



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME**

**HIST 419**

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

**2011 – Full Year**

28 February to 12 November 2011

**Trimester dates**

Teaching dates: 28 February to 14 October 2011

Mid-trimester/Easter break: 18 April to 1 May 2011

Mid-year break: 4 to 10 July 2011

Mid-trimester break: 22 August to 4 September 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

Course Coordinator: Jim McAloon

Room: OK 414

Phone: 04 463 6751

E-mail: [jim.mcaloon@vuw.ac.nz](mailto:jim.mcaloon@vuw.ac.nz)

Office hours will be advised in the first session. I am however very happy to discuss aspects of the course at most times of the week, and if a drop-in discussion is not convenient we can make an appointment.

Other History staff members will lead sessions on issues of interest to them; details are in the timetable which appears later in this outline.

**Class times and locations**

Thursday 2.10 to 4.00pm, Old Kirk 406. Generally alternate weeks, as in the timetable given later in this outline. Please note, though, that in the event of disruption for reasons such as illness the class may meet on other Thursdays than those specified. It would therefore be helpful if you kept free all Thursday afternoons during teaching periods.

## 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.

Your preparation for each seminar is expected 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 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.

## Critical Dates

A. A written paper based on an oral seminar presentation (20%, 2500 words) due one week after the meeting in which the seminar was delivered.

**This deadline varies according to the topic.**

The other two pieces of work are related to each other, in that the book review should be of a work that is relevant to your major essay. Therefore, you will need to discuss your major essay topic and the book for review with the course co-ordinator by the end of the first trimester. You will need to send an email ([jim.mcaloon@vuw.ac.nz](mailto:jim.mcaloon@vuw.ac.nz)) with suggested topics by

**Monday 23 May 2011**

and meetings can be arranged to discuss these matters.

B. Book review (30%), around 2500 words. Due, both hard copy and electronic copy:

**Monday 11 July (no later than 5pm).**

C. Major essay (50%), around 4000 words. Due, both hard copy and electronic copy:

**Monday 10 October (no later than 5pm).**

## Communication of additional information

Any notices will be circulated by email and Blackboard. Email will be to your VUW email address.

## Course content

This is 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 currently is) practised.

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 is, practised. 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.

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.

### **Learning objectives**

At the conclusion of this course you should 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

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 a total of 300 hours to HIST 419, including two hours of seminars per fortnight. Over the 24 teaching weeks of the academic year, that is an average of 12.5 hours per week.

## Readings

### Essential texts

The only required item is the HIST 419 Book of Readings.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

### Recommended Reading

There is no one set text for this course other than the book of readings; instead you are advised to read as widely and as much as possible.

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:

The University Library subscribes to many hundreds of historical journals, both in print and through online databases. Any list here would only be a selection.

Two principal databases for online journals in history are Blackwell Synergy (still listed as such on the Library website but now known as Wiley InterScience), and J-STOR. However, some significant journals are accessed through other databases. The *Journal of Historical Geography*, for instance, is accessed online through the Science Direct database, and the *Journal of Imperial and Commonwealth History*, like all Routledge journals, is accessed through Informaworld.

Many historical journals will include historiographical discussions from time to time. Two major journals which specialise in this are *History and Theory*, and the *Journal of the Philosophy of History*. Among other major journals are *Social History*, the *Journal of Social History*, the *American Historical Review*, and *Past & Present*.

More specialist journals, such as the *Economic History Review*, *Environmental History*, *Labour History*, and *Gender and History*, will also often include historiographical surveys and discussions.

Given the vast quantity of journal literature there is no chance of keeping up with everything. A much better approach is to become familiar with the journals which are of particular interest to you and to keep up with them. That will mean keeping an eye on the library shelves and also checking electronic versions through the library catalogue from time to time.

There is no single textbook for this course. Some useful introductory works and surveys are:

Richard J. Evans, *In defence of history*, London, 1997

Adam Budd (ed.), *The modern historiography reader: Western sources*, London, 2008.

Marnie Hughes-Warrington, *Fifty Key Thinkers on History*, London, 2<sup>nd</sup> edn, 2008.

John Tosh, *The Pursuit of History*, with Sean Lang, London, revised 4th edition, 2006

John Tosh (ed.), *Historians on History*

Daniel Snowman, *Historians*

David Cannadine (ed.), *What is History Now?*

Books:

The following is a list of general and more specialized works that will be of interest.

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

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

Tani E. Barlow, *Formations of Colonial Modernity in East Asia*, 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*, Chicago, 2002

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton, 2000

Prue Chamberlayne, Joanna Bornat and Tom Wengraf, *The Turn to Biographical Methods in the Social Science: Comparative Issues and Examples*, London, 2000

G. A. Cohen, *Karl Marx's Theory of History: A Defence*, Oxford, 1978.

Anne Cranny-Francis, and Wendy E. Waring, *Gender Studies: Terms and Debates*, New York, 2002

David Brion Davis, *Challenging the Boundaries of Slavery*, Cambridge, 2003

Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies*, New York, 1997

Arif Dirlik, *The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism*, Colorado, 1997

Ewa Domanska, *Encounters: Philosophy of History After Postmodernism*, Charlottesville, 1998

Saul Friedlander (ed.), *Probing the limits of representation: Nazism and the "Final Solution"*, Cambridge, Mass., 1992

Florike Egmond and Peter Mason, *The Mammoth and the Mouse: Microhistory and Morphology*, Baltimore, 1997

Miles Fairburn, *Social History: Problems, strategies and methods*, London, 1999

Brian Fay, Philip Pomper and Richard T. Vann, *History and Theory: Contemporary Readings*, Malden, 1998

Marc Ferro, *The Great War: 1914-1918*, translated by Nicole Stone, London, 2001

Robert Fogel, *The Slavery Debates: 1952-1990*, Baton Rouge, 2003

Elizabeth Fox-Genovese, and Elisabeth Lasch-Quinn (eds.), *Reconstructing history: the emergence of a new historical society*, New York, 1999.

Mary Fulbrook, *Historical Theory*, London, 2002

Anna Green and Kathy Troup, *The Houses of History: A Critical Reader in Twentieth-century History and Theory*, Manchester, 1999

Eric Hobsbawm, *On History*, London, 1997

Eric Hobsbawm, *Uncommon People: Resistance, Rebellion and Jazz*, New York, 1998

Martha Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*, Ithaca and London, 2001

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*, 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*, Malden, 2002

Ania Loomba, *Colonialism-Postcolonialism*, London, 1998

David Lowenthal, *Possessed by the Past: The Heritage Crusade and the Spoils of History*, New York, 1996

Donald M. MacRaild and Avram Taylor, *Social Theory and Social History*, Palgrave Macmillan, New York, 2004

Sue Morgan (ed.), *The feminist history reader*, London, 2006.

Vincent Morley, *Irish Opinion and the American Revolution, 1760-1783*, Cambridge, 2002

Alun Munslow, *Deconstructing History*, 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*, New York, 1997

Barry Reay, *Microhistories: Demography, Society and Culture in Rural England, 1800-1930*, Cambridge, 1996

Stephen Henry Rigby, *Marxism and History: A Critical Introduction*, Manchester, 1998

Lyndall Ryan, *The Aboriginal Tasmanians*, Allen and Unwin, New South Wales, 1981, 2<sup>nd</sup> edition, 1996

Derek Sayer, *The Violence of Abstraction: The analytic foundations of historical materialism*, Oxford: 1987.

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

Joan Wallach Scott, *Gender and the Politics of History*, New York, 1988, revised edition 1999 (copies of this text are available at the VUW Bookstore)

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

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

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

Robert C. Young, *Postcolonialism: An Historical Introduction*, 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*, 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 11 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, Monday 10 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 Powerpoint 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 stand with your back to the group and talk to the screen, either.
- 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 major 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 around 2500 words in length (excluding the bibliography), and will be worth 30% of your overall grade. It is due on Monday 11 July, no later than 5pm.

## C. LONG RESEARCH ESSAY

This essay should be submitted no later than Monday 10 October, no later than 5pm, and be around 4000 words in length (excluding the bibliography). You will need to commence work on this essay early in the first semester.

The topic can be anything of a broadly historiographical nature; obviously, the material discussed in class will inform your work. The topic – and also the book for your book review – must be discussed with me before the end of the first trimester. I will want an indication by email of your topic area by Monday 23 May, and will make appointments to discuss your proposal after this.

I expect you to provide me (as the course convenor) with an oral progress report on your research at some point during the second trimester.

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 trimester two.

## **Penalties**

Students will be penalised for late submission of essays—a deduction of 5% per day up to a maximum of 5 working days. Work that is more than 5 working 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 notice will be necessary, unless exceptional circumstances make this impossible. You must complete an extension form, available from the History Office (Old Kirk Room 405), and agree to a new due date with your lecturer. A photocopy of the extension form (approved and signed by the lecturer) must be submitted with the essay.

## **Mandatory Course Requirements**

This is an internally assessed course: there is no 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); AND
- b) Attend at least 75% of the scheduled seminars.

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 14 October 2011** 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 14 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).

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Statement on legibility**

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **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>

#### **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## SEMINAR PROGRAMME 2011

3 March	Meeting One	Introductory	(Jim McAloon)
17 March	Meeting Two	The state of the discipline	(Jim McAloon)
31 March	Meeting Three	History and Evidence	(Jim McAloon)
14 April	Meeting Four	Postmodern Challenges	(Jim McAloon)
5 May	Meeting Five	Fact and Fiction	(Giacomo Lichtner)
19 May	Meeting Six	Colonial and Postcolonial histories	(Sekhar Bandyopadhyay)
2 June	Meeting Seven	Quantitative history.	(Jim McAloon)
14 July	Meeting Eight	Oral history.	(Kate Hunter)
28 July	Meeting Nine	Gender and history.	(Kate Hunter)
11 August	Meeting Ten	Class and history.	(Jim McAloon)
8 September	Meeting Eleven	Long-run and Global history.	(Jim McAloon)
22 September	Meeting Twelve	Microhistory.	(Jim McAloon)