



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 419

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

2009 – Full Year [2 March to 15 November 2009]

CRN 2137

Name and contact details

Convenor: Professor Sekhar Bandyopadhyay

Room: OK 411

Phone: 04 463 6772

E-mail: sekhar.bandyopadhyay@vuw.ac.nz

Other History staff members will contribute to discussions on issues of interest to them.

Seminar time: Thursdays 2-4pm

Seminar venue: Old Kirk 406.

Course Delivery

This course will be taught by way of a two-hour seminar fortnightly.

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 or more member/s 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.

Student consultation

Office hours will be Thursdays 4-5 pm after 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.

Communication of additional information

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

Course content

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 re-presented 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.

Learning objectives

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.

Graduate attributes

As with all HIST courses, learning objectives of this course contribute to the attainment of specific attributes:

Critical Thinking

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

Creative Thinking

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

Communication

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

Leadership

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

Other

- 1: Understand the development of the historical discipline

Expected workload

In accordance with the Faculty Guidelines, this course has been constructed on the assumption that students will devote 18 hours per week to HIST 419. This includes 2 hours of seminars per fortnight.

Course readings

There is a Book of Readings for this course. It is available from the Student Note Shop.

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 you are advised to read as widely and as much as possible. The books asterisked are those 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, 2nd 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

Assessment requirements

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 book review, worth 30% of overall grade, 2500 words maximum
DUE DATE: no later than 5pm, Monday 13 July (so just after the mid-year break, a little over half-way through the course)

C. ONE long research essay, worth 50% of your overall grade, 4000 words maximum
DUE DATE: no later than 5pm, by or before Monday 12 OCTOBER 2009

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. It is not expected that you will be presenting 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.
- Problematise 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. BOOK REVIEW

In a short essay, which should be around **2500 words**, you will be required to write a review of a specific book related to your essay topic. You will have to write a review essay situating the

book within its historiographical context and critiquing its arguments. After you select the book you must come to me for prior approval. You may also seek my advice for selection.

Remember: The book review should be no more than 2500 words in length (excluding the bibliography), and will be worth 30% of your overall grade. It is due on Monday 13 July 2009, no later than 5pm.

C. LONG RESEARCH ESSAY

This essay should be submitted no later than Monday 12 October 2009, 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. 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 50% 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.

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);
- b) Attend at least 10 seminars.

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.

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.

PLEASE NOTE that **Friday 16 October 2009** 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 16 October 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).

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material

- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

SEMINAR PROGRAMME 2009

FIRST TRIMESTER BEGINS MONDAY 2 MARCH

Thursdays 2:00 – 4:00 PM

McAloon)

5 March and 19 March Meeting One and Two: History as a Discipline (Sekhar Bandyopadhyay)

2 April Meeting Three:

Empirical history: or is History a Science? (Sekhar Bandyopadhyay)

Midtrimester break 13 April -24 April

30 April Meeting Four:

Narrative History and the general historian (Sekhar Bandyopadhyay)

14 May Meeting Five:

The Big Picture? The Annales Approach (Sekhar

28 May Meeting Six:

Quantitative history (Evan Roberts)

Mid Year Break: 8 June – 10 July

13 July:

BOOK REVIEW DUE

16 July Meeting Seven:

Social Theory, Covering Laws and Marxist history (Jim

30 July Meeting Eight:

Gender history (Jim McAloon)

13 August Meeting Nine:

Microhistory and macrohistory (Jim McAloon)

Midtrimester break: 24 August - 4 September

10 September Meeting Ten:

Global and Comparative History: The Great Divergence (James Belich)

24 September Meeting Eleven:

Colonial and Postcolonial histories (Sekhar Bandyopadhyay)

8 October: Meeting Twelve:

Fact and Fiction (Giacomo Lichtner)

12 October:

RESEARCH ESSAY DUE

READINGS

5 March and 19 March Meeting One and Two: History

as a Discipline and change. Sekhar Bandyopadhyay

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.1-16.

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'.

2 April Meeting Three: Empirical history: or is, History a Science? Sekhar Bandyopadhyay

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. 7-38 'Evidence'

Mary Fulbrook, *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.

Beverly Southgate, 'History for its own Sake' in Beverly 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, 56-61, '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. 173-213, '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'.

30 April Meeting Four: Narrative History and the general historian, Sekhar Bandyopadhyay

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.

14 May Meeting Five: The Big Picture? The Annales Approach, Sekhar Bandyopadhyay

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 contents 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

28 May Meeting Six: Quantitative history, Evan Roberts

Richard Steckel, 'Big Social Science History', *Social Science History*, 31(1), 2007, pp. 1-34.

'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

Reynolds, John F. "Do Historians Count Anymore? The Status of Quantitative Methods in History 1975-1995." *Historical Methods*, 31, no. 4 (1998), pp. 141-48.

16 July Meeting Seven: Social Theory, Covering Laws and Marxist history, Jim McAloon

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'.

Eric Hobsbawm, 'Marx and History' in Eric Hobsbawm, *On History*, Weidenfeld and Nicolson, London, 1997, pp 157-70.

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

E. P. Thompson, 'Interview' in Henry Abelove, et al, eds, *Visions of History*, Manchester University Press, Manchester, 1983, pp 3-25.

30 July Meeting Nine: Gender history, Jim McAloon

Catherine Hall, 'Feminism and Feminist History,' in Catherine Hall, *White, Male and Middle Class: Explorations in Feminism and History*, Polity Press, 1992, pp. 1-40.

Joan Wallach Scott, 'Gender: A Useful Category of Historical Analysis,' in Joan Wallach Scott, ed., *Feminism and History*, Oxford and New York, Oxford University Press, 1996, pp. 152-180.

John Tosh, ed., *Historians on History. An Anthology*, Longman. New York, 2000, 'Gender' Carroll Smith-Rosenberg' 'Joan Scott' Gisela Bok', pp. 129-149. York, 1990, pp. 129-49.

13 August Meeting Eight: Microhistory and macrohistory, Jim McAloon

Christopher Lloyd, 'Past, Present and Future in the Global Expansion of Capitalism: Learning From The Deep and Surface Times of Societal Evolution and the Conjunctures of History', *Österreichische Zeitschrift für Geschichtswissenschaft* Vol 16, No 2, 2005, pp 79-103.

'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.

10 September Meeting Ten: Global and Comparative History: The Great Divergence, James Belich

Bennett, James C., 'An Anglosphere Primer', c. 2001, 2002, online, available

at:<http://www.pattern.com/bennettj-anglosphereprimer.html>.

Jack Goldstone, 'Efflorescences and Economic Growth in World History: Rethinking the "Rise of the West" and the Industrial Revolution', *Journal of World History*, 13 (2002) pp. 323-389.

24 September Meeting Eleven: Colonial and Postcolonial histories: Sekhar Bandyopadhyay

Edward W. Said, *Orientalism*, Penguin Books, pp. 1-28.

Dipesh Chakrabarty, 'Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?' from *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton and Oxford: Princeton University Press, 2000, pp. 27-46.

Antionette Burton, *After the Imperial Turn*, Duke University Press, Durham, NC, 2003, pp. 1-23.

8 October: Fact and Fiction: Giacomo Lichtner

Bryant Simon, 'Narrating a Southern Tragedy. Historical Facts and Historical Fiction', in Alun Munslow and Robert Rosenstone, eds., *Experiments in Rethinking*

History, New York, and London, 2004;

Robert A. Rosenstone, 'History in Images/History in words: Reflections on the Possibility of Really Putting History onto Film', *The American Historical Review*, December 1988, 93, 5, pp.1173- 85.

Hayden White, 'Historiography and Historiophoty', *The American Historical Review*, December 1988, 93, 5, pp. 1193-99;