  
Colonial and Postcolonial histories (James Belich)

**2 October: Meeting Twelve:**  
Fact and Fiction (tba)

**3 October: RESEARCH ESSAY DUE**

## READINGS

### 28 February and 13 March Meeting One and Two: History as a Discipline and change, Melanie Nolan

Joyce Appleby, 'The Power of history', *The American Historical Review*, vol. 103, no. 1, 1998, pp. 1-14.

John H. Arnold, *History, A Very Short Introduction*, Oxford University Press, Oxford, 2000, pp. 1-14, Chapter One, 'Questions about Murder and History',

Ann Curthoys, 'The History of Killing and the Killing of History' in Antoinette Burton, ed., *Archive Stories, Facts, Fictions and the Writing of History*, Duke University Press, 2005.

John Lewis Gaddis, *The Landscape of history. How Historians Map the Past*, Oxford University Press, Oxford, 2002, pp.1-10.

Keith Jenkins, *Re-thinking History*, Routledge, London and New York, 1991, pp. 5-26, Chapter One 'What History is'.

Joan Wallach Scott, 'History in Crisis? The Other's side of the story', *The American Historical Review*, vol., 94, no. 3, June 1989, pp. 680-92.

John Tosh with Sean Lang, *The Pursuit of History. Aims, Methods and New Directions in the Study of Modern History*, Longman, New York, 2006, Chapter One, 'Historical Awareness'.

### 27 March Meeting Three: Empirical history: or is, History a Science? Glyn Parry

W. H. Dray and W. J. Van Der Dussen, eds., *The Principles of History and Other Writings in Philosophy of History*, R. G. Collingwood, Oxford University Press, Oxford, 1999, pp. 9-38 'Evidence'

Mary Fullbrook, *Historical Theory*, Routledge, London and New York, 2002, pp. 12-19, 'The Contested Nature of Historical Knowledge'.

Robert Harrison, Aled Jones and Peter Lambert, 'Methodology. "Scientific" history and the problem of objectivity' in Peter Lambert and Phillip Scholfield, eds., *Making History. An introduction to the history and practices of a discipline*, Routledge, London and New York, 2004, pp. 26-37.

Beverley Southgate, 'History for its own Sake' in Beverley Southgate, *What is history For*, Routledge, London and New York. 2005, pp. 10-30.

John Tosh, ed., *Historians on History. An Anthology*, Longman. New York, 2000, pp. 26-31 & 50-55, 56-62, 'G. R. Elton', 'J. H. Plumb' 'E. H. Carr'.

John Tosh with Sean Lang, *The Pursuit of History. Aims, Methods and New Directions in the Study of Modern History*, Longman, New York, 2006, pp. 175-211, 'The Limits of historical Knowledge'.

John Lewis Gaddis, *The Landscape of history. How Historians Map the Past*, Oxford University Press, Oxford, 2002, pp.35-52, 'Structure and process'.

#### **10 April Meeting Four: Quantitative history, Steve Behrendt**

William O. Aydelotte, 'Quantification in History', *American Historical Review*, Vol. 71, 3, 1996, pp. 803-825

'History by Numbers' in John Tosh with Sean Lang, *The Pursuit of History. Aims, Methods and New Directions in the Study of Modern History*, Longman, New York, 2006, pp. 257-283

Jacob M. Price, 'Recent Quantitative Work in History: A Survey of the Main Trends', *History and Theory*, Vol. 9, Beiheft 9, 1969, pp. 1-13

#### **1 May Meeting Five: Social Theory, Covering Laws and Marxist history, Evan Roberts**

Mary Fullbrook, *Historical Theory*, Routledge, London and New York, 2002, pp. 31-50, 'Historical Paradigms and Theoretical Traditions'.

Richard S. Hill, *Policing the Colonial Frontier*, vol. 1, 1986, pp. 1-25.

Phillipp Scholfield, 'History and Marxism' in Peter Lambert and Phillipp Scholfield, eds., *Making History. An introduction to the history and practices of a discipline*, Routledge, London and New York, 2004, pp. 180-191

John Tosh with Sean Lang, *The Pursuit of History. Aims, Methods and New Directions in the Study of Modern History*, Longman, New York, 2006, pp. 214-256, 'History and Social Theory'.

John Tosh, ed., *Historians on History. An Anthology*, Longman, New York, 2000, pp. 83, 84-106, 'Marxism' 'Christopher Hill' E. J. Hobsbawm'. 'Eugene Genovese' .

#### **29 May Meeting Six: The Big Picture? The Annales Approach, Glyn Parry**

What are the characteristics of the Annales approach to history/ Where did it come from? And what is the value and relevance today? What are the strengths and weaknesses of such an historical methodology?

Fernand Braudel, *Capitalism and Material Life 1400-1800*, Miriam Kockhan trans. Harper Colophon Books, New York, 1967 extracts, ix-xv

Fernand Braudel, *The Structures of Everyday Life. The Limits of the Possible*, Sian Reynolds trans, Perennial Library, Harper, New York, 1981 (table of contexts to see Braudel's methodology)

Fernand Braudel, *On history*, Sarah Matthews trans., The University of Chicago Press, 1980, pp. 3-5, 25-54

Anna Green and Kathleen Troup eds, *The Houses of History, A Critical Reader in twentieth-century history and theory*, Manchester University Press, Manchester, 1991, "The Annales" pp. 87-97

Michael Roberts, 'The Annales School and Historical Writing' in Peter Lambert and Phillipp Scholfield, eds., *Making History. An introduction to the history and practices of a discipline*, Routledge, London and New York, 2004, pp. 78-92.

Marnie Hughes-Warrington, *Fifty Key Thinkers 1940-2002*, Routledge, London and New York, 2000, pp. 8-23, 'Marc Bloch', Fernand Braudel, & Emmanuel Le Roy Ladurie

#### **10 July Meeting Seven: Gender, Dolores Janiewski**

Michael Roberts, 'Women's history and gender history' in Peter Lambert and Phillipp Scholfield, eds., *Making History. An introduction to the history and practices of a discipline*, Routledge, London and New York, 2004, pp. 192-203.

Evelyn Brooks Higginbotham, 'African-American Women's History and the Metalanguage of Race', in Joan Wallach Scott, ed., *Feminism and History*, Oxford and New York, Oxford University Press, 1996, pp. 183-208.

Cecile Dauphin et. al, 'Women's Culture and Women's Power: Issues in French Women's History', pp. 568-596.

John Tosh, ed., *Historians on History. An Anthology*, Longman. New York, 2000, 'Gender' Carroll Smith-Rosenberg' 'Joan Scott' Gisela Bok', pp. 129-149.

#### **24 July Meeting Eight: Microhistory and Macrohistory James Belich**

'From Macro to Microhistory: The History of Everyday Life' in Georg G. Iggers, *Historiography in the Twentieth Century. From Scientific Objectivity to the Postmodern Challenge*, Wesleyan University Press, Hanover and London, 1997, pp. 101-117.

Laurel Thatcher Ulrich, *A Midwife's Tale. The Life of Martha Ballard Based on Her Diary 1785-1912*, Virago Books, New York, 1990, pp.

#### **7 August Meeting Nine: Narrative History and the general historian, James Belich**

Nancy Partner, 'Hayden White: the Form of the Content', *History and Theory*, vol. 37, 1998.

Peter Burke, 'History of Events and the Revival of Narrative,' in Peter Burke, ed., *New Perspectives on Historical Writing*, 1992, pp. 233-249.

#### **4 September Meeting Ten: Comparative and Global History, James Belich**

Chris Lorenz, 'Comparative Historiography: Problems and Perspective', *History and Theory*, vol. 38, no.1, 1991, pp. 25-39.

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