



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

**HIST 419: A TOPIC IN HISTORIOGRAPHY AND HISTORICAL METHOD 1:
HISTORY AND THEORY**

TRIMESTER 1 AND 2 2013

4 March to 17 November 2013

Trimester dates

Trimester dates: 4 March to 17 November 2013

Teaching dates: 4 March to 18 October 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break 1/3: 22–28 April 2013

Mid-year break: 4–14 July 2013

Mid-trimester break 2/3: 26 August to 8 September 2013

Study week: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Withdrawal dates

Information on withdrawals and refunds may be found

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

Names and contact details

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Phone: 463 6885
Office Hours: Wednesday, 2-4 p.m. or by appointment
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Class times and locations

Seminar time: Thursdays, 2:10-4 p.m.
Old Kirk 406

Course Prescription

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. 100% internal assessment.

Teaching/learning summary

This course will be taught by way of a two-hour seminar weekly or fortnightly: there are fourteen two-hour seminars convened over the 24-week period.

Honours papers are not lecture courses in which students are presented with information that 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 seminars will comprise a two-hour meeting on a specific topic, and written guidelines for each seminar will be provided at the beginning of the course. Readings for each meeting will be drawn from the course textbook and book chapters on Blackboard or articles from journals available online. At each meeting, specific members of the class will prepare and deliver a report, paper or commentary on the topic. The presentation should elicit questions/comments from other class members and stimulate further group discussion and debate on the topic. All students are expected to read the material and come to the class prepared to make a contribution to the discussion.

Group work

There is no assessed group work in this course, although students may be asked to work together in the context of specific seminar tasks.

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 week or fortnight. Over the 24 teaching weeks of the academic year, that is an average of 12.5 hours per week.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organized email forwarding. Additional information and any changes to the timetable or seminar programme will be advised by email, announced in seminars, and posted on the History glass notice board (level 4, Old Kirk Building).

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, and 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.

Specifically, we will explore the following questions:

- What is the 'goal' of historical research and writing?
- Should historians be reflexive and consider their own cultural subjectivity and habitus?
- Are there multiple temporal frameworks through which we can approach the past?
- What agents or drivers of social or cultural change in the past have been identified by historians?
- In what ways do historians approach the mentalités or subjectivities of those they study?
- What are the implications of different ways of communicating historical information?

Learning objectives

Students who pass this course should be able to:

1. Outline the trajectory of theoretical and conceptual approaches within the discipline of history
2. Identify the strengths and difficulties of different theoretical or conceptual approaches
3. Appreciate the variety of sources that may be utilised by historians
4. Explain the various ways accounts of the past may be communicated

Graduate attributes

As with all History courses, learning objectives of this course contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

Expected workload

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Readings

Set text

Anna Green and Kathleen Troup, *The Houses of History* (Manchester University Press, 1999).

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to 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

1. 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)*

2. Useful introductory works and surveys, published in the last decade or so

Stefan Berger, Heiko Feldner, and Kevin Passmore, eds., *Writing History: Theory and Practice*, 2nd ed. (London, 2009).

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

Peter Burke (ed.), *History and Historians in the Twentieth Century*, Oxford, 2002

Peter Claus and John Marriott, *History: An Introduction to Theory, Method and Practice* (Pearson, 2012).

Mary Fulbrook, *Historical Theory* (London, 2002).

Anna Green, *Cultural History* (Palgrave Macmillan, 2008).

Simon Gunn, *History and Cultural Theory* (Prentice Hall, 2006).

Marnie Hughes-Warrington, *Fifty Key Thinkers on History*, London, 2nd ed. (Routledge, 2007).

Keith Jenkins and Alun Munslow, *The Nature of History Reader* (London and New York, 2004).

Lloyd S. Kramer and Sarah C. Maza (eds.), *A Companion to Western Historical Thought* (Malden, 2002).

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

John Tosh, *The Pursuit of History*, revised 4th ed. (London, 2006).

Daniel Snowman, *Historians* (Palgrave Macmillan, 2006).

David Cannadine, ed., *What is History Now?* (Palgrave Macmillan, 2004).

3. Journals

The University Library subscribes to many hundreds of historical journals, both in print and through online databases. Three principal online databases for journals in history available through the library are J-STOR, EBSCOhost and Wiley Online Library.

Many historical journals will include historiographical discussions from time to time. The major journal that specialises in this area is *History and Theory*. Other major journals are *Cultural and Social History*, the *Journal of Social History*, the *American Historical Review*, and *History Workshop Journal*.

More specialist journals, such as the *Economic History Review*, *Environmental History*, *Labour History*, *Gender and History*, *Rethinking History* or *Oral History Review* will also often include historiographical surveys and theoretical or conceptual 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 that are of particular interest to you and to keep up with them. That will mean checking electronic versions through the library catalogue from time to time.

Assessment requirements

This is an internally assessed course and every student will be required to present three assignments: an oral presentation and essay, a book review, and a major essay.

A. An oral seminar presentation and essay (20%, 2,000 words) due **one week** after the meeting in which the seminar was delivered. **The deadline varies according to the topic.**

Learning objectives: 2, 3, 4

B. Book review (30%, 2500 words) both hard copy and electronic copy due: **Monday 29 July (no later than 5pm).**

Learning objectives: 1, 2, 3, 4

C. The major essay (50%, around 4,000 words) both hard copy and electronic copy due: **Monday 30 September (no later than 5pm).**

Learning objectives, 1, 2, 3, 4

A. SEMINAR PRESENTATION AND ESSAY (20% of course mark)

(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 well-researched, coherent and well-structured analysis. Lists of reading material will be distributed during the first seminar, and selection of seminar topics will be discussed and finalised at the second class meeting.

(b) You will then be expected to submit this seminar paper in the form of an ESSAY of no more than 2000 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 the seminar presentation 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 (30% of course mark)

For the review essay you will be required to write a comparative review of two books from a list of recommended books circulated in class (although you may make another selection with the approval of the course convenor).

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 29 July, no later than 5pm. It will be

assessed on the basis of depth of contextualisation, quality of description and analysis, and written expression.

C. LONG RESEARCH ESSAY (50% of course mark)

This essay should be submitted no later than Monday 30 September, no later than 5pm, and be around 4000 words in length (excluding the bibliography). In this course we will have explored three major dimensions of historical analysis and interpretation, and you will be asked to develop an essay topic and question around one or more of these themes for approval by the course convenor:

- i. Temporal frameworks
- ii. Agents or drivers of social structure or change
- iii. Mentalities or subjectivities in the past

Addressing one or more of these themes will require you to draw on material covered in different seminars, and it is therefore recommended that you keep careful notes and progressively build a body of research and argument for the essay.

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. Assessment will be based on depth and breadth of research, quality of analysis and argument, and written expression.

Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first weekday late, and 2% per weekday thereafter, up to a maximum of 10 weekdays**. Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary and you must complete a History Request for Extension form and agree to a new due date.

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 work specified for this course (one oral presentation and short essay, a book review, and a long essay) 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 mandatory course requirements, 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.

Submission of work

All written work must be submitted in hard copy to the History Programme office with the History Programme cover sheet attached, dated and signed. Please remember to keep a back up and 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.

Return of marked course work

Essays will be returned during seminars. If students fail to attend these times, they may collect their essay from the Office, Room 405, Old Kirk Building, between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

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. You can find out more information on Class Representatives on the VUWSA website.

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. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at 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 (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.